

Dear <teacher>

Thank you for participating in this study.

This questionnaire asks for information about:

- Background information
- Your initial education and professional development
- Your collaboration with teachers and parents
- Teacher beliefs and attitudes
- Teaching practices
- Your school

<If a country administers national options, there should be an additional bullet point (above) added as required.>

This information will help illustrate the similarities and differences between groups of teachers in order to better establish the context for students' test results. For example, the information provided may help to establish what effect the availability of resources may have on student achievement - both within and between countries.

The questionnaire should be completed by you only. It should take about 45 minutes to complete.

If you do not know an answer precisely, your best estimate will be adequate for the purposes of the study.

Please note that the forward button used to proceed to the next question is located at the bottom right hand corner of your screen. In some instances you may need to scroll down to the bottom of your screen to access this forward button.

Your answers will be kept confidential. They will be combined with answers from other teachers to calculate totals and averages in which no single teacher can be identified.

To answer questions in this questionnaire, please consider the following definition:

<School reminder note>

Section A: Background information

Are you female or male?

(Please select one response.)

Female

TC001Q01NA01

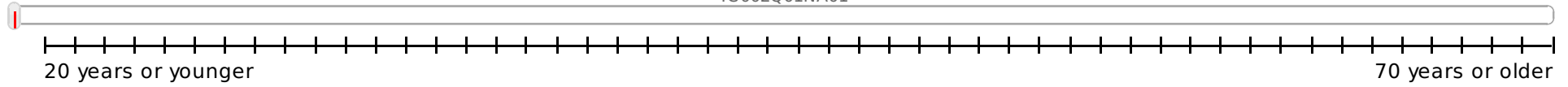
Male

TC001Q01NA02

How old are you?

(Please move the slider to the appropriate number of years.)

TC002Q01NA01



Have you taught <national modal grade for 15-year-olds> in the last 12 months?

(Please select one response.)

Yes

TC003Q01NA01

No

TC003Q01NA02

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

(Please select one response.)

Permanent employment (an on-going contract with no fixed end-point before the age of retirement)

TC004Q01NA01

Fixed-term contract for a period of more than 1 school year

TC004Q01NA02

Fixed-term contract for a period of 1 school year or less

TC004Q01NA03

What is your current employment status as a teacher?

(Please consider your employment status at this school and for all your teaching employments together.)

(Please select one response in each row.)

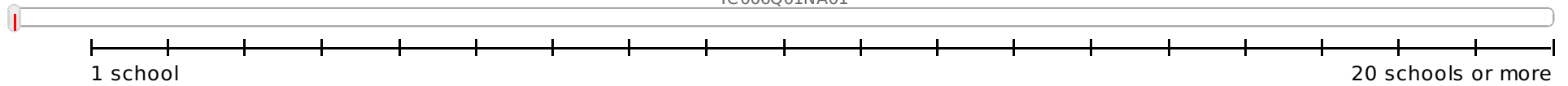
	<i>Full-time (more than 90% of full-time hours)</i>	<i>Part-time (71-90% of full-time hours)</i>	<i>Part-time (50-70% of full-time hours)</i>	<i>Part-time (less than 50% of full-time hours)</i>
My employment status at this school	TC005Q01NA01 <input type="radio"/>	TC005Q01NA02 <input type="radio"/>	TC005Q01NA03 <input type="radio"/>	TC005Q01NA04 <input type="radio"/>
All my teaching employments together	TC005Q02NA01 <input type="radio"/>	TC005Q02NA02 <input type="radio"/>	TC005Q02NA03 <input type="radio"/>	TC005Q02NA04 <input type="radio"/>

In how many schools have you worked in the course of your teaching career?

(Include all schools, even if you worked at several schools at once.)

(Please move the slider to the appropriate number of schools.)

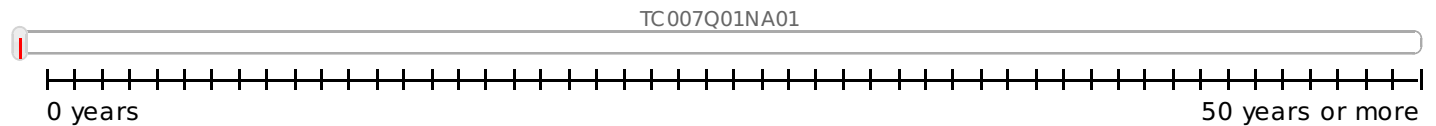
TC006Q01NA01



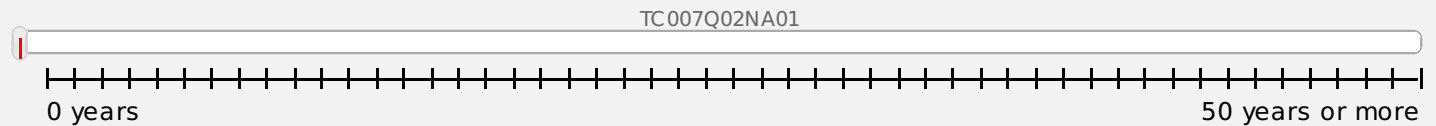
How many years of work experience do you have?

(Please round up to whole years no matter whether you worked part-time or full-time and move the slider to the appropriate number of years. If any option did not apply to you select "0" (zero).)

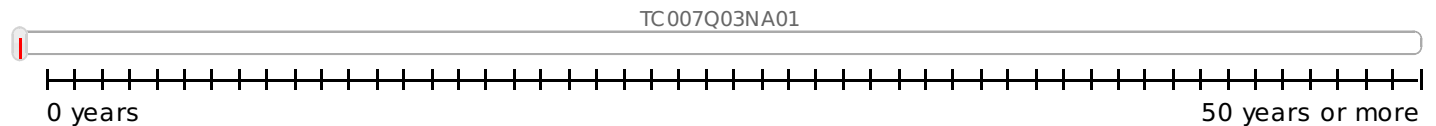
Year(s) working as a teacher at this school



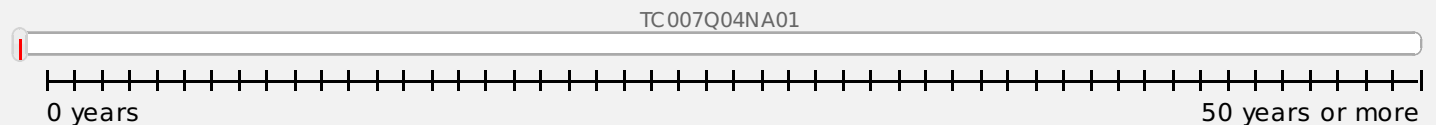
Year(s) working as a teacher in total



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



Year(s) working in other jobs





Consistency check rule

Rule: If $\text{^TC007Q01NA01} > \text{^TC007Q02NA01}$

Message: The number of years working at this school is greater than the number of years working in total. Please check your response.

Did you submit a written application for the position as a teacher directly to your school?

(Please select one response.)

Yes

TC008Q01NA01

No

TC008Q01NA02

Branching rule

Rule: If (^TC008Q01NA01=1) THEN GOTO ^TC010 ELSE If (^TC008Q01NA02=1) THEN GOTO ^TC009 ELSE
GOTO ^TC3info

You did not submit an application to your school directly. Did the <school administration authority> assign you to your position?

(Please select one response.)

Yes

TC009Q01NA01

No

TC009Q01NA02

Branching rule

Rule: If (^TC009Q01NA01=1 OR ^TC009Q01NA02=1) THEN GOTO ^TC3info ELSE GOTO ^TC3info

Was your current position at your school your first choice?

(Please select one response.)

Yes

TC010Q01NA01

No

TC010Q01NA02

How important were the following reasons for applying to work at this particular school?

(Please select one response in each row.)

	<i>Not important</i>	<i>Somewhat important</i>	<i>Important</i>	<i>Very Important</i>
The school had a vacant position.	TC011Q01NA01 <input type="radio"/>	TC011Q01NA02 <input type="radio"/>	TC011Q01NA03 <input type="radio"/>	TC011Q01NA04 <input type="radio"/>
The school's leadership team is very good.	TC011Q02NA01 <input type="radio"/>	TC011Q02NA02 <input type="radio"/>	TC011Q02NA03 <input type="radio"/>	TC011Q02NA04 <input type="radio"/>
My professional career will benefit from working at this school.	TC011Q03NA01 <input type="radio"/>	TC011Q03NA02 <input type="radio"/>	TC011Q03NA03 <input type="radio"/>	TC011Q03NA04 <input type="radio"/>
The school is at a short distance to home.	TC011Q04NA01 <input type="radio"/>	TC011Q04NA02 <input type="radio"/>	TC011Q04NA03 <input type="radio"/>	TC011Q04NA04 <input type="radio"/>
The school has a good reputation.	TC011Q05NA01 <input type="radio"/>	TC011Q05NA02 <input type="radio"/>	TC011Q05NA03 <input type="radio"/>	TC011Q05NA04 <input type="radio"/>
The school offers particular courses or school subjects.	TC011Q06NA01 <input type="radio"/>	TC011Q06NA02 <input type="radio"/>	TC011Q06NA03 <input type="radio"/>	TC011Q06NA04 <input type="radio"/>
The school adheres to a particular <religious philosophy>.	TC011Q07NA01 <input type="radio"/>	TC011Q07NA02 <input type="radio"/>	TC011Q07NA03 <input type="radio"/>	TC011Q07NA04 <input type="radio"/>
The school has a particular <pedagogical-didactical approach, e.g. example>.	TC011Q08NA01 <input type="radio"/>	TC011Q08NA02 <input type="radio"/>	TC011Q08NA03 <input type="radio"/>	TC011Q08NA04 <input type="radio"/>
Friends or family members teach at this school.	TC011Q09NA01 <input type="radio"/>	TC011Q09NA02 <input type="radio"/>	TC011Q09NA03 <input type="radio"/>	TC011Q09NA04 <input type="radio"/>
The school has an active and pleasant school climate.	TC011Q10NA01 <input type="radio"/>	TC011Q10NA02 <input type="radio"/>	TC011Q10NA03 <input type="radio"/>	TC011Q10NA04 <input type="radio"/>

The academic achievements of students in the school are high.

TC011Q11NA01

TC011Q11NA02

TC011Q11NA03

TC011Q11NA04

There is a safe school environment.

TC011Q12NA01

TC011Q12NA02

TC011Q12NA03

TC011Q12NA04

Most students come from disadvantaged backgrounds.

TC011Q13NA01

TC011Q13NA02

TC011Q13NA03

TC011Q13NA04

Most students come from a privileged background.

TC011Q14NA01

TC011Q14NA02

TC011Q14NA03

TC011Q14NA04

The school offers attractive salaries and bonuses.

TC011Q15NA01

TC011Q15NA02

TC011Q15NA03

TC011Q15NA04

The school is well funded and equipped.

TC011Q16NA01

TC011Q16NA02

TC011Q16NA03

TC011Q16NA04

Section B: Your initial education and professional development

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

(Please select one response.)

<Below ISCED Level 5>

TC012Q01NA01

<ISCED Level 5B>

TC012Q01NA02

<ISCED Level 5A Bachelor degree>

TC012Q01NA03

<ISCED Level 5A Masters degree>

TC012Q01NA04

<ISCED Level 6>

TC012Q01NA05

After completing <ISCED level 3 or below>, was your goal to pursue a career in the teaching profession?

