

Teaching and Learning International Survey (TALIS) 2013: User's Guide to 2013 U.S. Data Files and Database

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Teaching and Learning International Survey (TALIS) 2013: User's Guide to 2013 U.S. Data Files and Database

February 2016

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February 2016

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Suggested Citation

Strizek, G.A., and Erberber, E. (2016). *Teaching and Learning International Survey (TALIS) 2013:User's Guide to 2013 U.S. Data files and Database* (NCES 2016-063).U.S. Department of Education. Washington, DC. National Center for Education Statistics.

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Chapter 1.

The TALIS 2013 U.S. National Data

1.1 Introduction

The Teaching and Learning International Survey (TALIS) is an international survey of lower secondary education teachers and principals coordinated by the Organization for Economic Cooperation and Development (OECD). Technical details on the development, administration, processing, and analysis of the data for the international database are available in the TALIS 2013 Technical Report (OECD, 2014a). Additional details regarding the design, but more directly focused on the details related to the secondary analysis of the TALIS 2013 international database are included in the TALIS 2013 User's Guide (OECD, 2014b). Country-specific details regarding the administration, processing, and release of the U.S. database are included in the U.S. TALIS 2013 Technical Report (Strizek et. al, 2015).

This U.S. User's Guide describes the organization, content, and usage of the national database thus provides a basic introduction to the U.S. TALIS 2013 database. This information is meant to supplement that presented in OECD publications by describing those aspects of TALIS 2013 that are unique to the United States. It is imperative, therefore, that this U.S. User's Guide should be used in conjunction with the U.S. Technical Report, OECD Technical Report, and OECD User's Guide. This will allow users of the U.S. TALIS 2013 database to have a good understanding of the conceptual foundations of TALIS, the themes addressed, the populations targeted, the samples selected, the instruments used and the production of the international and national database.

1.2 TALIS 2013 U.S. Data

The TALIS 2013 national data for the United States exist in the following three forms:

U.S. international data files, which are part of the TALIS international database and are directly comparable to that of other participating education systems in the study. These files allow for comparisons of the United States with any of the other education systems participating in TALIS in virtually all respects. These files are available from the OECD at <http://www.oecd.org/edu/school/talis.htm>. Note that these data files do not include the U.S.-specific adaptations or additions made to the U.S. versions of the questionnaires.

U.S. national public-use data files, which include all variables in the U.S. international data files but also the U.S.-specific variables that are not part of the U.S. international data files. These adapted or additional questions are listed in Table 1 and 2 in section 1.3. U.S. national public-use data files are available from the National Center for Education Statistics by download from the TALIS NCES "Publications and Products" webpage at <http://nces.ed.gov/pubsearch/getpubcats.asp?sid=118>. Because the U.S. national files differ little from their international counterparts, the bulk of the variables are as described in the OECD TALIS 2013 Technical Report and OECD TALIS 2013 User's Guide. These are the most comprehensive and detailed references for the TALIS 2013 data and should be seen as the primary reference.

U.S. national restricted-use data files, which can only be obtained by completing a restricted-use license agreement with NCES. The restricted-use data files are provided only on CD. Compared to the U.S. public-use data files, restricted-use datasets contain two additional variables: NCESSCH (the

NCES unique public school identification code) and PPIN (the private school's unique identification number). These two variables allow users with restricted-use licenses to link TALIS school ID numbers to the school ID numbers as they appear in the publicly available Common Core of Data (CCD) or the Private School Universe Survey (PSS). Because these data can reveal the identities of participating U.S. schools, the restricted-use data files are only made available to those who obtain a NCES restricted-use data license. Directions on how to obtain the license can be found at <http://nces.ed.gov/pubsearch/licenses.asp>.

The U.S. national public-use data files and the U.S. national restricted-use data files include the following teacher and school files which contain the responses to the questions in the respective background questionnaires administered in TALIS 2013:

SPSS data files, Restricted-Use and Public-Use versions

- United States version of SPSS school data files;
 - US_SC_TALIS13_RESTRICTED_USE.SAV
 - US_SC_TALIS13_PUBLIC_USE.SAV
- United States version of SPSS teacher data files;
 - US_T_TALIS13_RESTRICTED_USE.SAV
 - US_T_TALIS13_PUBLIC_USE.SAV

SAS data files and format files, Restricted-Use and Public-Use versions

- United States version of SAS school data files;
 - US_SC_TALIS13_RESTRICTED_USE.SAS7BDAT
 - US_SC_TALIS13_PUBLIC_USE.SAS7BDAT
- United States versions of SAS teacher data files;
 - US_T_TALIS13_RESTRICTED_USE.SAS7BDAT
 - US_T_TALIS13_PUBLIC_USE.SAS7BDAT
- United States version of SAS format files for school data;
 - US_SC_TALIS13_RESTRICTED_USE_FORMATS.SAS
 - US_SC_TALIS13_PUBLIC_USE_FORMATS.SAS
- United States versions of SAS format files for teacher data;
 - US_T_TALIS13_RESTRICTED_USE_FORMATS.SAS
 - US_T_TALIS13_PUBLIC_USE_FORMATS.SAS

Codebooks for U.S. TALIS 2013 School and Teacher data files (provide unweighted frequency and percentage distributions, variable labels, and formats)

- Codebook for United States version of school files;
 - US_SC_TALIS13_RESTRICTED_USE_CODEBOOK.PDF
 - US_SC_TALIS13_PUBLIC_USE_CODEBOOK.PDF
- Codebook for United States version of teacher data files;
 - US_T_TALIS13_RESTRICTED_USE_CODEBOOK.PDF
 - US_T_TALIS13_PUBLIC_USE_CODEBOOK.PDF

ASCII, Fixed-Format data files for TALIS 2013 school and teacher files

- ASCII, fixed-format data for United States version of school files;
 - US_SC_TALIS13_RESTRICTED_USE.DAT
 - US_SC_TALIS13_PUBLIC_USE.DAT

- ASCII, fixed-format data for United States version of teacher files;
 - US_T_TALIS13_RESTRICTED_USE.DAT
 - US_T_TALIS13_PUBLIC_USE.DAT

File layouts for ASCII, fixed-format data files for TALIS 2013 school and teacher files (these provide variable names, labels, length, and column location on file)

- File layouts for ASCII, fixed-format data for United States version of school files;
 - US_SC_TALIS13_RESTRICTED_USE_FILELAYOUT.XLS
 - US_SC_TALIS13_PUBLIC_USE_FILELAYOUT.XLS
- File layouts for ASCII, fixed-format data for United States version of teacher files;
 - US_T_TALIS13_RESTRICTED_USE_FILELAYOUT.XLS
 - US_T_TALIS13_PUBLIC_USE_FILELAYOUT.XLS

Value Labels for ASCII, fixed-format data files for TALIS 2013 school and teacher files (these provide value labels for variables for ASCII, fixed-format files)

- Value labels for ASCII, fixed-format data for United States version of school files;
 - US_SC_TALIS13_RESTRICTED_USE_VALUELABELS.PDF
 - US_SC_TALIS13_PUBLIC_USE_VALUELABELS.PDF
- Value labels for ASCII, fixed-format data for United States version of teacher files;
 - US_T_TALIS13_RESTRICTED_USE_VALUELABELS.PDF
 - US_T_TALIS13_PUBLIC_USE_VALUELABELS.PDF

1.3 U.S. National Variables

As indicated in the previous section, the U.S. national TALIS data files contain both the “international variables” (questionnaire variables used by all countries) and a few “national variables” (questionnaire variables used only in the United States). In addition, there were some variables that were modified for the U.S. version of the survey. Appendix D of the U.S. TALIS 2013 Technical Report (Strizek et. al, 2015) includes a detailed crosswalk that provides a list of the U.S. national variables added to TALIS 2013 for administration in the U.S. This crosswalk also includes all adaptations of question wording, response labels, and/or categories made to the international version for the U.S. versions of the questionnaires.

