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OECD Teaching and Learning International Survey (TALIS)

Teacher Questionnaire

Main Study Version (MS-12-01)

[International English, UK Spelling]

[National Project Information]

International Project Consortium:

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

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

Statistics Canada, Canada

About TALIS

The first Teaching and Learning International Survey (TALIS) is an international survey that offers the opportunity for teachers and principals to provide input into education analysis and policy development. TALIS is being conducted by the Organisation for Economic Cooperation and Development (OECD) and [Name of country], along with some 23 other countries, is taking part in the survey.

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

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

Confidentiality

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

About the Questionnaire

- This questionnaire asks for information about school education and policy matters.
- This questionnaire should take approximately 45 minutes to complete.
- <When questions refer to 'this school' we mean by 'school': national school definition.>
- Guidelines for answering the questions are typed in italics. Most questions can be answered by marking the one most appropriate answer.
- When you have completed this questionnaire, please [National Return Procedures and Date].
- When in doubt about any aspect of the questionnaire, or if you would like more information about it or the study, you can reach us by phone at the following numbers: [National Center Contact Information]

Thank you very much for your cooperation!

Background Information

These questions are about you, your education and the time you have spent in teaching. In responding to the questions, please mark the appropriate box.

1. What is your gender?

- Female Male
- ₁ ₂

2. How old are you?

- Under 25 25-29 30-39 40-49 50-59 60+
- ₁ ₂ ₃ ₄ ₅ ₆

3. What is your employment status as a teacher?

Part-time employment is where the contracted hours of work represent less than 90 per cent of the normal or statutory number of hours of work for a full-time employee over a complete school year. Please consider your employment status for all of your teaching jobs combined.

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

4. Do you work as a teacher of <ISCED level 2> at another school as well as this school?

- ₁ Yes
- ₂ No → Please go to question 6.

5. If 'Yes' in the previous question, please indicate in how many other schools you work as a <ISCED level 2> teacher.

Please write in a number.

Schools

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

Please do not consider the probationary period of a contract as a separate contract.

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

Please mark one choice.

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

8. In a typical school week, estimate the number of (60-minute) hours you spend on the following for this school.

This question concerns your work for this school only. Please do not include the work you do for other schools.

Please write a number in each row and round to the nearest hour in your responses.

Write 0 (zero) if none.

- a) Teaching of students in school (either whole class, in groups or individually)
- b) Planning or preparation of lessons either in school or out of school (including marking of student work)
- c) Administrative duties either in school or out of school (including school administrative duties, paperwork and other clerical duties you undertake in your job as a teacher)
- d) Other (please specify): _____

9. How long have you been working as a teacher?

Where possible exclude extended periods of absence (e.g. career breaks).

- | | | | | | | |
|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| This is my first year | 1-2 years | 3-5 years | 6-10 years | 11-15 years | 16-20 years | More than 20 years |
| <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ | <input type="checkbox"/> ₆ | <input type="checkbox"/> ₇ |

10. How long have you been working as a teacher at this school?

Where possible exclude extended periods of absence (e.g. career breaks).

- | | | | | | | |
|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| This is my first year | 1-2 years | 3-5 years | 6-10 years | 11-15 years | 16-20 years | More than 20 years |
| <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ | <input type="checkbox"/> ₆ | <input type="checkbox"/> ₇ |

Professional Development

In this survey, **professional development** is defined as activities that 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.

11. During the last 18 months, did you participate in any of the following kinds of professional development activities, and what was the impact of these activities on your development as a teacher?

For each question below, please mark one choice in part (A). If you answer 'Yes' in part (A) then please mark one choice in part (B) to indicate how much impact it had upon your development as a teacher.

	(A) Participation		(B) Impact			
	Yes	No	No impact	A small impact	A moderate impact	A large impact
a) Courses/workshops (e.g. on subject matter or methods and/or other education-related topics)	<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) Education conferences or seminars (where teachers and/or researchers present their research results and discuss educational problems)	<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) Qualification programme (e.g. a degree programme)	<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) Observation visits to other schools	<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) Participation in a network of teachers formed specifically for the professional development of teachers	<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) Individual or collaborative research on a topic of interest to you professionally	<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) Mentoring and/or peer observation and coaching, as part of a formal school arrangement	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

- 12. In all, how many days of professional development did you attend during the last 18 months?**

Please round to whole days. Write 0 (zero) if none.

Days

If you answered '0' (zero) → Please go to question 17.