(Please select one response.)

Yes

TC013Q01NA01

No

TC013Q01NA02

Did you complete a teacher education or training programme?

(Please select one response.)

Yes

TC014Q01NA01

No

TC014Q01NA02

How did you receive your teaching qualifications?

(Please select one response.)

I attended a standard teacher education or training programme at a <educational institute which is eligible to educate or train teachers>.

TC015Q01NA01

I attended an in-service teacher education or training programme.

TC015Q01NA02

I attended a work based teacher education or training programme.

TC015Q01NA03

I attended a training in another pedagogical profession.

TC015Q01NA04

Other

TC015Q01NA05

Branching rule

Rule: IF (^TC015Q01NA01=1) THEN GOTO ^TC016 ELSE IF (^TC015Q01NA02=1 OR ^TC015Q01NA03=1)
THEN GOTO ^TC017 ELSE IF (^TC015Q01NA04=1 OR ^TC015Q01NA05=1) THEN GOTO ^TC018 ELSE GOTO ^TC018

**You attended a standard teacher education or training programme at a <educational institute which is eligible to educate or train teachers>.
What level of formal education did you reach there?**

(Please select one response.)

<Below ISCED Level 5>

TC016Q01NA01

<ISCED 5B>

TC016Q01NA02

<ISCED 5A Bachelor degree>

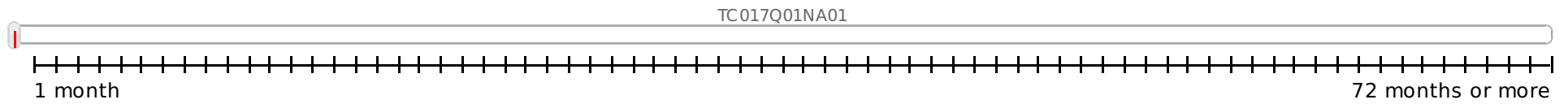
TC016Q01NA03

<ISCED 5A Masters degree>

TC016Q01NA04

For how many months did you attend the teacher education or training programme?

(Please round up to whole months and move the slider to the appropriate number of months.)



Were any of the following included in your teacher education or training programme or other professional qualification and do you teach them to the <national modal grade for 15-year-olds> in the current school year?

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

(If you need further explanation for terms used in this question, please use the help button.)

(Please select all that apply.)

Reading, writing and literature: reading and writing (and literature) in the mother tongue, in the language of instruction, or in the tongue of the country (region) as a second language (for non-natives); language studies, public speaking, literature

Mathematics: mathematics, mathematics with statistics, geometry, algebra, etc.

Science: natural science, physics, physical science, chemistry, biology, human biology, earth and space sciences, environmental science, agriculture/horticulture/forestry

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

Social studies: social studies, community studies, contemporary studies, economics, environmental studies, geography, history, humanities, legal studies, studies of the own country, social sciences, ethical thinking, philosophy

Modern foreign languages: languages different from the language of instruction

Ancient languages (e.g. Latin)

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

Physical education: physical education, gymnastics, dance, health

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

Practical and vocational skills: vocational skills (preparation for a specific occupation), technics, domestic science, accountancy, business studies, career education, clothing and textiles, driving, home economics, polytechnic courses, secretarial studies, tourism and hospitality, handicraft.

Included in my teacher education or training programme or other professional qualification

I teach it to the <national modal grade for 15-year-olds> in the current school year

Reading, writing and literature

TC018Q01NA01

TC018Q01NB01

Mathematics	TC018Q02NA01 <input type="checkbox"/>	TC018Q02NB01 <input type="checkbox"/>
Science	TC018Q03NA01 <input type="checkbox"/>	TC018Q03NB01 <input type="checkbox"/>
Technology	TC018Q04NA01 <input type="checkbox"/>	TC018Q04NB01 <input type="checkbox"/>
Social studies	TC018Q05NA01 <input type="checkbox"/>	TC018Q05NB01 <input type="checkbox"/>
Modern foreign languages	TC018Q06NA01 <input type="checkbox"/>	TC018Q06NB01 <input type="checkbox"/>
Ancient languages (e.g. Latin)	TC018Q07NA01 <input type="checkbox"/>	TC018Q07NB01 <input type="checkbox"/>
Arts	TC018Q08NA01 <input type="checkbox"/>	TC018Q08NB01 <input type="checkbox"/>
Physical education	TC018Q09NA01 <input type="checkbox"/>	TC018Q09NB01 <input type="checkbox"/>
Religion and/or ethics	TC018Q10NA01 <input type="checkbox"/>	TC018Q10NB01 <input type="checkbox"/>
Practical and vocational skills	TC018Q11NA01 <input type="checkbox"/>	TC018Q11NB01 <input type="checkbox"/>

Consistency check rule

Rule: If (^TC018Q01NA01=0 and ^TC018Q02NA01=0 and ^TC018Q03NA01=0 and ^TC018Q04NA01=0 and ^TC018Q05NA01=0 and ^TC018Q06NA01=0 and ^TC018Q07NA01=0 and ^TC018Q08NA01=0 and ^TC018Q09NA01=0 and ^TC018Q10NA01=0 and ^TC018Q11NA01=0 and (^TC018Q01NB01=0 and ^TC018Q02NB01=0 and ^TC018Q03NB01=0 and ^TC018Q04NB01=0 and ^TC018Q05NB01=0 and ^TC018Q06NB01=0 and ^TC018Q07NB01=0 and ^TC018Q08NB01=0 and ^TC018Q09NB01=0 and ^TC018Q10NB01=0 and ^TC018Q11NB01=0))

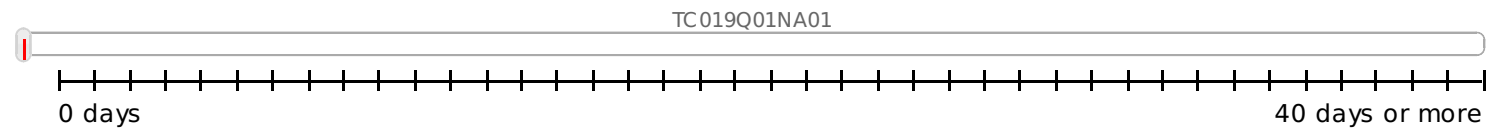
Message: Please select a response.

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?

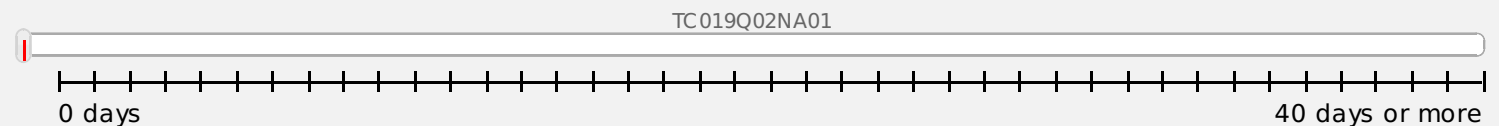
(Please sum up the activities in full days (a full day is 6-8 hours) and include activities that take place during weekends, evenings or other off work hours.)

(Please move the slider to the appropriate number of days. If you did not participate in any professional development activities select "0" (zero).)

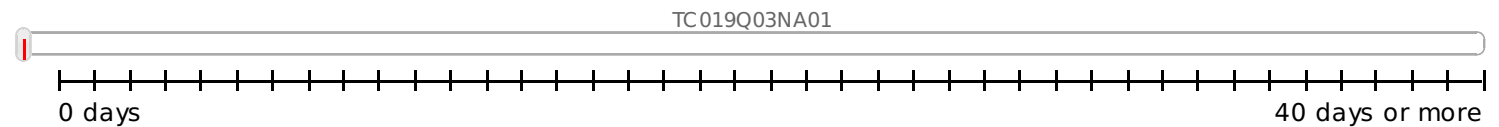
Courses/workshops (e.g. on subject matter or methods and/or other education-related topics)



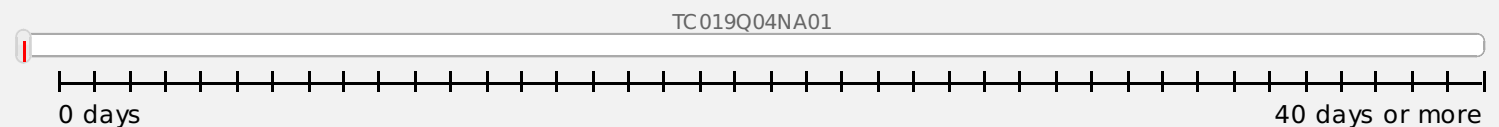
Education conferences or seminars (where teachers and/or researchers present their research results and discuss educational issues)



Observation visits to other schools



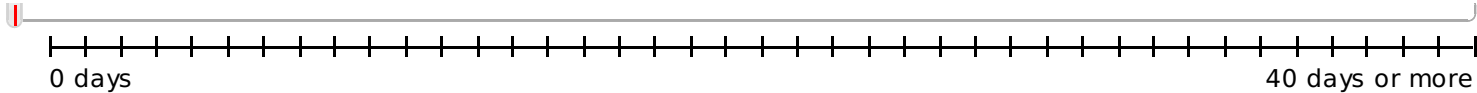
Observation visits to companies, public organisations, non-governmental organisations



In-service training courses in



private companies, public
organisations, non-governmental
organisations



During the last 12 months, did you participate in any of the following activities?

(Please select one response in each row.)

	Yes	No
Qualification programme (e.g. a <degree programme>)	TC020Q01NA01 <input type="radio"/>	TC020Q01NA02 <input type="radio"/>
Participation in a network of teachers formed specifically for the professional development of teachers	TC020Q02NA01 <input type="radio"/>	TC020Q02NA02 <input type="radio"/>
Individual or collaborative research on a topic of interest to you professionally	TC020Q03NA01 <input type="radio"/>	TC020Q03NA02 <input type="radio"/>
Mentoring and/or peer observation and coaching, as part of a formal school arrangement	TC020Q04NA01 <input type="radio"/>	TC020Q04NA02 <input type="radio"/>
Reading professional literature (e.g. journals, evidence-based papers, thesis papers)	TC020Q05NA01 <input type="radio"/>	TC020Q05NA02 <input type="radio"/>
Engaging in informal dialogue with your colleagues on how to improve your teaching	TC020Q06NA01 <input type="radio"/>	TC020Q06NA02 <input type="radio"/>

Are you required to take part in professional development activities?

(Please select one response.)

Yes

TC021Q01NA01

No

TC021Q01NA02

Branching rule

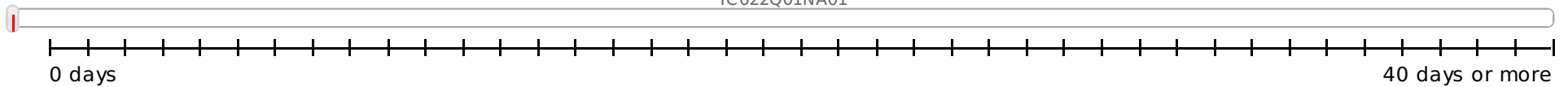
Rule: IF (^TC021Q01NA01=1) THEN GOTO ^TC022 ELSE GOTO ^TC023

How many days within a school year are you required to take part in professional development activities?