The U.S. specific variables were used in three different situations;

- *In some cases*, variables were added that were of interest to the U.S. TALIS researchers, but not appropriate for the international survey. An example of this would be item 28.o. (TT2G28O_USAX2) on the U.S. version of the Teacher Survey which asks about professional development in the area of, ‘...implementation of national/state curriculum standards or Common Core Standards.’
- *In some cases*, the international variable categories were sub-divided for U.S. analysis, but the categories were created to allow recoding of the U.S. national variable to match the international variable. An example of this type of variable is the highest level of education reported by both the teacher and principal. The U.S. national version (TT2G10_USA2 in the teacher file and TCG03_USA2 in the school file) included different response categories to distinguish between a bachelor’s degree and master’s degree, both of which are represented by ISCED Level 5A. In this instance, the international version of these variable (TT2G10 in the teacher file, TCG03 in the school file) combine bachelor’s and master’s into ISCED Level 5A, while the U.S. version of the variables retain the categories distinguishing between the bachelor’s degree and master’s degree.

- *In some cases*, variables were added, as needed, to create additional variables for U.S. when the international items contained multiple categories that could be divided for U.S. analysis, but combined in the international data files for comparable analysis. An example of this type of U.S. national variable would be items 15a and 15b on the U.S. version of the Teacher Survey. The international item asks about the teacher’s formal education and training in, ‘reading, writing and literature.’ The first U.S. national item (15a) asks about reading, writing, and literature, but the second national item (15b) asks about formal education and training in ‘English as Second Language’. The international variable (TT2G14A1-A4) combines these two national options (TT2G14A1-A4_USA2A and TT2G14A1-A4_USA2B), while the U.S. national data allows for the separate analysis of these U.S. specific variables.

Appendices A and B provide the U.S. national versions of the principal and teacher surveys. The variable names for each survey item are included in parentheses to provide users with reference information. If a variable had an international and national version, the variable names for each version are included, separated by a comma.

Variables used only in the United States are listed in the following tables 1 and 2:

Table 1. U.S. National Variables, item numbers, and variable labels from Principal Questionnaire

Variable Name (U.S. Survey Item Number)	Variable Label
TC2G03_USA2 (Item 3)	NAT/ Personal Background/ What is the highest level of formal education you have completed?
TC2G08H_USAX2 (Item 8h)	NAT/ Personal Background/ Barriers to professional development/ The professional development offered is of poor quality
TC2G08I_USAX2 (Item 8i)	NAT/ Personal Background/ Barriers to professional development/ Professional development is not readily accessible to me
TC2G17I_USA2 (Item 17i)	NAT/ School Leadership/ Represented on your school management team/ Representatives of businesses or other institutions
TC2G17J_USA2 (Item 17j)	NAT/ School Leadership/ Represented on your school management team/ Other
TC2G19F_USA2 (Item 19f)	NAT/ School Leadership/ Percentage of time spend on tasks in school/ Extra-curricular planning and supervision
TC2G19G_USA2 (Item 19g)	NAT/ School Leadership/ Percentage of time spend on tasks in school/ Other

Table 2. U.S. National Variables, item numbers, and variable labels from Teacher Questionnaire

Variable Name (U.S. Survey Item Number)	Variable Label
TT2G10_USA2 (Item 10)	NAT/ Background/ What is the highest level of formal education you have completed?
TT2G13_USAX2 (Item 13)	NAT/ Background/ How long did your classroom practicum, internship or student teaching last?
TT2G14A1_USA2A (Item 15a)	NAT/ Background/ Categories included in education/ Reading, writing, literature/ High school or Associate's degree
TT2G14A2_USA2A (Item 15a)	NAT/ Background/ Categories included in education/ Reading, writing, literature/ Bachelor's degree or above
TT2G14A3_USA2A (Item 15a)	NAT/ Background/ Categories included in education/ Reading, writing, literature/ Subject specialization
TT2G14A4_USA2A (Item 15a)	NAT/ Background/ Categories included in education/ Reading, writing, literature/ At the in-service
TT2G14A1_USA2B (Item 15b)	NAT/ Background/ Categories included in education/ English as a second language/ High school or Associate's degree
TT2G14A2_USA2B (Item 15b)	NAT/ Background/ Categories included in education/ English as a second language/ Bachelor's degree or above
TT2G14A3_USA2B (Item 15b)	NAT/ Background/ Categories included in education/ English as a second language/ Subject specialization
TT2G14A4_USA2B (Item 15b)	NAT/ Background/ Categories included in education/ English as a second language/ At the in-service
TT2G14K1_USA2 (Item 15l)	NAT/ Background/ Categories included in education/ Business studies/ High school or Associate's degree
TT2G14K2_USA2 (Item 15l)	NAT/ Background/ Categories included in education/ Business studies/ Bachelor's degree or above
TT2G14K3_USA2 (Item 15l)	NAT/ Background/ Categories included in education/ Business studies/ Subject specialization
TT2G14K4_USA2 (Item 15l)	NAT/ Background/ Categories included in education/ Business studies/ At the in-service
TT2G15M1_USA2 (Item 15m)	NAT/ Background/ Categories included in education/ Practical and vocational skills/ High school or Associate's degree
TT2G15M2_USA2 (Item 15m)	NAT/ Background/ Categories included in education/ Practical and vocational skills/ Bachelor's degree or above
TT2G15M3_USA2 (Item 15m)	NAT/ Background/ Categories included in education/ Practical and vocational skills/ Subject specialization
TT2G15M4_USA2 (Item 15m)	NAT/ Background/ Categories included in education/ Practical and vocational skills/ At the in-service
TT2G14M1_USA2 (Item 15o)	NAT/ Background/ Categories included in education/ Special education/ High school or Associate's degree
TT2G14M2_USA2 (Item. 15o)	NAT/ Background/ Categories included in education/ Special education/ Bachelor's degree or above
TT2G14M3_USA2 (Item 15o)	NAT/ Background/ Categories included in education/ Special education/ Subject specialization
TT2G14M4_USA2 (Item 15o)	NAT/ Background/ Categories included in education/ Special education/ At the in-service
TT2G15P1_USA2 (Item 15p)	NAT/ Background/ Categories included in education/ Other (please specify below)/ High school or Associate's degree

Table 2. U.S. National Variables, item numbers, and variable labels from Teacher Questionnaire--Continued