- 13. Of these, how many days were compulsory for you to attend as part of your job as a teacher?**

Please round to whole days. Write 0 (zero) if none.

Days

- 14. For the professional development in which you participated in the last 18 months, how much did you personally have to pay for?**

Please mark one choice.

None Some All
₁ ₂ ₃

- 15. For the professional development in which you participated in the last 18 months, did you receive scheduled time for undertaking the professional development that took place during regular work hours?**

Please mark one choice.

₁ Yes
₂ No
₃ Did not take place during regular work hours

- 16. For the professional development in which you participated in the last 18 months, did you receive a salary supplement for undertaking the professional development activities that took place outside regular work hours?**

Please mark one choice.

₁ Yes
₂ No
₃ Did not take place outside of regular work hours

17. Thinking about less formal professional development, during the last 18 months, did you participate in any of the following activities, and what was the impact of these activities on your development as a teacher?

For each question below, please mark one choice in part (A). If you answer 'Yes' in part (A) then please mark one choice in part (B) to indicate how much impact it had upon your development as a teacher.

	(A) Participation		(B) Impact			
	Yes	No	No impact	A small impact	A moderate impact	A large impact
a) Reading professional literature (e.g. journals, evidence-based papers, thesis papers)	<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) Engaging in informal dialogue with your colleagues on how to improve your teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

18. Thinking of your own professional development needs, please indicate the extent to which you have such needs in each of the areas listed.

Please mark one choice in each row.

	No need at all	Low level of need	Moderate level of need	High level of need
a) Content and performance standards in my main subject field(s)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Student assessment practices	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Classroom management	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Knowledge and understanding of my main subject field(s)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Knowledge and understanding of instructional practices (knowledge mediation) in my main subject field(s)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) ICT skills for teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Teaching students with special learning needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Student discipline and behaviour problems	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) School management and administration	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Teaching in a multicultural setting	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) Student counselling	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

19. In the last 18 months, did you want to participate in more professional development than you did?

₁ Yes

₂ No → **Please go to question 21.**

20. If 'Yes' in the previous question, which of the following reasons best explain what prevented you from participating in more professional development than you did?

Please mark as many choices as appropriate.

₁ I did not have the pre-requisites (e.g. qualifications, experience, seniority).

₁ Professional development was too expensive/I could not afford it.

₁ There was a lack of employer support

₁ Professional development conflicted with my work schedule.

₁ I didn't have time because of family responsibilities.

₁ There was no suitable professional development offered.

₁ Other (please specify): _____

Teacher Appraisal and Feedback

We would like to ask you about the appraisal (defined below) of your work as a teacher and the feedback (defined below) you receive about your work in this school.

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

In this survey, **Feedback** is defined as the reporting of the results of a review of your work (however formal or informal that review has been) back to the teacher, often with the purpose of noting good performance or identifying areas for development. Again, the feedback may be provided formally (e.g. through a written report) or informally (e.g. through discussions with the teacher).

21. From the following people, how often have you received appraisal and/or feedback about your work as a teacher in this school?

Please mark one choice in each row.

	Never	Less than once every two years	Once every two years	Once per year	Twice per year	3 or more times per year	Monthly	More than once per month
a) Principal	<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	<input type="checkbox"/> ₈
b) Other teachers or members of the school management team	<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	<input type="checkbox"/> ₈
c) External individual or body (e.g. external inspector)	<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	<input type="checkbox"/> ₈

If you answered 'Never' for all of the above (a, b, and c) → Please go to question 28.

22. In your opinion, how important were the following aspects considered to be when you received this appraisal and/or feedback?

Please mark one choice in each row.

	I do not know if it was considered	Not considered at all	Considered with low importance	Considered with moderate importance	Considered with high importance
a) Student test scores	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
b) Retention and pass rates of students ..	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
c) Other student learning outcomes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
d) Student feedback on my teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
e) Feedback from parents	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
f) How well I work with the principal and my colleagues	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
g) Direct appraisal of my classroom teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
h) Innovative teaching practices	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
i) Relations with students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
j) Professional development I have undertaken	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
k) Classroom management	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
l) Knowledge and understanding of my main subject field(s)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
m) Knowledge and understanding of instructional practices (knowledge mediation) in my main subject field(s)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
n) Teaching students with special learning needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
o) Student discipline and behaviour	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
p) Teaching in a multicultural setting	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
q) Extra-curricular activities with students (e.g. school plays and performances, sporting activities)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
r) Other (please specify below)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

23. Concerning the appraisal and/or feedback you have received at this school, to what extent have they directly led to any of the following?