(If you are not required to take part in professional development activities for a certain number of days but are required to participate in selected workshops or courses, please count the number of days that these professional development activities occur over.)

(Please move the slider to the appropriate number of days.)

TC022Q01NA01



How does your school support your professional development activities?

(Please select all that apply.)

By providing remuneration and reimbursement

TC023Q01NA01

By use of working time

TC023Q02NA01

By release from teaching responsibilities

TC023Q03NA01

By providing material resources

TC023Q04NA01

By providing other support

TC023Q05NA01

No support

TC023Q06NA01

Consistency check rule

Rule: If $\text{^TC023Q06NA01} = 1$ and ($\text{^TC023Q01NA01} = 1$ or $\text{^TC023Q02NA01} = 1$ or $\text{^TC023Q03NA01} = 1$ or $\text{^TC023Q04NA01} = 1$ or $\text{^TC023Q05NA01} = 1$)

Message: You have selected "No support" with another category. Please check your response.

Were any of the topics listed below included in your teacher education or training programme or other professional qualification and your professional development activities?

(Please select all that apply.)

	<i>Included in my teacher education or training programme or other professional qualification</i>	<i>Included in my professional development activities during the last 12 months</i>
Knowledge and understanding of my subject field(s)	TC045Q01NA01 <input type="checkbox"/>	TC045Q01NB01 <input type="checkbox"/>
Pedagogical competencies in teaching my subject field(s)	TC045Q02NA01 <input type="checkbox"/>	TC045Q02NB01 <input type="checkbox"/>
Knowledge of the curriculum	TC045Q03NA01 <input type="checkbox"/>	TC045Q03NB01 <input type="checkbox"/>
Student assessment practices	TC045Q04NA01 <input type="checkbox"/>	TC045Q04NB01 <input type="checkbox"/>
ICT (information and communication technology) skills for teaching	TC045Q05NA01 <input type="checkbox"/>	TC045Q05NB01 <input type="checkbox"/>
Student behaviour and classroom management	TC045Q06NA01 <input type="checkbox"/>	TC045Q06NB01 <input type="checkbox"/>
School management and administration	TC045Q07NA01 <input type="checkbox"/>	TC045Q07NB01 <input type="checkbox"/>
Approaches to individualised learning	TC045Q08NA01 <input type="checkbox"/>	TC045Q08NB01 <input type="checkbox"/>
	TC045Q09NA01	TC045Q09NB01

Teaching students with special needs

TC045Q09NA01

TC045Q09NB01

Teaching in a multicultural or multilingual setting

TC045Q10NA01

TC045Q10NB01

Teaching cross-curricular skills (e.g. problem solving, learning-to-learn)

TC045Q11NA01

TC045Q11NB01

Student career guidance and counselling

TC045Q12NA01

TC045Q12NB01

Internal evaluation or self-evaluation of schools

TC045Q13NA01

TC045Q13NB01

Use of evaluation results

TC045Q14NA01

TC045Q14NB01

Teacher-Parent co-operation

TC045Q15NA01

TC045Q15NB01

Consistency check rule

Rule: If ^TC045Q01NA01=0 and ^TC045Q02NA01=0 and ^TC045Q03NA01=0 and ^TC045Q04NA01=0 and ^TC045Q05NA01=0 and ^TC045Q06NA01=0 and ^TC045Q07NA01=0 and ^TC045Q08NA01=0 and ^TC045Q09NA01=0 and ^TC045Q10NA01=0 and ^TC045Q11NA01=0 and ^TC045Q12NA01=0 and ^TC045Q13NA01=0 and ^TC045Q14NA01=0 and ^TC045Q15NA01=0 and ^TC045Q01NB01=0 and ^TC045Q02NB01=0 and ^TC045Q03NB01=0 and ^TC045Q04NB01=0 and ^TC045Q05NB01=0 and ^TC045Q06NB01=0 and ^TC045Q07NB01=0 and ^TC045Q08NB01=0 and ^TC045Q09NB01=0 and ^TC045Q10NB01=0 and ^TC045Q11NB01=0 and ^TC045Q12NB01=0 and ^TC045Q13NB01=0 and ^TC045Q14NB01=0 and ^TC045Q15NB01=0

Message: Please select a response.

Section C: Your collaboration with teachers and parents

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

(Please select one response in each row.)

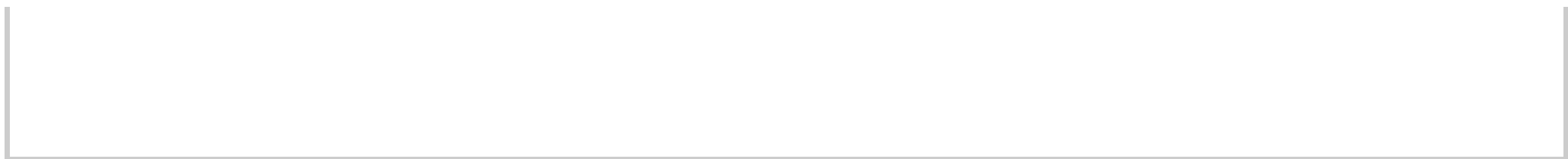
	<i>Never</i>	<i>Once a year or less</i>	<i>2-4 times a year</i>	<i>5-10 times a year</i>	<i>1-3 times a month</i>	<i>Once a week or more</i>
Teach jointly as a team in the same class	TC046Q01NA01 <input type="radio"/>	TC046Q01NA02 <input type="radio"/>	TC046Q01NA03 <input type="radio"/>	TC046Q01NA04 <input type="radio"/>	TC046Q01NA05 <input type="radio"/>	TC046Q01NA06 <input type="radio"/>
Observe other teachers' classes and provide feedback	TC046Q02NA01 <input type="radio"/>	TC046Q02NA02 <input type="radio"/>	TC046Q02NA03 <input type="radio"/>	TC046Q02NA04 <input type="radio"/>	TC046Q02NA05 <input type="radio"/>	TC046Q02NA06 <input type="radio"/>
Engage in joint activities across different classes and age groups (e.g. projects)	TC046Q03NA01 <input type="radio"/>	TC046Q03NA02 <input type="radio"/>	TC046Q03NA03 <input type="radio"/>	TC046Q03NA04 <input type="radio"/>	TC046Q03NA05 <input type="radio"/>	TC046Q03NA06 <input type="radio"/>
Exchange teaching materials with colleagues	TC046Q04NA01 <input type="radio"/>	TC046Q04NA02 <input type="radio"/>	TC046Q04NA03 <input type="radio"/>	TC046Q04NA04 <input type="radio"/>	TC046Q04NA05 <input type="radio"/>	TC046Q04NA06 <input type="radio"/>
Engage in discussions about the learning development of specific students	TC046Q05NA01 <input type="radio"/>	TC046Q05NA02 <input type="radio"/>	TC046Q05NA03 <input type="radio"/>	TC046Q05NA04 <input type="radio"/>	TC046Q05NA05 <input type="radio"/>	TC046Q05NA06 <input type="radio"/>
Work with other teachers in my school to ensure common standards in evaluations for assessing student progress	TC046Q06NA01 <input type="radio"/>	TC046Q06NA02 <input type="radio"/>	TC046Q06NA03 <input type="radio"/>	TC046Q06NA04 <input type="radio"/>	TC046Q06NA05 <input type="radio"/>	TC046Q06NA06 <input type="radio"/>
Attend team conferences	TC046Q07NA01 <input type="radio"/>	TC046Q07NA02 <input type="radio"/>	TC046Q07NA03 <input type="radio"/>	TC046Q07NA04 <input type="radio"/>	TC046Q07NA05 <input type="radio"/>	TC046Q07NA06 <input type="radio"/>
Take part in collaborative professional learning	TC046Q08NA01 <input type="radio"/>	TC046Q08NA02 <input type="radio"/>	TC046Q08NA03 <input type="radio"/>	TC046Q08NA04 <input type="radio"/>	TC046Q08NA05 <input type="radio"/>	TC046Q08NA06 <input type="radio"/>



Teachers play an important role in communication with parents. From your perspective, to what extent are the following topics of parent-teacher communication important?

(Please select one response in each row.)

	<i>Not important</i>	<i>Somewhat important</i>	<i>Important</i>	<i>Very important</i>
Students' academic achievement	TC024Q01NA01 <input type="radio"/>	TC024Q01NA02 <input type="radio"/>	TC024Q01NA03 <input type="radio"/>	TC024Q01NA04 <input type="radio"/>
Choice of school	TC024Q02NA01 <input type="radio"/>	TC024Q02NA02 <input type="radio"/>	TC024Q02NA03 <input type="radio"/>	TC024Q02NA04 <input type="radio"/>
Students' transfer or change of school	TC024Q03NA01 <input type="radio"/>	TC024Q03NA02 <input type="radio"/>	TC024Q03NA03 <input type="radio"/>	TC024Q03NA04 <input type="radio"/>
Students' behaviour problems	TC024Q04NA01 <input type="radio"/>	TC024Q04NA02 <input type="radio"/>	TC024Q04NA03 <input type="radio"/>	TC024Q04NA04 <input type="radio"/>
Specific concerns related to parents from other countries	TC024Q05NA01 <input type="radio"/>	TC024Q05NA02 <input type="radio"/>	TC024Q05NA03 <input type="radio"/>	TC024Q05NA04 <input type="radio"/>
Students' learning difficulties	TC024Q06NA01 <input type="radio"/>	TC024Q06NA02 <input type="radio"/>	TC024Q06NA03 <input type="radio"/>	TC024Q06NA04 <input type="radio"/>
Ways to help students with their homework	TC024Q07NA01 <input type="radio"/>	TC024Q07NA02 <input type="radio"/>	TC024Q07NA03 <input type="radio"/>	TC024Q07NA04 <input type="radio"/>
Individual encouragement of each student	TC024Q08NA01 <input type="radio"/>	TC024Q08NA02 <input type="radio"/>	TC024Q08NA03 <input type="radio"/>	TC024Q08NA04 <input type="radio"/>
Students' addiction problems	TC024Q09NA01 <input type="radio"/>	TC024Q09NA02 <input type="radio"/>	TC024Q09NA03 <input type="radio"/>	TC024Q09NA04 <input type="radio"/>



To what extent are the following ways of communicating with your students' parents important to you?

(Please select one response in each row.)

	<i>Not important</i>	<i>Somewhat important</i>	<i>Important</i>	<i>Very important</i>	<i>Not offered by school</i>
Communication per notes and letters	TC025Q01NA01 <input type="radio"/>	TC025Q01NA02 <input type="radio"/>	TC025Q01NA03 <input type="radio"/>	TC025Q01NA04 <input type="radio"/>	TC025Q01NA05 <input type="radio"/>
Scheduled meeting at a parent-teacher conference / consultation	TC025Q02NA01 <input type="radio"/>	TC025Q02NA02 <input type="radio"/>	TC025Q02NA03 <input type="radio"/>	TC025Q02NA04 <input type="radio"/>	TC025Q02NA05 <input type="radio"/>
Phone calls	TC025Q03NA01 <input type="radio"/>	TC025Q03NA02 <input type="radio"/>	TC025Q03NA03 <input type="radio"/>	TC025Q03NA04 <input type="radio"/>	TC025Q03NA05 <input type="radio"/>
Communication via internet or text messages (e-mail, website, messenger, etc.)	TC025Q04NA01 <input type="radio"/>	TC025Q04NA02 <input type="radio"/>	TC025Q04NA03 <input type="radio"/>	TC025Q04NA04 <input type="radio"/>	TC025Q04NA05 <input type="radio"/>
Unscheduled informal meetings	TC025Q05NA01 <input type="radio"/>	TC025Q05NA02 <input type="radio"/>	TC025Q05NA03 <input type="radio"/>	TC025Q05NA04 <input type="radio"/>	TC025Q05NA05 <input type="radio"/>

Section D: Teacher beliefs and attitudes

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

(Please select one response in each row.)