Variable Name (U.S. Survey Item Number)	Variable Label
TT2G15P2_USA2 (Item 15p)	NAT/ Background/ Categories included in education/ Other (please specify below)/ Bachelor's degree or above
TT2G15P3_USA2 (Item 15p)	NAT/ Background/ Categories included in education/ Other (please specify below)/ Subject specialization
TT2G15P4_USA2 (Item 15p)	NAT/ Background/ Categories included in education/ Other (please specify below)/ At the in-service
TT2G15A_USA2A (Item 16a)	NAT/ Background/ Subjects taught in current school year/ Reading, writing and literature
TT2G15A_USA2B (Item 16b)	NAT/ Background/ Subjects taught in current school year/ English as a second language
TT2G15K_USA2 (Item 16l)	NAT/ Background/ Subjects taught in current school year/ Business studies
TT2G16M_USA2 (Item 16m)	NAT/ Background/ Subjects taught in current school year/ Practical and vocational skills
TT2G15L_USA2 (Item 16n)	NAT/ Background/ Subjects taught in current school year/ Special education
TT2G16O_USA2 (Item 16o)	NAT/ Background/ Subjects taught in current school year/ Other
TT2G19I_USA2 (Item 19i)	NAT/ Background/ Hours spent on tasks during most recent calendar week/ Developing students' test-taking skills
TT2G19J_USA2 (Item 19j)	NAT/ Background/ Hours spent on tasks during most recent calendar week/ Administering and scoring mandated assessments
TT2G19K_USA2 (Item 19k)	NAT/ Background/ Hours spent on tasks during most recent calendar week/ Review results of mandated assessments
TT2G18I_USA2 (Item 19l)	NAT/ Background/ Hours spent on tasks during most recent calendar week/ Other tasks
TT2G21_USAX2 (Item 21)	NAT/ Professional Development/ Participation in programs/ In first employment, take part in induction programs?
TT2G24O1_USAX2 (Item 24o)	NAT/ Professional development/ Topic of activities/ Implementation of curriculum standards or Common Core/ Topic
TT2G24O2_USAX2 (Item 24o)	NAT/ Professional development/ Topic of activities/ Implementation of curriculum standards or Common Core/ Impact
TT2G28O_USAX2 (Item 28o)	NAT/ Professional development/ Needs/ Implementation of curriculum standards or Common Core
TT2G29H_USAX2 (Item 29h)	NAT/ Professional development/ Barriers to professional development/ Poor quality
TT2G29I_USAX2 (Item 29i)	NAT/ Professional development/ Barriers to professional development/ Not readily accessible
TT2G33I_USAX2 (Item 33i)	NAT/ Teacher feedback/ Agreement with/ High-performing teachers are promoted to positions of greater influence and authority
TT2G33J_USAX2 (Item 33j)	NAT/ Teacher feedback/ Agreement with/ Struggling teachers are provided with additional support to improve their performance
TT2G37_USA2 (Item 39)	NAT/ Your Teaching/ Into which subject category does this target class fall?
TT2G46F_USAX2 (Item 46f)	NAT/ School Climate/ Agreement with/ Teachers get along well with the school leadership

Variables Removed from File

The data for teacher questionnaire question 49 in the U.S. version (T2G47A-J) were removed from the national database because they were also removed from the international database at the request of OECD.

Additional U.S. National Restricted-Use Variables (NCESSCH, PPIN)

There are two additional variables (NCESSCH and PPIN) included on the restricted-use school and teacher files that allow users with restricted-use licenses to link TALIS 2013 data to school data from the Common Core of Data (CCD) and the Private School Survey (PSS).

The NCESSCH (the NCES unique public school identification code) from the TALIS file is used to merge with NCESSCH from the CCD file. The PPIN (the private school's unique identification number) from the TALIS file is used to merge with the PPIN from the PSS file. The TALIS school frame was constructed using the 2010-11 CCD and the 2009-10 PSS, the most current data at the time of the TALIS frame construction.

1.4 Additional User Notes and Cautions

Response Rates

As noted in the international TALIS documentation and the U.S. Technical Report (Strizek et. al, 2015), the data for the United States are included as part of the international database released by OECD. However, participation of and within the original sampled schools fell below 50% in the United States and the sampling adjudication variable INTAL13 was set to code 0 (record does not meet adjudication requirements) in accordance with the minimum sampling requirements and standards. A nonresponse bias analysis conducted on the U.S. data and included in the technical manual showed minimal non-response bias, however care should be taken when analyzing and interpreting this data.

Analysis and Estimation

The TALIS study is complex survey sample data and users not familiar with analyzing such data should refer to the international TALIS documentation for guidance on the appropriate analysis and estimation procedures. The use of sampling weights with a complex multi-stage cluster sample requires appropriate software and analysis to incorporate the replication weights and obtain appropriate variance estimates. IEA's IDB Analyzer (<http://www.iea.nl/data.html>) is available for public-use to facilitate the appropriate analysis of the TALIS data.

IDSCHOOL and IDTEACH

For reasons of confidentiality, the identification variables IDSCHOOL and IDTEACH were scrambled for the public-use international database and do not match those used during the data collection. However, the structural link between the school and teacher level—as implemented via the variable IDSCHOOL in the teacher file that is identical to the first four digits of IDTEACH—has been maintained.

Weighting and Variance Estimation Variables

The following weight variables are included in the U.S. national database:

- SCHWGT – Final school weight for the school-level files
- TCHWGT – Final teacher weight for the teacher-level files

To calculate correct BRR variance estimates, the following replicate weights are included in the database.

- SRWGT1 to SRWGT100 – 100 school BRR replicate weights are included in the school files
- TRWGT1 to TRWGT100 – 100 teacher BRR replicate weights are included in the teacher files

Further details about weighting and variance estimation are provided in Chapter 3 of the OECD User’s Guide (OECD, 2014b). Since the BRR replicate weights are stored on the data files, they need not be computed each time the data files are processed. Therefore, “zone” and “replicate” markers are not required on the public-use international database. Users familiar with TIMSS and PIRLS, for example, will see the differences in the contents of the data files.

Missing Data

Users should inspect variables of interest or combinations of variables prior to any analysis with respect to the level of missing data. Missing data were not imputed in TALIS, so data may be missing for a number of reasons, including the question not being administered, the question was omitted or had an invalid response, or the respondent broke off their response and did not reach the question. Details on missing data and procedures for assigning missing value codes are included in the OECD User’s Guide (OECD, 2014b) as well as in the TALIS 2013 Technical Report (OECD, 2014a).

Confidentiality Measures

To protect the confidentiality of the respondents, certain disclosure avoidance measures were applied at the international level which are consistent for all countries. Additional analysis and nondisclosure procedures were implemented on the U.S. database, per NCES standards, before delivery of the files to IEA for processing of the data.

1.5 File Merging Instructions

The teacher and school files may be merged using the IDSCHOOL variable. While not all teachers will have corresponding school information, the school information may be merged for all teachers that had a responding school. The merge code for SPSS and SAS may need to be edited to account for file locations, directories, or libraries, but this code should provide the necessary information to facilitate file merging.

Please note that the data in the merged file should be analyzed using the Final Teacher Weight (TCHWGT) and the estimates should be interpreted as an attribute of the *teachers* and reported in terms of the “percentage of *teachers*”. For more information on the appropriate use of the data files and weights please see section 3.2.2 (Selecting the appropriate weight variable) of the OECD User’s Guide.

SPSS Merge Instructions:

Prior to merging, the teacher and school file must both be sorted by IDSCHOOL. After sorting by IDSCHOOL, open the School file in SPSS – this will be the ‘active’ file.

You may merge the school file using the pull down commands by selecting the following options:

- Data
 - o Merge Files
 - Add Variables – a popup window will open, select the ‘An external SPSS Statistics data file’ and ‘browse’ to the file location for the TALIS teacher file
 - ‘Continue’
 - Check ‘Match cases on key variables in sorted files’
 - Select ‘IDSCHOOL’ in the ‘Excluded Variables’ window in the upper left area of the window.
 - Designate IDSCHOOL as the Key Variable by pressing the arrow to the right side of the ‘Key Variables’ box in the lower-right area of the window. IDSCHOOL should show up in the Key Variables: list.
 - Select ‘Active dataset is keyed table’ option,
 - Press ‘OK’ to complete merge, or ‘Paste’ to copy ‘merge code’ into a syntax window.
 - o The resulting merge will add school variables to each teacher observation with a responding school. If there was a non-responding school, the school variables will be ‘.’ missing.

SAS Merge Instructions:

SAS merge code is included below. Note that SCHOOL_FILE and TEACHER_FILE will need to be replaced with the appropriate school and teacher file names, as well as the correct file paths and SAS libraries.

```
OPTIONS NODATE noNUMBER PAGENO=1 ls= 150 ps= 1000 nocenter formdlim = " "  
nofmterr error=2 ;  
options noxwait mprint nomlogic nosymbolgen source2; title; footnote;  
options OBS= max ; title1; title2; title3; footnote1;footnote2; footnote3;
```

```
proc datasets kill nolist;
run; quit ;
```

```
%LET dataset_SCHOOL_FILE = xNN_XXXXXXX ; ***final dataset school **;
%LET dataset_TEACHER_FILE = xNN_XXXXXXX ; ***final dataset teacher **;
libname library 'x:\xxxx\xxxx';
```

```
proc sort data = LIBRARY.&DATASET_SCHOOL_FILE
    out = LIBRARY.&DATASET_SCHOOL_FILE._s nodupkey ;
    by IDSCHOOL ;
run;
```

```
proc sort data = LIBRARY.&DATASET_TEACHER_FILE
    out = LIBRARY.&DATASET_TEACHER_FILE._s ;
    by IDSCHOOL ;
run;
```

```
data SCHOOL_TEACHER_MERGEFILE;
    merge LIBRARY.&DATASET_SCHOOL_FILE._s ( rename=(
IDLANG=IDLANG_SCHOOL INTAL13 =INTAL13_SCHOOLFILE ))
        LIBRARY.&DATASET_TEACHER_FILE._s ( rename=( IDLANG=IDLANG_TEACHER
INTAL13 =INTAL13_TEACHER ))
    ;
    by IDSCHOOL ;
run;
```


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Organization for Economic Cooperation and Development (OECD). (2014b). *TALIS2013 User Guide for the International Database*. Paris.

Strizek, G., Tourkin, S., and Erberber, E. (2014). *Teaching and Learning International Survey (TALIS) 2013: U.S. Technical Report* (NCES 2015-010). U.S. Department of Education. Washington, DC: National Center for Education Statistics.

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Appendix A
TALIS 2013, U.S. Version of
Principal Questionnaire, with
Variable Names



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

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

Principal Questionnaire

Principals of Schools including 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].

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this voluntary information collection is OMB 1850-0888. Approval expires 12/31/2014. The time required to complete this information collection is estimated to average 45 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving the form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Teaching and Learning International Survey (TALIS), National Center for Education Statistics, U.S. Department of Education, 1990 K St, NW Room 9010, Washington, D.C. 20006.

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

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 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 Organization for Economic Cooperation 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 workplace issues such as school leadership and school climate.

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

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

Personal Background Information

These questions are about you, your education and your position as school principal. In responding to the questions, please mark the appropriate choice(s) or provide figures where necessary.

1. Are you female or male? (TC2G01)

₁ Female

₂ Male

2. How old are you? (TC2G02)

Please write a number.

Years

3. What is the highest level of formal education you have completed? (TC2G03, TC2G03_USA2)

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.)

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

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

Count part of a year as 1 year.

a) Year(s) working as a principal at this school **(TC2G04A)**

b) Year(s) working as a principal in total **(TC2G04B)**

c) Year(s) working in other school management roles (do not include years working as a principal) **(TC2G04C)**

d) Year(s) working as a teacher in total (include any years of teaching) **(TC2G04D)**

e) Year(s) working in other jobs **(TC2G04E)**

5. What is your current employment status as a principal? (TC2G05)

Please mark one choice.

- ₁ Full-time (90% or more of full-time hours) without teaching obligation
- ₂ Full-time (90% or more of full-time hours) with teaching obligation
- ₃ Part-time (less than 90% of full-time hours) without teaching obligation
- ₄ Part-time (less than 90% of full-time hours) with teaching obligation

6. Did the formal education you completed include the following and, if yes, was this before, after, or before and after you took up a position as principal?

Please mark one choice in each row.

	Before	After	Before and after	Never
a) School administration or principal training program or course (TC2G06A)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Teacher training/education program or course (TC2G06B)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Instructional leadership training or course (TC2G06C)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

7. During the last 12 months, did you participate in any of the following professional development activities aimed at you as a principal, and if yes, for how many days?

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

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 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) In a professional network, mentoring or research activity (TC2G07A1-A2)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	_ _ _
b) In courses, conferences or observational visits (TC2G07B1-B2)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	_ _ _
c) Other (TC2G07C1-C2)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	_ _ _

8. 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). (TC2G08A)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Professional development is too expensive/unaffordable. (TC2G08B)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) There is a lack of employer support. (TC2G08C)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Professional development conflicts with my work schedule. (TC2G08D)	<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. (TC2G08E)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) There is no relevant professional development offered. (TC2G08F)	<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. (TC2G08G)	<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. (TC2G08H_USAX2)	<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. (TC2G08I_USAX2)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

School Background Information

9. Which best describes the community in which your school is located? (TC2G09)

Please mark one choice.

- ₁ Rural area (1,000 people or fewer)
- ₂ Village (1,001 to 3,000 people)
- ₃ Small town (3,001 to 15,000 people)
- ₄ Town (15,001 to 100,000 people)
- ₅ City (100,001 to 1,000,000 people)
- ₆ Large city (more than 1,000,000 people)

10. Is this school publicly- or privately-managed? (TC2G10)

Please mark one choice.

- ₁ Publicly-managed
This is a school managed by a public education authority, government agency, or governing board appointed by government or elected by public franchise.
- ₂ Privately-managed
This is a school managed by a non-government organization; e.g. a religious institution, trade union, business or other private institution.

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

Please mark one choice in each row.