	<i>Not at all</i>	<i>To some extent</i>	<i>Quite a bit</i>	<i>A lot</i>
Get students to believe they can do well in school work	TC047Q01NA01 <input type="radio"/>	TC047Q01NA02 <input type="radio"/>	TC047Q01NA03 <input type="radio"/>	TC047Q01NA04 <input type="radio"/>
Help my students value learning	TC047Q02NA01 <input type="radio"/>	TC047Q02NA02 <input type="radio"/>	TC047Q02NA03 <input type="radio"/>	TC047Q02NA04 <input type="radio"/>
Craft good questions for my students	TC047Q03NA01 <input type="radio"/>	TC047Q03NA02 <input type="radio"/>	TC047Q03NA03 <input type="radio"/>	TC047Q03NA04 <input type="radio"/>
Control disruptive behaviour in the classroom	TC047Q04NA01 <input type="radio"/>	TC047Q04NA02 <input type="radio"/>	TC047Q04NA03 <input type="radio"/>	TC047Q04NA04 <input type="radio"/>
Motivate students who show low interest in school work	TC047Q05NA01 <input type="radio"/>	TC047Q05NA02 <input type="radio"/>	TC047Q05NA03 <input type="radio"/>	TC047Q05NA04 <input type="radio"/>
Make my expectations about student behaviour clear	TC047Q06NA01 <input type="radio"/>	TC047Q06NA02 <input type="radio"/>	TC047Q06NA03 <input type="radio"/>	TC047Q06NA04 <input type="radio"/>
Help students think critically	TC047Q07NA01 <input type="radio"/>	TC047Q07NA02 <input type="radio"/>	TC047Q07NA03 <input type="radio"/>	TC047Q07NA04 <input type="radio"/>
Get students to follow classroom rules	TC047Q08NA01 <input type="radio"/>	TC047Q08NA02 <input type="radio"/>	TC047Q08NA03 <input type="radio"/>	TC047Q08NA04 <input type="radio"/>
Calm a student who is disruptive or noisy	TC047Q09NA01 <input type="radio"/>	TC047Q09NA02 <input type="radio"/>	TC047Q09NA03 <input type="radio"/>	TC047Q09NA04 <input type="radio"/>
Use a variety of assessment strategies	TC047Q10NA01 <input type="radio"/>	TC047Q10NA02 <input type="radio"/>	TC047Q10NA03 <input type="radio"/>	TC047Q10NA04 <input type="radio"/>

Provide an alternative explanation for example when students are confused

TC047Q11NA01

TC047Q11NA02

TC047Q11NA03

TC047Q11NA04

Implement alternative instructional strategies in my classroom

TC047Q12NA01

TC047Q12NA02

TC047Q12NA03

TC047Q12NA04

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

(Please select one response in each row.)

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
The advantages of being a teacher clearly outweigh the disadvantages.	TC 026Q01NA01 <input type="radio"/>	TC 026Q01NA02 <input type="radio"/>	TC 026Q01NA03 <input type="radio"/>	TC 026Q01NA04 <input type="radio"/>
If I could decide again, I would still choose to work as a teacher.	TC 026Q02NA01 <input type="radio"/>	TC 026Q02NA02 <input type="radio"/>	TC 026Q02NA03 <input type="radio"/>	TC 026Q02NA04 <input type="radio"/>
I would like to change to another school if that were possible.	TC 026Q03NA01 <input type="radio"/>	TC 026Q03NA02 <input type="radio"/>	TC 026Q03NA03 <input type="radio"/>	TC 026Q03NA04 <input type="radio"/>
I regret that I decided to become a teacher.	TC 026Q04NA01 <input type="radio"/>	TC 026Q04NA02 <input type="radio"/>	TC 026Q04NA03 <input type="radio"/>	TC 026Q04NA04 <input type="radio"/>
I enjoy working at this school.	TC 026Q05NA01 <input type="radio"/>	TC 026Q05NA02 <input type="radio"/>	TC 026Q05NA03 <input type="radio"/>	TC 026Q05NA04 <input type="radio"/>
I wonder whether it would have been better to choose another profession.	TC 026Q06NA01 <input type="radio"/>	TC 026Q06NA02 <input type="radio"/>	TC 026Q06NA03 <input type="radio"/>	TC 026Q06NA04 <input type="radio"/>
I would recommend my school as a good place to work.	TC 026Q07NA01 <input type="radio"/>	TC 026Q07NA02 <input type="radio"/>	TC 026Q07NA03 <input type="radio"/>	TC 026Q07NA04 <input type="radio"/>
I think that the teaching profession is valued in society.	TC 026Q08NA01 <input type="radio"/>	TC 026Q08NA02 <input type="radio"/>	TC 026Q08NA03 <input type="radio"/>	TC 026Q08NA04 <input type="radio"/>
I am satisfied with my performance in this school.	TC 026Q09NA01 <input type="radio"/>	TC 026Q09NA02 <input type="radio"/>	TC 026Q09NA03 <input type="radio"/>	TC 026Q09NA04 <input type="radio"/>
	TC 026Q10NA01	TC 026Q10NA02	TC 026Q10NA03	TC 026Q10NA04

All in all, I am satisfied with my job.



Section E: Teaching practices

How often do you assign the following activities to your students?

(Please select one response in each row.)

	<i>Never or almost never</i>	<i>Once a year or less</i>	<i>2-4 times a year</i>	<i>5-9 times a year</i>	<i>1-3 times a month</i>	<i>Once a week or more</i>
Doing some short task (10 minutes to 2 hours) in teams such as exercises or problems	TC048Q01NA01 <input type="radio"/>	TC048Q01NA02 <input type="radio"/>	TC048Q01NA03 <input type="radio"/>	TC048Q01NA04 <input type="radio"/>	TC048Q01NA05 <input type="radio"/>	TC048Q01NA06 <input type="radio"/>
Conducting a longer project (over several weeks) in teams such as writing a document, inventing something, etc.	TC048Q02NA01 <input type="radio"/>	TC048Q02NA02 <input type="radio"/>	TC048Q02NA03 <input type="radio"/>	TC048Q02NA04 <input type="radio"/>	TC048Q02NA05 <input type="radio"/>	TC048Q02NA06 <input type="radio"/>
Preparing and giving a talk/presentation together	TC048Q03NA01 <input type="radio"/>	TC048Q03NA02 <input type="radio"/>	TC048Q03NA03 <input type="radio"/>	TC048Q03NA04 <input type="radio"/>	TC048Q03NA05 <input type="radio"/>	TC048Q03NA06 <input type="radio"/>

For these activities, do teams use online collaboration tools such as email, chat, shared documents, etc.?

(Please select one response in each row.)

	<i>Yes, the online tools I have chosen</i>	<i>Yes, any online tool they want</i>	<i>No, no online tools</i>
Doing some short task (10 minutes to 2 hours) in teams such as exercises or problems	TC049Q01NA01 <input type="radio"/>	TC049Q01NA02 <input type="radio"/>	TC049Q01NA03 <input type="radio"/>
Conducting a longer project (over several weeks) in teams such as writing a document, inventing something, etc.	TC049Q02NA01 <input type="radio"/>	TC049Q02NA02 <input type="radio"/>	TC049Q02NA03 <input type="radio"/>
Preparing and giving a talk/presentation together	TC049Q03NA01 <input type="radio"/>	TC049Q03NA02 <input type="radio"/>	TC049Q03NA03 <input type="radio"/>

What do you do to improve your students' collaboration skills?

(Please select one response in each row.)

Yes

No

I let them discover by themselves how to collaborate

TC050Q01NA01

TC050Q01NA02

I intervene if problems occur

TC050Q02NA01

TC050Q02NA02

I give them feedback on a regular basis

TC050Q03NA01

TC050Q03NA02

I give them a precise timeframe to follow, with milestones

TC050Q04NA01

TC050Q04NA02

Individuals with salient team skills are appointed as group leaders

TC050Q05NA01

TC050Q05NA02

I give them guidelines about how to interact (e.g. be constructive)

TC050Q06NA01

TC050Q06NA02

I teach them how to collaborate

TC050Q07NA01

TC050Q07NA02

How often do you use the following appreciations during students' team collaboration activities?

(Please select one response in each row.)

	<i>Never or almost never</i>	<i>Sometimes</i>	<i>Often</i>	<i>Always or almost always</i>
No appreciations	TC051Q01NA01 <input type="radio"/>	TC051Q01NA02 <input type="radio"/>	TC051Q01NA03 <input type="radio"/>	TC051Q01NA04 <input type="radio"/>
Individual appreciations for individual performance	TC051Q02NA01 <input type="radio"/>	TC051Q02NA02 <input type="radio"/>	TC051Q02NA03 <input type="radio"/>	TC051Q02NA04 <input type="radio"/>
Collective appreciations for a group product	TC051Q03NA01 <input type="radio"/>	TC051Q03NA02 <input type="radio"/>	TC051Q03NA03 <input type="radio"/>	TC051Q03NA04 <input type="radio"/>
Collective appreciations for individual contributions	TC051Q04NA01 <input type="radio"/>	TC051Q04NA02 <input type="radio"/>	TC051Q04NA03 <input type="radio"/>	TC051Q04NA04 <input type="radio"/>
Individual appreciations for a group product	TC051Q05NA01 <input type="radio"/>	TC051Q05NA02 <input type="radio"/>	TC051Q05NA03 <input type="radio"/>	TC051Q05NA04 <input type="radio"/>

How often do you use the following types of collaboration during students' team collaboration activities?

(Please select one response in each row.)

	<i>Never or almost never</i>	<i>Sometimes</i>	<i>Often</i>	<i>Always or almost always</i>
Members of groups work according to specialisation of each member	TC 052Q01NA01 <input type="radio"/>	TC 052Q01NA02 <input type="radio"/>	TC 052Q01NA03 <input type="radio"/>	TC 052Q01NA04 <input type="radio"/>
Members of groups work on a collective outcome	TC 052Q02NA01 <input type="radio"/>	TC 052Q02NA02 <input type="radio"/>	TC 052Q02NA03 <input type="radio"/>	TC 052Q02NA04 <input type="radio"/>
Group members receive different information (resource interdependence)	TC 052Q03NA01 <input type="radio"/>	TC 052Q03NA02 <input type="radio"/>	TC 052Q03NA03 <input type="radio"/>	TC 052Q03NA04 <input type="radio"/>
Group members are assigned different roles (role interdependence)	TC 052Q04NA01 <input type="radio"/>	TC 052Q04NA02 <input type="radio"/>	TC 052Q04NA03 <input type="radio"/>	TC 052Q04NA04 <input type="radio"/>

How often do you use the following grouping practices during students' team collaboration activities?