	Yes	No
a) 50% or more of the school's funding comes from the government. <i>Includes local, state and national (TC2G11A)</i>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) Teaching personnel are funded by the government. <i>Includes local, state and national (TC2G11B)</i>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

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

Staff may fall into multiple categories.

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

- a) Teachers, irrespective of the grades/ages they teach **(TC2G12A)**
Those whose main professional activity at this school is the provision of instruction to students
- b) Personnel for pedagogical support, irrespective of the grades/ages they support **(TC2G12B)**
Including all teacher aides or other non-teaching professionals who provide instruction or support teachers in providing instruction, professional curriculum/instructional specialists, educational media specialists, and school psychologists
- c) School administrative personnel **(TC2G12C)**
Including receptionists, secretaries, and administrative assistants
- d) School management personnel **(TC2G12D)**
Including principals, assistant principals, and other management staff whose main activity is management
- e) Other staff **(TC2G12E)**

13. Are the following education levels and/or programs taught in this school and, if yes, are there other schools in your area that compete for students at that education level and/or program?

Please indicate 'Yes' or 'No' in part (A) for each of the levels and/or programs listed below.

If 'Yes' in part (A), please indicate in part (B) the number of other schools in this area that compete for your students.

	(A) Level/program taught		(B) Competition		
	Yes	No	Two or more other schools	One other school	No other schools
a) Pre-primary education (pre-kindergarten, preschool, or kindergarten) (TC2G13A1-A2) ...	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b) Primary education (any of grades 1-6) (TC2G13B1-B2)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
c) Lower secondary education (any of grades 7-9) (TC2G13C1-C2)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
d) Upper secondary (any of grades 10-12) general education programs (TC2G13D1-D2)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
e) Upper secondary (any of grades 10-12) vocational or technical education programs (TC2G13E1-E2)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

14. What is the current school enrollment (i.e., the number of students of all grades/ages in this school)? (TC2G14)

Please write a number.

Students

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

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

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

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 (TC2G15A)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
b) Students with special needs (TC2G15B)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
c) Students from socioeconomically disadvantaged homes (TC2G15C)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

	School Leadership
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16. Do you have a school management team? (TC2G16)

'School management team' refers to a group within the school that has responsibilities for leading and managing the school in decisions such as those involving instruction, use of resources, curriculum, assessment and evaluation, and other strategic decisions related to the appropriate functioning of the school.

Please mark one choice.

- ₁ Yes
- ₂ No → **Please go to Question 18.**

17. Are the following currently represented on your school management team?

Please mark one choice in each row.

	Yes	No
a) You, as principal (TC2G17A)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) Vice/deputy principal or assistant principal (TC2G17B)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) Financial manager (TC2G17C)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) Department heads (TC2G17D)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) Teachers (TC2G17E)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f) Representative(s) from school governing boards (TC2G17F)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g) Parents or guardians (TC2G17G)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h) Students (TC2G17H)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
i) Representatives of businesses, religious institutions, or other private institutions (TC2G17I_USA2)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
j) Other (TC2G17I, TC2G17J_USA2)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

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

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

Please mark as many choices as appropriate in each row.

	You, as principal	Other members of the school manage- ment team	Teachers (not as a part of the school manage- ment team)	School governing board	Local school district or state education authority
a) Appointing or hiring teachers (TC2G18A1-A5)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
b) Dismissing or suspending teachers from employment (TC2G18B1-B5)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
c) Establishing teachers' starting salaries, including setting payscales (TC2G18C1-C5)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
d) Determining teachers' salary increases (TC2G18D1-D5)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
e) Deciding on budget allocations within the school (TC2G18E1-E5)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
f) Establishing student disciplinary policies and procedures (TC2G18F1-F5)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
g) Establishing student assessment policies, including state and district assessments (TC2G18G1-G5)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
h) Approving students for admission to the school (TC2G18H1-H5)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
i) Choosing which learning materials are used (TC2G18I1-I5)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
j) Determining course content, including state and district curricula (TC2G18J1-J5)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
k) Deciding which courses are offered (TC2G18K1-K5)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁

19. On average throughout the school year, what percentage of time in your role as a principal do you spend on the following tasks in this school?

Rough estimates are sufficient. Please write a number in each row. Write 0 (zero) if none. Please ensure that responses add up to 100%.

- a) % Administrative and leadership tasks and meetings **(TC2G19A)**
Including human resource/personnel issues, regulations, reports, school budget, preparing timetables and class composition, strategic planning, leadership and management activities, responding to requests from district, regional, state, or national education officials
 - b) % Curriculum and teaching-related tasks and meetings **(TC2G19B)**
Including developing curriculum, teaching, classroom observations, student evaluation, mentoring teachers, teacher professional development
 - c) % Student interactions **(TC2G19C)**
Including counseling and conversations outside structured learning activities, discipline
 - d) % Parent or guardian interactions **(TC2G19D)**
Including formal and informal interactions
 - e) % Interactions with local and regional community, businesses and industries **(TC2G19E)**
 - f) % Extra-curricular planning and supervision **(TC2G19F_USA2)**
 - g) % Other **(TC2G19F, TC2G19G_USA2)**
-
- 100 % Total**

20. Please indicate if you engaged in the following in this school during the last 12 months.

If you have not been a principal in this school for 12 months, please indicate if you engaged in the following since you started working as a principal in this school. Please mark one choice in each row.

- | | Yes | No |
|--|---------------------------------------|---------------------------------------|
| a) I used student performance and student evaluation results (including national/international assessments) to develop the school's educational goals and programs. (TC2G20A) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) I worked on a professional development plan for this school. (TC2G20B) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

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

Please mark one choice in each row.

	Never or rarely	Sometimes	Often	Very often
a) I collaborated with teachers to solve classroom discipline problems. (TC2G21A)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) I observed instruction in the classroom. (TC2G21B)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) I took actions to support cooperation among teachers to develop new teaching practices. (TC2G21C)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) I took actions to ensure that teachers take responsibility for improving their teaching skills (TC2G21D)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) I took actions to ensure that teachers feel responsible for their students' learning outcomes. (TC2G21E)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) I provided parents or guardians with information on the school and student performance. (TC2G21F)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) I checked for mistakes and errors in school administrative procedures and reports. (TC2G21G)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) I resolved problems with the lesson timetable in this school. (TC2G21H)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) I collaborated with principals from other schools. (TC2G21I)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

22. How strongly do you agree or disagree with 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. (TC2G22A)	<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. (TC2G22B)	<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. (TC2G22C)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) I make the important decisions on my own. (TC2G22D)	<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. (TC2G22E)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

23. Do you have a school governing board? (TC2G23)

Please mark one choice.

₁ Yes

₂ No → **Please go to Question 25.**

24. Are the following currently represented on this school's governing board?

Please mark one choice in each row.

	Yes	No
a) Representatives of a local school district or state education authority (TC2G24A)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) Members of the school management team (TC2G24B)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) School administrative personnel (TC2G24C)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) Teachers (TC2G24D)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) Parents or guardians (TC2G24E)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f) Students (TC2G24F)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g) Trade unions (TC2G24G)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h) Representatives of businesses, religious institutions, or other private institutions (TC2G24H)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
i) Others (TC2G24I)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

25. During this school year, does this school provide any of the following to parents or guardians?

Please mark one choice in each row.

	Yes	No
a) Workshops or courses for parents or guardians (TC2G25A)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) Services to support parents' or guardians' participation, such as providing child care (TC2G25B)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) Support for parental association(s) (TC2G25C)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) Parental meeting(s) (TC2G25D)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

26. To what extent do the following limit your effectiveness as a principal in this school?

'A career-based wage system' is used when an employee's salary is determined mainly by his or her educational level and age or seniority rather than by his or her performance on the job.

Please mark one choice in each row.

	Not at all	Very little	To some extent	A lot
a) Inadequate school budget and resources (TC2G26A)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Government regulation and policy (TC2G26B)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Teachers' absences (TC2G26C)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Lack of parent or guardian involvement and support (TC2G26D)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Teachers' career-based wage system (TC2G26E) ...	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Lack of opportunities and support for my own professional development (TC2G26F)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Lack of opportunities and support for teachers' professional development (TC2G26G)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) High workload and level of responsibilities in my job (TC2G26H)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Lack of shared leadership with other school staff members (TC2G26I)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Teacher Formal Appraisal

In this section, 'appraisal' is defined as when a teacher's work is reviewed by the principal, an external inspector or by his or her colleagues. Here, it is defined as a more formal approach (e.g. as part of a formal performance management system, involving set procedures and criteria) rather than a more informal approach (e.g. through informal discussions).

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

Please mark one choice in each row.

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

	Never	Less than once every two years	Once every two years	Once per year	Twice or more per year
a) You, as principal (TC2G27A)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
b) Other members of the school management team (TC2G27B)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
c) Assigned mentors (TC2G27C)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
d) Teachers (who are not part of the school management team) (TC2G27D)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
e) External individuals or bodies (e.g. inspectors, local or state education authorities, or other persons from outside the school) (TC2G27E)	<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 each of the above → Please go to Question 30.

28. Who performs the following tasks as part of the formal appraisal of teachers' work in this school?

Please mark as many choices as appropriate in each row.

	External individuals or bodies	You, as principal	Member(s) of school management team	Assigned mentors	Other teachers (not a part of the management team)	Not used in this school
a) Direct observation of classroom teaching (TC2G28A1-A6)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
b) Student surveys about teaching (TC2G28B1-B6)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
c) Assessments of teachers' content knowledge (TC2G28C1-C6)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
d) Analysis of students' test scores (TC2G28D1-D6)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
e) Discussion of teachers' self-assessments of their work (e.g. presentation of a portfolio assessment) (TC2G28E1-E6)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
f) Discussion about feedback received by parents or guardians (TC2G28F1-F6) ..	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁

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

Please mark one choice in each row.

	Never	Sometimes	Most of the time	Always
a) Measures to remedy any weaknesses in teaching are discussed with the teacher (TC2G29A)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) A development or training plan is developed for each teacher (TC2G29B)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) If a teacher is found to be a poor performer, material sanctions such as reduced annual increases in pay are imposed on the teacher (TC2G29C)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) A mentor is appointed to help the teacher improve his/her teaching (TC2G29D)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) A change in a teacher's work responsibilities (e.g. increase or decrease in his/her teaching load or administrative/managerial responsibilities) (TC2G29E)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) A change in a teacher's salary or a payment of a financial bonus (TC2G29F)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) A change in the likelihood of a teacher's career advancement (TC2G29G)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Dismissal or non-renewal of contract (TC2G29H)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

School Climate

30. 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) The school staff share a common set of beliefs about schooling/learning. (TC2G30A)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) There is a high level of cooperation between the school and the local community. (TC2G30B)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) School staff have an open discussion about difficulties. (TC2G30C)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) There is mutual respect for colleagues' ideas. (TC2G30D)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) There is a culture of sharing success. (TC2G30E) ..	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) The relationships between teachers and students are good. (TC2G30F)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

31. Is this school's capacity to provide quality instruction currently hindered by any of the following issues?

Please mark one choice in each row.

	Not at all	Very little	To some extent	A lot
a) Shortage of qualified and/or high-performing teachers (TC2G31A)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Shortage of teachers with competence in teaching students with special needs (TC2G31B)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Shortage of vocational teachers (TC2G31C)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Shortage or inadequacy of instructional materials (e.g. textbooks) (TC2G31D)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Shortage or inadequacy of computers for instruction (TC2G31E)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Insufficient internet access (TC2G31F)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Shortage or inadequacy of computer software for instruction (TC2G31G)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Shortage or inadequacy of library materials (TC2G31H)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Shortage of support personnel (TC2G31I)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

32. In this school, how often do the following occur?

Please mark one choice in each row.

By students in this school:	Never	Rarely	Monthly	Weekly	Daily
a) Arriving late at school (TC2G32A)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
b) Absenteeism (i.e. unjustified absences) (TC2G32B)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
c) Cheating (TC2G32C)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
d) Vandalism and theft (TC2G32D)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
e) Intimidation or verbal abuse among students (or other forms of non-physical bullying) (TC2G32E)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
f) Physical injury caused by violence among students (TC2G32F)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
g) Intimidation or verbal abuse of teachers or staff (TC2G32G)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
h) Use/possession of drugs and/or alcohol (TC2G32H)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
By teachers in this school:					
	Never	Rarely	Monthly	Weekly	Daily
i) Arriving late at school (TC2G32I)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
j) Absenteeism (i.e. unjustified absences) (TC2G32J)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
k) Discrimination (e.g. based on gender, ethnicity, religion, or disability, etc.) (TC2G32K)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

Teacher Induction and Mentoring

The following section includes questions on induction and mentoring.

An 'induction program' is defined as a structured range of activities at school to support new teachers' introduction into the teaching profession/school. Student teachers still within the teacher education program are not included. An induction program may include peer work with other new teachers, mentoring by experienced teachers, etc. The formal arrangement maybe defined by your school, in relation to other schools, or by educational authorities/external agencies.

'Mentoring' is defined as a support structure at schools where more experienced teachers support less experienced teachers. This structure may involve all teachers in the school or only new teachers.

33. Do new teachers at this school have access to an induction program?

Please mark one choice in each row.

- | | Yes | No |
|---|---------------------------------------|---------------------------------------|
| a) There is an induction program for new teachers. (TC2G33A) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) There are <u>informal</u> induction activities for new teachers not part of an induction program. (TC2G33B) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| c) There is a general and/or administrative introduction to the school for new teachers. (TC2G33C) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

If you answered 'No' to a)→ Please go to Question 36.

34. Which teachers at this school are offered an induction program? (TC2G34)

Please mark one choice.

- ₁ All teachers who are new to this school
- ₂ Only teachers new to teaching

35. What structures and activities are included in this induction program?

Please mark as many choices as appropriate.