(Please select one response in each row.)

	<i>Never or almost never</i>	<i>Sometimes</i>	<i>Often</i>	<i>Always or almost always</i>
Groups with a mix of abilities	TC053Q01NA01 <input type="radio"/>	TC053Q01NA02 <input type="radio"/>	TC053Q01NA03 <input type="radio"/>	TC053Q01NA04 <input type="radio"/>
Groups of students with similar abilities	TC053Q02NA01 <input type="radio"/>	TC053Q02NA02 <input type="radio"/>	TC053Q02NA03 <input type="radio"/>	TC053Q02NA04 <input type="radio"/>
Groups as the students choose them	TC053Q03NA01 <input type="radio"/>	TC053Q03NA02 <input type="radio"/>	TC053Q03NA03 <input type="radio"/>	TC053Q03NA04 <input type="radio"/>

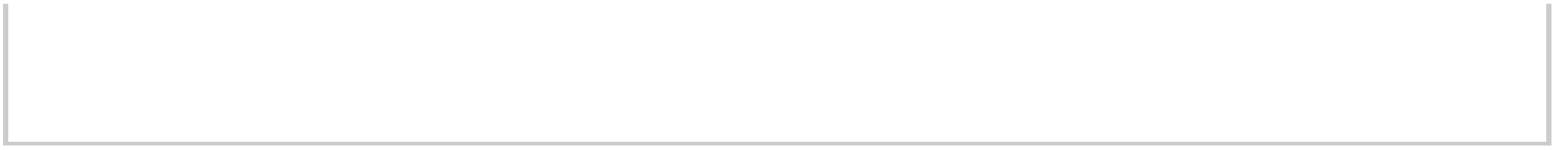
How often do you use the following methods of assessing student learning?

(If you need further explanation of the term "<standardised tests>", please use the help button.)

(Please select one response in each row.)

Here, the term <standardised tests> includes standardised mandatory tests (mandated e.g. by national, state or district authorities) as well as standardised non-mandatory tests (e.g. publicly or commercial available standardised test material). These tests are consistent in design, content, administration and scoring. Results can be compared across students and schools.

	<i>Never or almost never</i>	<i>Some lessons</i>	<i>Most lessons</i>	<i>Every lesson or almost every lesson</i>
I develop and administer my own assessment.	TC054Q01NA01 <input type="radio"/>	TC054Q01NA02 <input type="radio"/>	TC054Q01NA03 <input type="radio"/>	TC054Q01NA04 <input type="radio"/>
I administer a <standardised test>.	TC054Q02NA01 <input type="radio"/>	TC054Q02NA02 <input type="radio"/>	TC054Q02NA03 <input type="radio"/>	TC054Q02NA04 <input type="radio"/>
I have individual students answer questions in front of the class.	TC054Q03NA01 <input type="radio"/>	TC054Q03NA02 <input type="radio"/>	TC054Q03NA03 <input type="radio"/>	TC054Q03NA04 <input type="radio"/>
I provide written feedback on student work in addition to a <mark, i.e. numeric score or letter grade>.	TC054Q04NA01 <input type="radio"/>	TC054Q04NA02 <input type="radio"/>	TC054Q04NA03 <input type="radio"/>	TC054Q04NA04 <input type="radio"/>
I let students judge their own progress.	TC054Q05NA01 <input type="radio"/>	TC054Q05NA02 <input type="radio"/>	TC054Q05NA03 <input type="radio"/>	TC054Q05NA04 <input type="radio"/>
I observe students when working on particular tasks and provide immediate feedback.	TC054Q06NA01 <input type="radio"/>	TC054Q06NA02 <input type="radio"/>	TC054Q06NA03 <input type="radio"/>	TC054Q06NA04 <input type="radio"/>
I collect data from classroom assignments or home work.	TC054Q07NA01 <input type="radio"/>	TC054Q07NA02 <input type="radio"/>	TC054Q07NA03 <input type="radio"/>	TC054Q07NA04 <input type="radio"/>



To what extent do you use the following approaches to assign final <semester> grades to students in <national modal grade for 15-year-olds>?

(If you need further explanation of the term "<standardised tests>", please use the help button.)

(Please select one response in each row.)

<Standardised tests> are consistent in design, content, administration and scoring. Results can be compared across students and schools. This excludes teacher-developed tests!

	<i>Not at all</i>	<i>Very little</i>	<i>To some extent</i>	<i>To a large extent</i>
I consider students' individual improvement of performance since the beginning of the <semester>.	TC055Q01NA01 <input type="radio"/>	TC055Q01NA02 <input type="radio"/>	TC055Q01NA03 <input type="radio"/>	TC055Q01NA04 <input type="radio"/>
I consider students' problem solving ability.	TC055Q02NA01 <input type="radio"/>	TC055Q02NA02 <input type="radio"/>	TC055Q02NA03 <input type="radio"/>	TC055Q02NA04 <input type="radio"/>
I consider students' critical thinking ability.	TC055Q03NA01 <input type="radio"/>	TC055Q03NA02 <input type="radio"/>	TC055Q03NA03 <input type="radio"/>	TC055Q03NA04 <input type="radio"/>
I consider students' performance in collaborative problem solving activities.	TC055Q04NA01 <input type="radio"/>	TC055Q04NA02 <input type="radio"/>	TC055Q04NA03 <input type="radio"/>	TC055Q04NA04 <input type="radio"/>
I recognize students' effort; even if performance does not improve.	TC055Q05NA01 <input type="radio"/>	TC055Q05NA02 <input type="radio"/>	TC055Q05NA03 <input type="radio"/>	TC055Q05NA04 <input type="radio"/>
I compare student performance in the current course to that of students from the previous course.	TC055Q06NA01 <input type="radio"/>	TC055Q06NA02 <input type="radio"/>	TC055Q06NA03 <input type="radio"/>	TC055Q06NA04 <input type="radio"/>
I compare a student's performance to that of other students in the course.	TC055Q07NA01 <input type="radio"/>	TC055Q07NA02 <input type="radio"/>	TC055Q07NA03 <input type="radio"/>	TC055Q07NA04 <input type="radio"/>
I compare students' performance to written <national or regional performance standards>.	TC055Q08NA01 <input type="radio"/>	TC055Q08NA02 <input type="radio"/>	TC055Q08NA03 <input type="radio"/>	TC055Q08NA04 <input type="radio"/>

I recognize exceptional academic merit, e.g. taking part in a <national contest>.	TC055Q09NA01 <input type="radio"/>	TC055Q09NA02 <input type="radio"/>	TC055Q09NA03 <input type="radio"/>	TC055Q09NA04 <input type="radio"/>
I use a set scale of percentages of correct responses to assess the students' performance.	TC055Q10NA01 <input type="radio"/>	TC055Q10NA02 <input type="radio"/>	TC055Q10NA03 <input type="radio"/>	TC055Q10NA04 <input type="radio"/>
I consider the degree to which the student participates in the class.	TC055Q11NA01 <input type="radio"/>	TC055Q11NA02 <input type="radio"/>	TC055Q11NA03 <input type="radio"/>	TC055Q11NA04 <input type="radio"/>
I consider the quality of homework.	TC055Q12NA01 <input type="radio"/>	TC055Q12NA02 <input type="radio"/>	TC055Q12NA03 <input type="radio"/>	TC055Q12NA04 <input type="radio"/>
I base grades on <standardised tests> mandated by national, state or district authorities, e.g. <country specific example>.	TC055Q13NA01 <input type="radio"/>	TC055Q13NA02 <input type="radio"/>	TC055Q13NA03 <input type="radio"/>	TC055Q13NA04 <input type="radio"/>
I base grades on non-mandatory, publicly or commercially available <standardised tests>, e.g. <country specific example>.	TC055Q14NA01 <input type="radio"/>	TC055Q14NA02 <input type="radio"/>	TC055Q14NA03 <input type="radio"/>	TC055Q14NA04 <input type="radio"/>
I consider students' behaviour, e.g. disruptive or supportive behaviour.	TC055Q15NA01 <input type="radio"/>	TC055Q15NA02 <input type="radio"/>	TC055Q15NA03 <input type="radio"/>	TC055Q15NA04 <input type="radio"/>
I base grades on my overall judgement of student's learning.	TC055Q16NA01 <input type="radio"/>	TC055Q16NA02 <input type="radio"/>	TC055Q16NA03 <input type="radio"/>	TC055Q16NA04 <input type="radio"/>

To what extent do you disagree or agree with the following statements about your teaching practices?

(Please select one response in each row.)

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
I am interested in my students' school activities.	TC027Q01NA01 <input type="radio"/>	TC027Q01NA02 <input type="radio"/>	TC027Q01NA03 <input type="radio"/>	TC027Q01NA04 <input type="radio"/>
I support my students' educational efforts.	TC027Q02NA01 <input type="radio"/>	TC027Q02NA02 <input type="radio"/>	TC027Q02NA03 <input type="radio"/>	TC027Q02NA04 <input type="radio"/>
I support my students when they are facing school difficulties.	TC027Q03NA01 <input type="radio"/>	TC027Q03NA02 <input type="radio"/>	TC027Q03NA03 <input type="radio"/>	TC027Q03NA04 <input type="radio"/>
I encourage my students to be confident.	TC027Q04NA01 <input type="radio"/>	TC027Q04NA02 <input type="radio"/>	TC027Q04NA03 <input type="radio"/>	TC027Q04NA04 <input type="radio"/>
I encourage my students to learn new skills.	TC027Q05NA01 <input type="radio"/>	TC027Q05NA02 <input type="radio"/>	TC027Q05NA03 <input type="radio"/>	TC027Q05NA04 <input type="radio"/>
I provide my students with information about their performance in school.	TC027Q06NA01 <input type="radio"/>	TC027Q06NA02 <input type="radio"/>	TC027Q06NA03 <input type="radio"/>	TC027Q06NA04 <input type="radio"/>
I provide my students with clues and suggestions that help them to move forward with a task.	TC027Q07NA01 <input type="radio"/>	TC027Q07NA02 <input type="radio"/>	TC027Q07NA03 <input type="radio"/>	TC027Q07NA04 <input type="radio"/>
I instruct my students what to do to complete a task and explain why to do so.	TC027Q08NA01 <input type="radio"/>	TC027Q08NA02 <input type="radio"/>	TC027Q08NA03 <input type="radio"/>	TC027Q08NA04 <input type="radio"/>
I give detailed information and clarification to my students about the learning task.	TC027Q09NA01 <input type="radio"/>	TC027Q09NA02 <input type="radio"/>	TC027Q09NA03 <input type="radio"/>	TC027Q09NA04 <input type="radio"/>
I demonstrate particular skills that are important to solve a task or to learn	TC027Q10NA01 <input type="radio"/>	TC027Q10NA02 <input type="radio"/>	TC027Q10NA03 <input type="radio"/>	TC027Q10NA04 <input type="radio"/>

for school.



I ask my students questions to initiate a deeper understanding of the content.

TC027Q11NA01



TC027Q11NA02



TC027Q11NA03



TC027Q11NA04

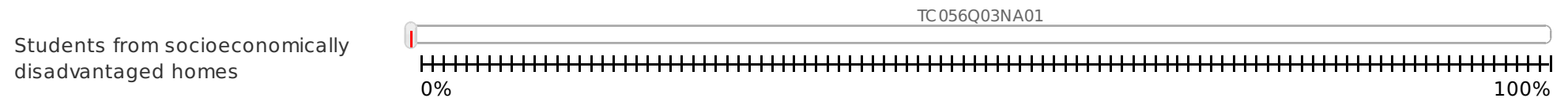
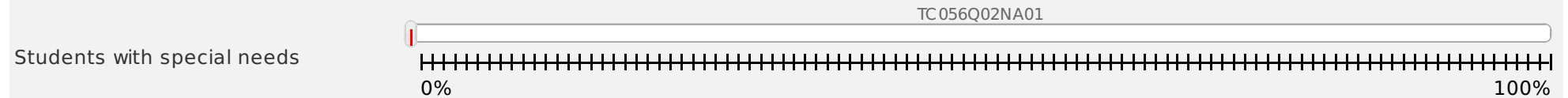
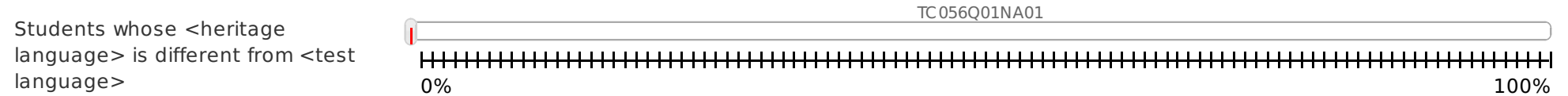


Section F: Your school

Please estimate the percentage of students at <national modal grade for 15-year-olds> in this school who have the following characteristics.

(Please consider that students may fall into multiple categories.)

(Please move the slider to the appropriate percentage.)



Schools differ in the way they address cultural diversity. For each of the following pairs of statements, please choose the statement that the majority of teachers in your school would agree with.

(Please select one response in each row.)

It is beneficial for the academic success of students from diverse cultural and ethnic backgrounds when schools regard their cultural differences.

TC057Q01NA01

It is beneficial for the academic success of students from diverse cultural and ethnic backgrounds when schools encourage them to adopt the culture and norms of <country of test>.

TC057Q01NA02

It is crucial for the academic success of multilingual students that schools offer additional courses in <test language>.

TC057Q02NA01

It is crucial for the academic success of <multilingual students> that schools offer courses to teach students literacy in their <heritage language>.

TC057Q02NA02

It is best for school cohesion when students from different cultural and ethnic backgrounds refrain from expressing their differences at school.

TC057Q03NA01

It is best for school cohesion when the school encourages the expression of cultural differences amongst their students.

TC057Q03NA02

In order to achieve the school's goals it is necessary that the school continually adapts its structures and practices to the needs of students from different cultural and ethnic backgrounds.

TC057Q04NA01

In order to achieve the school's goals it is necessary that students from different cultural and ethnic backgrounds adapt to the school's existing structures and practices.

TC057Q04NA02

It is best for school cohesion when all students speak the same

TC057Q05NA01

It is best for school cohesion when the school encourages linguistic

TC057Q05NA02

language at school.



diversity in school.