- ₁ Mentoring by experienced teachers **(TC2G35A)**
- ₁ Courses/seminars **(TC2G35B)**
- ₁ Scheduled meetings with principal and/or colleague teachers **(TC2G35C)**
- ₁ A system of peer review **(TC2G35D)**
- ₁ Networking/virtual communities **(TC2G35E)**
- ₁ Collaboration with other schools **(TC2G35F)**
- ₁ Team teaching (together with more experienced teachers) **(TC2G35G)**
- ₁ A system of diaries/journals, portfolios, etc. to facilitate learning and reflection **(TC2G35H)**
- ₁ None of the above **(TC2G35I)**

36. Do teachers at your school have access to a mentoring system? (TC2G36)

Please mark one choice.

- ₁ Yes, but only teachers who are new to teaching (i.e. in their first job as teachers) have access
- ₂ Yes, all teachers who are new to this school have access
- ₃ Yes, all teachers at this school have access
- ₄ No, at present there is no access to a mentoring system for teachers in this school
→If No, please go to Question 38

37. Is the mentor’s main subject field(s) the same as that of the teacher being mentored? (TC2G37)

Please mark one choice.

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

38. How would you generally rate the importance of mentoring for teachers and schools?

Please mark one choice in each row.

	Not important at all	Of low importance	Of moderate importance	Of high importance
a) To improve teachers’ pedagogical competence (TC2G38A)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) To strengthen teachers’ professional identity (TC2G38B)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) To improve teachers’ collaboration with colleagues (TC2G38C)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) To support less experienced teachers in their teaching (TC2G38D)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) To expand teachers’ main subject(s) knowledge (TC2G38E)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) To improve students’ general performance (TC2G38F)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

	Job Satisfaction
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39. Finally, we would like to know how you generally feel about your job. How strongly do you agree or disagree with the following statements?

Please mark one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) The advantages of this profession clearly outweigh the disadvantages. (TC2G39A)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) If I could decide again, I would still choose this job/position. (TC2G39B)	<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. (TC2G39C)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) I regret that I decided to become a principal. (TC2G39D)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) I enjoy working at this school. (TC2G39E)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) I would recommend my school as a good place to work. (TC2G39F)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) I think that the teaching profession is valued in society. (TC2G39G)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) I am satisfied with my performance in this school. (TC2G39H)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) All in all, I am satisfied with my job. (TC2G39I)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

This is the end of the questionnaire.

Thank you very much for your participation!

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

Appendix B
TALIS 2013, U.S. Version of
Teacher Questionnaire, with
Variable Names



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

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].

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this voluntary information collection is OMB 1850-0888. Approval expires 12/31/2014. The time required to complete this information collection is estimated to average 45 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving the form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Teaching and Learning International Survey (TALIS), National Center for Education Statistics, U.S. Department of Education, 1990 K St, NW Room 9010, Washington, D.C. 20006.

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

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 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@websrq.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? (TT2G01)

₁ Female

₂ Male

2. How old are you? (TT2G02)

Please write a number.

Years

3. What is your current employment status as a teacher? (TT2G03)

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? (TT2G04)

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 (TT2G05A)

b) Year(s) working as a teacher in total (TT2G05B)

c) Year(s) working in other education roles (do not include years working as a teacher) (TT2G05C)

d) Year(s) working in other jobs (TT2G05D)

6. What is your employment status as a teacher at this school? (TT2G06)

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? (TT2G07)

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. (TT2G08)

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? (TT2G09)

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? (TT2G10, TT2G10_USA2)

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? (TT2G11)

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 (TT2G12A)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b) Pedagogy of the subject(s) I teach (TT2G12B)	<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 (TT2G12C)	<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? (TT2G13_USAX2)

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 (TT2G13A)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Pedagogy of the subject(s) I teach (TT2G13B)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Classroom practice in the subject(s) I teach (TT2G13C) .	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

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

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

Special education: education of students with special needs

	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 (TT2G14A1-A4, TT2G14A1-A4_USA2A)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
b) English as a Second Language (TT2G14A1-A4_USA2B)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
c) Mathematics (TT2G14B1-B4)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
d) Science (TT2G14C1-C4)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
e) Social studies/Social science (TT2G14D1-D4)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
f) Modern foreign languages (TT2G14E1-E4)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
g) Classical Greek and/or Latin (TT2G14F1-F4)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
h) Technology (TT2G14G1-G4)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
i) Arts (TT2G14H1-H4)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
j) Physical and health education (TT2G14I1-I4)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
k) Religion and/or ethics (TT2G14J1-J4)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
l) Business studies (TT2G14K1-K4_USA2)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
m) Practical and vocational skills (TT2G14K1-K4, TT2G15M1-M4_USA2)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
m) Interdisciplinary subject (TT2G14L1-L4)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
o) Special education (TT2G14M1-M4_USA2)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
p) Other (please specify below) (TT2G14M1-M4, TT2G15P1-P4_USA2)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁

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 (TT2G15A, TT2G15A_USA2A)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) English as a Second Language (TT2G15A_USA2B)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) Mathematics (TT2G15B).....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) Science (TT2G15C)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) Social studies/Social science (TT2G15D).....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f) Modern foreign languages (TT2G15E)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g) Classical Greek and/or Latin (TT2G15F).....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h) Technology (TT2G15G)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
i) Arts (TT2G15H)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
j) Physical and health education (TT2G15I)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
k) Religion and/or ethics (TT2G15J).....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
l) Business studies (TT2G15K_USA2)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
m) Practical and vocational skills (TT2G15K, TT2G16M_USA2).....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
n) Special education (TT2G15L_USA2).....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
o) Other (TT2G15L, TT2G16O_USA2).....	<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? (TT2G16)

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**? (TT2G17)

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 (TT2G18A)
- b) Teamwork and dialogue with colleagues within this school (TT2G18B)
- c) Grading/correcting of student work (TT2G18C)
- d) Student counseling (including student supervision, virtual counseling, career guidance and delinquency guidance) (TT2G18D)
- e) Participation in school management (TT2G18E)
- f) General administrative work (including communication, paperwork and other clerical duties you undertake in your job as a teacher) (TT2G18F)
- g) Communication and cooperation with parents or guardians (TT2G18G)
- h) Engaging in extracurricular activities (e.g. sports and cultural activities after school) (TT2G18H)
- i) Developing students' test-taking skills to improve performance on mandated assessments (TT2G19I_USA2)
- j) Administering, proctoring, and scoring mandated assessments (TT2G19J_USA2)
- k) Reviewing and analyzing results of mandated assessments to improve instruction (TT2G19K_USA2)
- l) Other tasks (TT2G18I, TT2G18I_USA2)

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. (TT2G19A)..... | <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. (TT2G19B)..... | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| c) I took/take part in a general and/or administrative introduction to the school. (TT2G19C)..... | <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? (TT2G21_USAX2)