Branching rule

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Rule:      If (^TC002Q01NA01=21 or ^TC002Q01NA01=23 or ^TC002Q01NA01=25 or ^TC002Q01NA01=27
or ^TC002Q01NA01=29 or ^TC002Q01NA01=31 or ^TC002Q01NA01=33 or ^TC002Q01NA01=35 or
^TC002Q01NA01=37 or ^TC002Q01NA01=39 or ^TC002Q01NA01=41 or ^TC002Q01NA01=43 or
^TC002Q01NA01=45 or ^TC002Q01NA01=47 or ^TC002Q01NA01=49 or ^TC002Q01NA01=51 or
^TC002Q01NA01=53 or ^TC002Q01NA01=55 or ^TC002Q01NA01=57 or ^TC002Q01NA01=59 or
^TC002Q01NA01=61 or ^TC002Q01NA01=63 or ^TC002Q01NA01=65 or ^TC002Q01NA01=67 or
^TC002Q01NA01=69 ) then GOTO ^TC058 ELSE GOTO ^TC059
```

How many teachers in your school would agree with the following statements?

(Please select one response in each row.)

	<i>None or almost none of them</i>	<i>Some of them</i>	<i>Many of them</i>	<i>All or almost all of them</i>
It is beneficial for the academic success of students from diverse cultural and ethnic backgrounds when schools regard their cultural differences.	TC058Q01NA01 <input type="radio"/>	TC058Q01NA02 <input type="radio"/>	TC058Q01NA03 <input type="radio"/>	TC058Q01NA04 <input type="radio"/>
It is beneficial for the academic success of students from diverse cultural and ethnic backgrounds when schools encourage them to adopt the culture and norms of <country of test>.	TC058Q02NA01 <input type="radio"/>	TC058Q02NA02 <input type="radio"/>	TC058Q02NA03 <input type="radio"/>	TC058Q02NA04 <input type="radio"/>
It is crucial for the academic success of multilingual students that schools offer courses in their <heritage language>.	TC058Q03NA01 <input type="radio"/>	TC058Q03NA02 <input type="radio"/>	TC058Q03NA03 <input type="radio"/>	TC058Q03NA04 <input type="radio"/>
It is crucial for the academic success of multilingual students that schools offer additional courses in <test language>.	TC058Q04NA01 <input type="radio"/>	TC058Q04NA02 <input type="radio"/>	TC058Q04NA03 <input type="radio"/>	TC058Q04NA04 <input type="radio"/>
It is best for school cohesion when students from different cultural and ethnic backgrounds refrain from expressing their differences at school.	TC058Q05NA01 <input type="radio"/>	TC058Q05NA02 <input type="radio"/>	TC058Q05NA03 <input type="radio"/>	TC058Q05NA04 <input type="radio"/>
It is best for school cohesion when the school encourages the expression of cultural differences amongst their students.	TC058Q06NA01 <input type="radio"/>	TC058Q06NA02 <input type="radio"/>	TC058Q06NA03 <input type="radio"/>	TC058Q06NA04 <input type="radio"/>
In order to achieve the school's goals it is necessary that the school continually adapts its structures and practices to the needs of students from different cultural and ethnic backgrounds.	TC058Q07NA01 <input type="radio"/>	TC058Q07NA02 <input type="radio"/>	TC058Q07NA03 <input type="radio"/>	TC058Q07NA04 <input type="radio"/>
In order to achieve the school's goals it is necessary that students from different cultural and ethnic backgrounds adapt to	TC058Q08NA01 <input type="radio"/>	TC058Q08NA02 <input type="radio"/>	TC058Q08NA03 <input type="radio"/>	TC058Q08NA04 <input type="radio"/>

the school's existing structures and practices.

It is best for school cohesion when all students speak the same language at school.

TC058Q09NA01

TC058Q09NA02

TC058Q09NA03

TC058Q09NA04

It is best for school cohesion when the school encourages linguistic diversity in school.

TC058Q10NA01

TC058Q10NA02

TC058Q10NA03

TC058Q10NA04

Branching rule

Rule: If (^TC002Q01NA01=21 or ^TC002Q01NA01=23 or ^TC002Q01NA01=25 or ^TC002Q01NA01=27
or ^TC002Q01NA01=29 or ^TC002Q01NA01=31 or ^TC002Q01NA01=33 or ^TC002Q01NA01=35 or
^TC002Q01NA01=37 or ^TC002Q01NA01=39 or ^TC002Q01NA01=41 or ^TC002Q01NA01=43 or
^TC002Q01NA01=45 or ^TC002Q01NA01=47 or ^TC002Q01NA01=49 or ^TC002Q01NA01=51 or
^TC002Q01NA01=53 or ^TC002Q01NA01=55 or ^TC002Q01NA01=57 or ^TC002Q01NA01=59 or
^TC002Q01NA01=61 or ^TC002Q01NA01=63 or ^TC002Q01NA01=65 or ^TC002Q01NA01=67 or
^TC002Q01NA01=69) then GOTO ^TC059 ELSE GOTO ^TC028

Do the following options reflect practices for multicultural learning in your school?

(Please select one response in each row.)

	Yes	No
In my school, students learn about the histories of diverse ethnic and cultural groups that live in <country of test>.	TC059Q01NA01 <input type="radio"/>	TC059Q01NA02 <input type="radio"/>
In my school, students learn about the cultures (e.g. beliefs, norms, values, customs, or arts) of diverse ethnic and cultural groups that live in <country of test>.	TC059Q02NA01 <input type="radio"/>	TC059Q02NA02 <input type="radio"/>
In my school, students learn about different ethnic and cultural perspectives on historical and social events.	TC059Q03NA01 <input type="radio"/>	TC059Q03NA02 <input type="radio"/>
My school supports activities or organisations that encourage student's expression of diverse ethnic and cultural identities (e.g. artistic groups).	TC059Q04NA01 <input type="radio"/>	TC059Q04NA02 <input type="radio"/>

Branching rule

Rule: If (^TC002Q01NA01=20 or ^TC002Q01NA01=22 or ^TC002Q01NA01=24 or ^TC002Q01NA01=26 or ^TC002Q01NA01=28 or ^TC002Q01NA01=30 or ^TC002Q01NA01=32 or ^TC002Q01NA01=34 or ^TC002Q01NA01=36 or ^TC002Q01NA01=38 or ^TC002Q01NA01=40 or ^TC002Q01NA01=42 or ^TC002Q01NA01=44 or ^TC002Q01NA01=46 or ^TC002Q01NA01=48 or ^TC002Q01NA01=50 or ^TC002Q01NA01=52 or ^TC002Q01NA01=54 or ^TC002Q01NA01=56 or ^TC002Q01NA01=58 or ^TC002Q01NA01=60 or ^TC002Q01NA01=62 or ^TC002Q01NA01=64 or ^TC002Q01NA01=66 or ^TC002Q01NA01=68 or ^TC002Q01NA01=70) then GOTO ^TC058 ELSE GOTO ^TC028

Is your school's capacity to provide instruction hindered by any of the following issues?

(Please select one response in each row.)

	<i>Not at all</i>	<i>Very little</i>	<i>To some extent</i>	<i>A lot</i>
A lack of teaching staff.	TC028Q01NA01 <input type="radio"/>	TC028Q01NA02 <input type="radio"/>	TC028Q01NA03 <input type="radio"/>	TC028Q01NA04 <input type="radio"/>
Inadequate or poorly qualified teaching staff.	TC028Q02NA01 <input type="radio"/>	TC028Q02NA02 <input type="radio"/>	TC028Q02NA03 <input type="radio"/>	TC028Q02NA04 <input type="radio"/>
A lack of assisting staff.	TC028Q03NA01 <input type="radio"/>	TC028Q03NA02 <input type="radio"/>	TC028Q03NA03 <input type="radio"/>	TC028Q03NA04 <input type="radio"/>
Inadequate or poorly qualified assisting staff.	TC028Q04NA01 <input type="radio"/>	TC028Q04NA02 <input type="radio"/>	TC028Q04NA03 <input type="radio"/>	TC028Q04NA04 <input type="radio"/>
A lack of educational material (e.g. textbooks, IT equipment, library or laboratory material).	TC028Q05NA01 <input type="radio"/>	TC028Q05NA02 <input type="radio"/>	TC028Q05NA03 <input type="radio"/>	TC028Q05NA04 <input type="radio"/>
Inadequate or poor quality educational material (e.g. textbooks, IT equipment, library or laboratory material).	TC028Q06NA01 <input type="radio"/>	TC028Q06NA02 <input type="radio"/>	TC028Q06NA03 <input type="radio"/>	TC028Q06NA04 <input type="radio"/>
A lack of physical infrastructure (e.g. building, grounds, heating/cooling, lighting and acoustic systems).	TC028Q07NA01 <input type="radio"/>	TC028Q07NA02 <input type="radio"/>	TC028Q07NA03 <input type="radio"/>	TC028Q07NA04 <input type="radio"/>
Inadequate or poor quality physical infrastructure (e.g. building, grounds, heating/cooling, lighting and acoustic systems).	TC028Q08NA01 <input type="radio"/>	TC028Q08NA02 <input type="radio"/>	TC028Q08NA03 <input type="radio"/>	TC028Q08NA04 <input type="radio"/>



To what extent do you disagree or agree with the following statements regarding your school?

(Please select one response in each row.)

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
The principal gives us a sense of purpose.	TC060Q01NA01 <input type="radio"/>	TC060Q01NA02 <input type="radio"/>	TC060Q01NA03 <input type="radio"/>	TC060Q01NA04 <input type="radio"/>
The principal tries to achieve consensus with all staff when defining priorities and goals in school.	TC060Q02NA01 <input type="radio"/>	TC060Q02NA02 <input type="radio"/>	TC060Q02NA03 <input type="radio"/>	TC060Q02NA04 <input type="radio"/>
The principal has high expectations for us as professionals.	TC060Q03NA01 <input type="radio"/>	TC060Q03NA02 <input type="radio"/>	TC060Q03NA03 <input type="radio"/>	TC060Q03NA04 <input type="radio"/>
The principal is aware of my needs.	TC060Q04NA01 <input type="radio"/>	TC060Q04NA02 <input type="radio"/>	TC060Q04NA03 <input type="radio"/>	TC060Q04NA04 <input type="radio"/>
The principal is aware of my expertise.	TC060Q05NA01 <input type="radio"/>	TC060Q05NA02 <input type="radio"/>	TC060Q05NA03 <input type="radio"/>	TC060Q05NA04 <input type="radio"/>
The principal inspires new ideas for my professional learning.	TC060Q06NA01 <input type="radio"/>	TC060Q06NA02 <input type="radio"/>	TC060Q06NA03 <input type="radio"/>	TC060Q06NA04 <input type="radio"/>
The principal treats teaching staff as professionals.	TC060Q07NA01 <input type="radio"/>	TC060Q07NA02 <input type="radio"/>	TC060Q07NA03 <input type="radio"/>	TC060Q07NA04 <input type="radio"/>
The principal delegates activities that are critical for attaining objectives.	TC060Q08NA01 <input type="radio"/>	TC060Q08NA02 <input type="radio"/>	TC060Q08NA03 <input type="radio"/>	TC060Q08NA04 <input type="radio"/>
The principal ensures our involvement in decision making.	TC060Q09NA01 <input type="radio"/>	TC060Q09NA02 <input type="radio"/>	TC060Q09NA03 <input type="radio"/>	TC060Q09NA04 <input type="radio"/>
The principal takes the community's aspirations and requests into account.	TC060Q10NA01 <input type="radio"/>	TC060Q10NA02 <input type="radio"/>	TC060Q10NA03 <input type="radio"/>	TC060Q10NA04 <input type="radio"/>

The principal ensures that staffing is equitable.

TC060Q11NA01

TC060Q11NA02

TC060Q11NA03

TC060Q11NA04

The principal regularly observes classroom activities.

TC060Q12NA01

TC060Q12NA02

TC060Q12NA03

TC060Q12NA04

It is easy for staff to approach the principal.

TC060Q13NA01

TC060Q13NA02

TC060Q13NA03

TC060Q13NA04

The principal has brought a lot of autonomy to the school.

TC060Q14NA01

TC060Q14NA02

TC060Q14NA03

TC060Q14NA04

Branching rule

Rule: If (^TC002Q01NA01=20 or ^TC002Q01NA01=22 or ^TC002Q01NA01=24 or ^TC002Q01NA01=26 or ^TC002Q01NA01=28 or ^TC002Q01NA01=30 or ^TC002Q01NA01=32 or ^TC002Q01NA01=34 or ^TC002Q01NA01=36 or ^TC002Q01NA01=38 or ^TC002Q01NA01=40 or ^TC002Q01NA01=42 or ^TC002Q01NA01=44 or ^TC002Q01NA01=46 or ^TC002Q01NA01=48 or ^TC002Q01NA01=50 or ^TC002Q01NA01=52 or ^TC002Q01NA01=54 or ^TC002Q01NA01=56 or ^TC002Q01NA01=58 or ^TC002Q01NA01=60 or ^TC002Q01NA01=62 or ^TC002Q01NA01=64 or ^TC002Q01NA01=66 or ^TC002Q01NA01=68 or ^TC002Q01NA01=70) then GOTO ^TC061 ELSE GOTO ^TC062

In relation to the most successful countries in international comparison studies, how much is the education system in <country of test> loosing ground?

(Please select one response.)

Not at all

TC061Q01NA01

Very little

TC061Q01NA02

To some extent

TC061Q01NA03

To a large extent

TC061Q01NA04

Branching rule

Rule: If (^TC002Q01NA01=21 or ^TC002Q01NA01=23 or ^TC002Q01NA01=25 or ^TC002Q01NA01=27
or ^TC002Q01NA01=29 or ^TC002Q01NA01=31 or ^TC002Q01NA01=33 or ^TC002Q01NA01=35 or
^TC002Q01NA01=37 or ^TC002Q01NA01=39 or ^TC002Q01NA01=41 or ^TC002Q01NA01=43 or
^TC002Q01NA01=45 or ^TC002Q01NA01=47 or ^TC002Q01NA01=49 or ^TC002Q01NA01=51 or
^TC002Q01NA01=53 or ^TC002Q01NA01=55 or ^TC002Q01NA01=57 or ^TC002Q01NA01=59 or
^TC002Q01NA01=61 or ^TC002Q01NA01=63 or ^TC002Q01NA01=65 or ^TC002Q01NA01=67 or
^TC002Q01NA01=69) then GOTO ^TC063 ELSE GOTO ^TC062

To what extent do you disagree or agree with the following statements regarding your school?

(Please select one response in each row.)

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
The principal makes several formal classroom inspection visits each year.	TC062Q001NA01 <input type="radio"/>	TC062Q001NA02 <input type="radio"/>	TC062Q001NA03 <input type="radio"/>	TC062Q001NA04 <input type="radio"/>
The principal works with teaching staff to review and interpret test scores.	TC062Q002NA01 <input type="radio"/>	TC062Q002NA02 <input type="radio"/>	TC062Q002NA03 <input type="radio"/>	TC062Q002NA04 <input type="radio"/>
Instructional issues are seldom discussed during meetings of teaching staff.	TC062Q003NA01 <input type="radio"/>	TC062Q003NA02 <input type="radio"/>	TC062Q003NA03 <input type="radio"/>	TC062Q003NA04 <input type="radio"/>
Teachers work together at the principal's initiative to coordinate the instructional programme within grades and between them.	TC062Q004NA01 <input type="radio"/>	TC062Q004NA02 <input type="radio"/>	TC062Q004NA03 <input type="radio"/>	TC062Q004NA04 <input type="radio"/>
The principal is very active: e.g. he/she secures resources, arranges opportunities, and promotes staff development activities.	TC062Q005NA01 <input type="radio"/>	TC062Q005NA02 <input type="radio"/>	TC062Q005NA03 <input type="radio"/>	TC062Q005NA04 <input type="radio"/>
The principal is highly visible throughout the school.	TC062Q006NA01 <input type="radio"/>	TC062Q006NA02 <input type="radio"/>	TC062Q006NA03 <input type="radio"/>	TC062Q006NA04 <input type="radio"/>
In my school, all students and parents are aware of the academic standards.	TC062Q007NA01 <input type="radio"/>	TC062Q007NA02 <input type="radio"/>	TC062Q007NA03 <input type="radio"/>	TC062Q007NA04 <input type="radio"/>
Teachers in my school expect high proportions of their students to do well on standardised tests.	TC062Q008NA01 <input type="radio"/>	TC062Q008NA02 <input type="radio"/>	TC062Q008NA03 <input type="radio"/>	TC062Q008NA04 <input type="radio"/>
Teachers emphasise students' strengths and potential rather than focusing on their weaknesses.	TC062Q009NA01 <input type="radio"/>	TC062Q009NA02 <input type="radio"/>	TC062Q009NA03 <input type="radio"/>	TC062Q009NA04 <input type="radio"/>
	TC062Q010NA01	TC062Q010NA02	TC062Q010NA03	TC062Q010NA04

Students work is rarely interrupted during classes.

TC062Q11NA01

TC062Q11NA02

TC062Q11NA03

TC062Q11NA04

Other school activities do not interfere with basic skills (reading and maths) instruction in this school.

TC062Q11NA01

TC062Q11NA02

TC062Q11NA03

TC062Q11NA04

Class atmosphere in this school is generally very conducive to learning.

TC062Q12NA01

TC062Q12NA02

TC062Q12NA03

TC062Q12NA04

Branching rule

Rule: If (^TC002Q01NA01=21 or ^TC002Q01NA01=23 or ^TC002Q01NA01=25 or ^TC002Q01NA01=27
or ^TC002Q01NA01=29 or ^TC002Q01NA01=31 or ^TC002Q01NA01=33 or ^TC002Q01NA01=35 or
^TC002Q01NA01=37 or ^TC002Q01NA01=39 or ^TC002Q01NA01=41 or ^TC002Q01NA01=43 or
^TC002Q01NA01=45 or ^TC002Q01NA01=47 or ^TC002Q01NA01=49 or ^TC002Q01NA01=51 or
^TC002Q01NA01=53 or ^TC002Q01NA01=55 or ^TC002Q01NA01=57 or ^TC002Q01NA01=59 or
^TC002Q01NA01=61 or ^TC002Q01NA01=63 or ^TC002Q01NA01=65 or ^TC002Q01NA01=67 or
^TC002Q01NA01=69) then GOTO ^TC061 ELSE GOTO ^TC063

During <the last academic year> has there been at least one internal evaluation at your school?

(Internal school evaluation is sometimes called self-evaluation. If you need further explanation of the term "internal school evaluation", please use the help button.)

(Please select one response.)

Internal school evaluation: Evaluation as part of a process controlled by a school in which the school defines which areas are judged; the evaluation may be conducted by members of the school or by persons/institutions commissioned by the school.

Yes

TC063Q01NA01

No

TC063Q01NA02

Branching rule

Rule: If (^TC063Q01NA01=1) then GOTO ^TC064 else GOTO ^TC067

Did the last internal evaluation at your school address any of the following?

(If you need further explanation of the term "internal school evaluation", please use the help button.)

(Please select one response in each row.)

Internal school evaluation: Evaluation as part of a process controlled by a school in which the school defines which areas are judged; the evaluation may be conducted by members of the school or by persons/institutions commissioned by the school.

	Yes	No
School's educational resources (e.g. textbooks, computer, library materials, laboratory materials)	TC064Q01NA01 <input type="radio"/>	TC064Q01NA02 <input type="radio"/>
Educational staff (e.g. workload, personal requirements, qualifications)	TC064Q02NA01 <input type="radio"/>	TC064Q02NA02 <input type="radio"/>
Implementation of the curriculum	TC064Q03NA01 <input type="radio"/>	TC064Q03NA02 <input type="radio"/>
Extra-curricular activities (such as participation, content)	TC064Q04NA01 <input type="radio"/>	TC064Q04NA02 <input type="radio"/>
Quality of teaching and learning	TC064Q05NA01 <input type="radio"/>	TC064Q05NA02 <input type="radio"/>
Assessment practices	TC064Q06NA01 <input type="radio"/>	TC064Q06NA02 <input type="radio"/>
Social climate in school	TC064Q07NA01 <input type="radio"/>	TC064Q07NA02 <input type="radio"/>
Use of ICT for teaching and learning	TC064Q08NA01 <input type="radio"/>	TC064Q08NA02 <input type="radio"/>

Teacher cooperation	TC064Q09NA01 <input type="radio"/>	TC064Q09NA02 <input type="radio"/>
School management (leadership, counselling, cooperation, school programme)	TC064Q10NA01 <input type="radio"/>	TC064Q10NA02 <input type="radio"/>
Parental engagement in school	TC064Q11NA01 <input type="radio"/>	TC064Q11NA02 <input type="radio"/>
Teacher professional development	TC064Q12NA01 <input type="radio"/>	TC064Q12NA02 <input type="radio"/>
Diversity management	TC064Q13NA01 <input type="radio"/>	TC064Q13NA02 <input type="radio"/>
Cooperation with external partners	TC064Q14NA01 <input type="radio"/>	TC064Q14NA02 <input type="radio"/>
Student achievement	TC064Q15NA01 <input type="radio"/>	TC064Q15NA02 <input type="radio"/>
Students' cross-curricular competencies	TC064Q16NA01 <input type="radio"/>	TC064Q16NA02 <input type="radio"/>
Equity in school	TC064Q17NA01 <input type="radio"/>	TC064Q17NA02 <input type="radio"/>

Thinking about the last internal evaluation in your school. Do the following statements apply?

(If you need further explanation of the term "internal school evaluation", please use the help button.)

(Please select one response in each row.)

Internal school evaluation: Evaluation as part of a process controlled by a school in which the school defines which areas are judged; the evaluation may be conducted by members of the school or by persons/institutions commissioned by the school.

	Yes	No
Our school clearly defined criteria prior to evaluation.	TC 065Q01NA01 <input type="radio"/>	TC 065Q01NA02 <input type="radio"/>
We derive evaluation criteria from our school's educational goals.	TC 065Q02NA01 <input type="radio"/>	TC 065Q02NA02 <input type="radio"/>
The results of internal evaluations led to changes in school policies.	TC 065Q03NA01 <input type="radio"/>	TC 065Q03NA02 <input type="radio"/>
Our school used the results of internal evaluations to draw up clearly defined measures.	TC 065Q04NA01 <input type="radio"/>	TC 065Q04NA02 <input type="radio"/>
Our school used the data to plan specific action for school development.	TC 065Q05NA01 <input type="radio"/>	TC 065Q05NA02 <input type="radio"/>
Our school used the data to plan specific action for the improvement of teaching.	TC 065Q06NA01 <input type="radio"/>	TC 065Q06NA02 <input type="radio"/>
Our school put measures derived from the results of internal evaluations into practice promptly.	TC 065Q07NA01 <input type="radio"/>	TC 065Q07NA02 <input type="radio"/>
The impetus triggered by the internal evaluation "disappeared" very quickly at our school.	TC 065Q08NA01 <input type="radio"/>	TC 065Q08NA02 <input type="radio"/>

The effects triggered by the internal evaluation "disappeared" very quickly at our school.

TC065Q09NA01



TC065Q09NA02



Based on your last internal school evaluation results, did your school implement any measures in the following areas?

(If you need further explanation of the term "internal school evaluation", please use the help button.)

(Please select one response in each row.)

Internal school evaluation: Evaluation as part of a process controlled by a school in which the school defines which areas are judged; the evaluation may be conducted by members of your school or by persons/institutions commissioned by a school.

	Yes	No, results were satisfactory	No, for other reasons
School's educational resources (e.g. textbooks, computers, library materials, laboratory materials)	TC066Q01NA01 <input type="radio"/>	TC066Q01NA02 <input type="radio"/>	TC066Q01NA03 <input type="radio"/>
Teaching staff (e.g. workload, personal requirements, qualifications)	TC066Q02NA01 <input type="radio"/>	TC066Q02NA02 <input type="radio"/>	TC066Q02NA03 <input type="radio"/>
Implementation of the curriculum	TC066Q03NA01 <input type="radio"/>	TC066Q03NA02 <input type="radio"/>	TC066Q03NA03 <input type="radio"/>
Extra-curricular activities (such as participation, content)	TC066Q04NA01 <input type="radio"/>	TC066Q04NA02 <input type="radio"/>	TC066Q04NA03 <input type="radio"/>
Quality of teaching and learning	TC066Q05NA01 <input type="radio"/>	TC066Q05NA02 <input type="radio"/>	TC066Q05NA03 <input type="radio"/>
Assessment practices	TC066Q06NA01 <input type="radio"/>	TC066Q06NA02 <input type="radio"/>	TC066Q06NA03 <input type="radio"/>
Social climate in school	TC066Q07NA01 <input type="radio"/>	TC066Q07NA02 <input type="radio"/>	TC066Q07NA03 <input type="radio"/>
Teacher cooperation	TC066Q08NA01 <input type="radio"/>	TC066Q08NA02 <input type="radio"/>	TC066Q08NA03 <input type="radio"/>

Use of ICT for teaching and learning

TC066Q09NA01

TC066Q09NA02

TC066Q09NA03

School management (leadership, counselling, cooperation, school programme)

TC066Q10NA01

TC066Q10NA02

TC066Q10NA03

Parental engagement in school

TC066Q11NA01

TC066Q11NA02

TC066Q11NA03

Teacher professional development

TC066Q12NA01

TC066Q12NA02

TC066Q12NA03

Diversity management

TC066Q13NA01

TC066Q13NA02

TC066Q13NA03

Cooperation with external partners

TC066Q14NA01

TC066Q14NA02

TC066Q14NA03

Student achievement

TC066Q15NA01

TC066Q15NA02

TC066Q15NA03

Students' cross-curricular competencies

TC066Q16NA01

TC066Q16NA02

TC066Q16NA03

Equity in school

TC066Q17NA01

TC066Q17NA02

TC066Q17NA03

During <the last academic year>, have any of the following methods been used to monitor your teaching?

(Please select one response in each row.)

	Yes	No
Tests or assessments of student achievement	TC067Q01NA01 <input type="radio"/>	TC067Q01NA02 <input type="radio"/>
Teacher peer review (of lesson plans, assessment instruments, lessons)	TC067Q02NA01 <input type="radio"/>	TC067Q02NA02 <input type="radio"/>
Principal or senior staff observations of lessons	TC067Q03NA01 <input type="radio"/>	TC067Q03NA02 <input type="radio"/>
Observation of classes by inspectors or other persons external to the school	TC067Q04NA01 <input type="radio"/>	TC067Q04NA02 <input type="radio"/>

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 select one response in each row.)

	<i>No positive change</i>	<i>A small change</i>	<i>A moderate change</i>	<i>A large change</i>
Your public recognition from the principal and/or your colleagues	TC 068Q01NA01 <input type="radio"/>	TC 068Q01NA02 <input type="radio"/>	TC 068Q01NA03 <input type="radio"/>	TC 068Q01NA04 <input type="radio"/>
Your role in school development initiatives (e.g. curriculum development group, development of school objectives)	TC 068Q02NA01 <input type="radio"/>	TC 068Q02NA02 <input type="radio"/>	TC 068Q02NA03 <input type="radio"/>	TC 068Q02NA04 <input type="radio"/>
The likelihood of your career advancement (e.g. promotion)	TC 068Q03NA01 <input type="radio"/>	TC 068Q03NA02 <input type="radio"/>	TC 068Q03NA03 <input type="radio"/>	TC 068Q03NA04 <input type="radio"/>
The amount of professional development you undertake	TC 068Q04NA01 <input type="radio"/>	TC 068Q04NA02 <input type="radio"/>	TC 068Q04NA03 <input type="radio"/>	TC 068Q04NA04 <input type="radio"/>
Your job responsibilities at this school	TC 068Q05NA01 <input type="radio"/>	TC 068Q05NA02 <input type="radio"/>	TC 068Q05NA03 <input type="radio"/>	TC 068Q05NA04 <input type="radio"/>
Your confidence as a teacher	TC 068Q06NA01 <input type="radio"/>	TC 068Q06NA02 <input type="radio"/>	TC 068Q06NA03 <input type="radio"/>	TC 068Q06NA04 <input type="radio"/>
Your salary and/or financial bonus	TC 068Q07NA01 <input type="radio"/>	TC 068Q07NA02 <input type="radio"/>	TC 068Q07NA03 <input type="radio"/>	TC 068Q07NA04 <input type="radio"/>
Your classroom management practices	TC 068Q08NA01 <input type="radio"/>	TC 068Q08NA02 <input type="radio"/>	TC 068Q08NA03 <input type="radio"/>	TC 068Q08NA04 <input type="radio"/>
Your knowledge and understanding of your main subject field(s)	TC 068Q09NA01 <input type="radio"/>	TC 068Q09NA02 <input type="radio"/>	TC 068Q09NA03 <input type="radio"/>	TC 068Q09NA04 <input type="radio"/>

Your teaching practices	TC068Q10NA01 <input type="radio"/>	TC068Q10NA02 <input type="radio"/>	TC068Q10NA03 <input type="radio"/>	TC068Q10NA04 <input type="radio"/>
Your methods for teaching students with special needs	TC068Q11NA01 <input type="radio"/>	TC068Q11NA02 <input type="radio"/>	TC068Q11NA03 <input type="radio"/>	TC068Q11NA04 <input type="radio"/>
Your use of student assessments to improve student learning	TC068Q12NA01 <input type="radio"/>	TC068Q12NA02 <input type="radio"/>	TC068Q12NA03 <input type="radio"/>	TC068Q12NA04 <input type="radio"/>
Your job satisfaction	TC068Q13NA01 <input type="radio"/>	TC068Q13NA02 <input type="radio"/>	TC068Q13NA03 <input type="radio"/>	TC068Q13NA04 <input type="radio"/>
Your motivation	TC068Q14NA01 <input type="radio"/>	TC068Q14NA02 <input type="radio"/>	TC068Q14NA03 <input type="radio"/>	TC068Q14NA04 <input type="radio"/>

Thank you very much for your co-operation in completing this questionnaire!