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. (TT2G20A)..... | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) I serve as an assigned mentor for one or more teachers. (TT2G20B)..... | <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) (TT2G21A1-A2)	<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) (TT2G21B1-B2)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	□ □ □ □
c) Observation visits to other schools (TT2G21C1-C2)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	□ □ □ □
d) Observation visits to business premises, public organizations, non-government organizations (TT2G21D1-D2)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	□ □ □ □
e) In-service training courses in business premises, public organizations, non-government organizations (TT2G21E1-E2)	<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 (TT2G21F)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g) Participation in a network of teachers formed specifically for the professional development of teachers (TT2G21G)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h) Individual or collaborative research on a topic of interest to you professionally (TT2G21H)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
i) Mentoring and/or peer observation and coaching, as part of a formal school arrangement (TT2G21I)	<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) (TT2G22A1-A2)	<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) (TT2G22B1-B2)	<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 (TT2G22C1-C2)	<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 (TT2G22D1-D2)	<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 (TT2G22E1-E2)	<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 (TT2G22F1-F2)	<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 (TT2G22G1-G2)	<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 (TT2G22H1-H2)	<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) (TT2G22I1-I2)	<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 (TT2G22J1-J2)	<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) (TT2G22K1-K2)	<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 (TT2G22L1-L2)	<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 (TT2G22M1-M2)	<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 (TT2G22N1-N2)	<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 (TT2G24O1-O2_USAX2)	<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? (TT2G23)

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. (TT2G24A) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) I received a salary supplement for activities outside working hours. (TT2G24B) | <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.). (TT2G24C) | <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 (TT2G25A) | <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) (TT2G25B) | <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 (TT2G25C) | <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) (TT2G25D) | <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) (TT2G26A)	<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) (TT2G26B)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Knowledge of the curriculum (TT2G26C)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Student evaluation and assessment practice (TT2G26D)	<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 (TT2G26E)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Student behavior and classroom management (TT2G26F)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) School management and administration (TT2G26G)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Approaches to individualized learning (TT2G26H)	<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) (TT2G26I)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Teaching in a multicultural or multilingual setting (TT2G26J)	<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) (TT2G26K)	<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 (TT2G26L)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m) New technologies in the workplace (TT2G26M)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
n) Student career guidance and counseling (TT2G26N)	<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 (TT2G280_USAX2)	<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). (TT2G27A)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Professional development is too expensive/unaffordable. (TT2G27B)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) There is a lack of employer support. (TT2G27C)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Professional development conflicts with my work schedule. (TT2G27D)	<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. (TT2G27E)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) There is no relevant professional development offered. (TT2G27F)	<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. (TT2G27G)	<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. (TT2G29H_USAX2)	<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. (TT2G29I_USAX2)	<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 individuals 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 (TT2G28A1-A6)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
b) Feedback from student surveys about your teaching (TT2G28B1-B6)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
c) Feedback following an assessment of your content knowledge (TT2G28C1-C6)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
d) Feedback following an analysis of your students' test scores (TT2G28D1-D6)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
e) Feedback following your self-assessment of your work (e.g. presentation of a portfolio assessment) (TT2G28E1-E6)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
f) Feedback following surveys or discussions with parents or guardians (TT2G28F1-F6)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁

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 (TT2G29A)	<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) (TT2G29B)	<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) (TT2G29C)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Student assessment practices (TT2G29D)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Student behavior and classroom management (TT2G29E)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Teaching of students with special needs (see Question 9 for the definition) (TT2G29F)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Teaching in a multicultural or multilingual setting (TT2G29G)	<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 (TT2G29H)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Feedback from parents or guardians (TT2G29I)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Student feedback (TT2G29J)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) Collaboration or working with other teachers (TT2G29K)	<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 (TT2G30A)	<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) (TT2G30B)	<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) (TT2G30C)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) The amount of professional development you undertake (TT2G30D)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Your job responsibilities at this school (TT2G30E)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Your confidence as a teacher (TT2G30F)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Your salary and/or financial bonus (TT2G30G)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Your classroom management practices (TT2G30H) ...	<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) (TT2G30I)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Your teaching practices (TT2G30J)	<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 (see Question 9 for the definition) (TT2G30K)	<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 (TT2G30L)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m) Your job satisfaction (TT2G30M)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
n) Your motivation (TT2G30N)	<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). (TT2G31A)	<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. (TT2G31B) ..	<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. (TT2G31C)	<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. (TT2G31D)	<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. (TT2G31E)	<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. (TT2G31F)	<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. (TT2G31G)	<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. (TT2G31H)	<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. (TT2G33I_USAX2)	<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. (TT2G33J_USAX2)	<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. (TT2G32A)	<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. (TT2G32B)	<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. (TT2G32C)	<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. (TT2G32D)	<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 (TT2G33A)	<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 (TT2G33B)	<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) (TT2G33C)	<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 (TT2G33D)	<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 (TT2G33E)	<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 (TT2G33F)	<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 (TT2G33G)	<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 (TT2G33H)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> 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 (TT2G34A)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Help my students value learning (TT2G34B)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Craft good questions for my students (TT2G34C)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Control disruptive behavior in the classroom (TT2G34D)	<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 (TT2G34E)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Make my expectations about student behavior clear (TT2G34F)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Help students think critically (TT2G34G)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Get students to follow classroom rules (TT2G34H)	<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 (TT2G34I)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Use a variety of assessment strategies (TT2G34J)	<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) (TT2G34K)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) Implement alternative instructional strategies in my classroom (TT2G34L)	<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 (TT2G35A)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
b) Low academic achievers (TT2G35B)	<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) (TT2G35C)	<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 (TT2G35D) ..	<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 (TT2G35E)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
f) Academically gifted students (TT2G35F)	<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? (TT2G36)

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? (TT2G37, TT2G37_USA2)

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? (TT2G38)

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) **(TT2G39A)**
- b) □□□□ % Keeping order in the classroom (maintaining discipline) **(TT2G39B)**
- c) □□□□ % Actual teaching and learning **(TT2G39C)**

_____ % **Total**
100

42. Please indicate how representative you feel the target class is of all the classes you teach. (TT2G40)

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. (TT2G41A) | <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. (TT2G41B) | <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. (TT2G41C) | <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. (TT2G41D) | <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	Frequently	In all or nearly all lessons
a) I present a summary of recently learned content. (TT2G42A)	<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. (TT2G42B)	<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. (TT2G42C)	<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. (TT2G42D)	<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. (TT2G42E)	<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. (TT2G42F)	<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. (TT2G42G)	<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. (TT2G42H)	<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	Frequently	In all or nearly all lessons
a) I develop and administer my own assessment. (TT2G43A)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) I administer a standardized test. (TT2G43B)	<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. (TT2G43C)	<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. (TT2G43D)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) I let students evaluate their own progress. (TT2G43E) ..	<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. (TT2G43F)	<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. (TT2G44A)	<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 (TT2G44B)	<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. (TT2G44C)	<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. (TT2G44D)	<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. (TT2G44E)	<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. (TT2G46F_USAX2)	<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. (TT2G45A)	<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. (TT2G45B)	<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. (TT2G45C)	<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. (TT2G45D)	<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. (TT2G46A)	<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. (TT2G46B)	<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. (TT2G46C)	<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. (TT2G46D)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) I enjoy working at this school. (TT2G46E)	<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. (TT2G46F)	<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 (TT2G46G)	<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. (TT2G46H)	<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. (TT2G46I)	<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. (TT2G46J)	<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. (TT2G47A)	<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. (TT2G47B)	<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. (TT2G47C)	<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. (TT2G47D)	<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. (TT2G47E)	<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. (TT2G47F)	<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. (TT2G47G)	<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. (TT2G47H)	<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. (TT2G47I)	<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. (TT2G47J)	<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.