Please mark one choice in each row.

	No change	A small change	A moderate change	A large change
a) A change in salary	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) A financial bonus or another kind of monetary reward	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Opportunities for professional development activities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) A change in the likelihood of career advancement .	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Public recognition from the principal and/or your colleagues	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Changes in your work responsibilities that make the job more attractive	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Role in school development initiatives (e.g. curriculum development group, development of school objectives)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

24. Concerning the appraisal and/or feedback you have received at this school, to what extent have they directly led to or involved changes in any of the following?

Please mark one choice in each row.

	No change	A small change	A moderate change	A large change
a) Your classroom management practices	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Your knowledge and understanding of your main subject field(s)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Your knowledge and understanding of instructional practices (knowledge mediation) in you main subject field(s)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) A development or training plan to improve your teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Your teaching of students with special learning needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Your handling of student discipline and behaviour problems	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Your teaching of students in a multicultural setting	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) The emphasis you place upon improving student test scores in your teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

25. How would you describe the appraisal and/or feedback you received?

Please mark one choice in each row.

- | | Yes | No |
|-------------------------------------------------------------------------------------------------------|---------------------------------------|---------------------------------------|
| a) The appraisal and/or feedback contained a judgment about the quality of my work. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) The appraisal and/or feedback contained suggestions for improving certain aspects of my work. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

26. Regarding the appraisal and/or feedback you received at this school, to what extent do you agree or disagree with the following statements?

Please mark one choice in each row.

- | | Strongly Disagree | Disagree | Agree | Strongly Agree |
|------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| a) I think the appraisal of my work and/or feedback received was a fair assessment of my work as a teacher in this school. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| b) I think the appraisal of my work and/or feedback received was helpful in the development of my work as a teacher in this school. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |

27. Concerning the appraisal and/or feedback you have received at this school, to what extent have they directly led to any of the following?

Please mark one choice in each row.

- | | A large decrease | A small decrease | No change | A small increase | A large increase |
|-------------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| a) Changes in your job satisfaction | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |
| b) Changes in your job security | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |

28. We would like to ask you about appraisal and/or feedback to teachers in this school more generally. To what extent do you agree or disagree with the following statements?

Please mark one choice in each row.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a) In my opinion, in this school the principal takes steps to alter the monetary rewards of a persistently underperforming teacher.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) In my opinion, in this school the sustained poor performance of a teacher would be tolerated by the rest of the staff.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) In this school, teachers will be dismissed because of sustained poor performance.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) In my opinion, in this school the principal uses effective methods to determine whether teachers are performing well or badly.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) In my opinion, in this school a development or training plan is established for teachers to improve their work as a teacher.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) In my opinion, the most effective teachers in this school receive the greatest monetary or non-monetary rewards.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) If I improve the quality of my teaching at this school, I will receive increased monetary or non-monetary rewards.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) If I am more innovative in my teaching at this school, I will receive increased monetary or non-monetary rewards.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) In my opinion, in this school the review of teachers' work is largely done to fulfil administrative requirements.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) In my opinion, in this school the review of teachers' work has little impact upon the way teachers teach in the classroom.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Teaching Practices, Beliefs and Attitudes

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

Please mark one choice in each row.

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

30. How often do you do the following in this school?

Please mark one choice in each row.

	Never	Less than once per year	Once per year	3-4 times per year	Monthly	Weekly
a) Attend staff meetings to discuss the vision and mission of the school	<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) Develop a school curriculum or part of it	<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) Discuss and decide on the selection of instructional media (e.g. textbooks, exercise books)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
d) Exchange teaching materials with colleagues	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
e) Attend team conferences for the age group I teach	<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) Ensure common standards in evaluations for assessing student progress	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
g) Engage in discussion about the learning development of specific students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
h) Teach jointly as a team in the same class	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
i) Take part in professional learning activities (e.g. team supervision) ...	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
j) Observe other teachers' classes and provide feedback	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
k) Engage in joint activities across different classes and age groups (e.g. projects)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
l) Discuss and coordinate homework practice across subjects	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆

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

Please mark one choice in each row.

... about yourself as a teacher in this school?	Strongly Disagree	Disagree	Agree	Strongly Agree
a) All in all, I am satisfied with my job.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) I feel that I am making a significant educational difference in the lives of my students.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) If I try really hard, I can make progress with even the most difficult and unmotivated students.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) I am successful with the students in my class.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) I usually know how to get through to students.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Teachers in this local community are well respected.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
... about what happens in this school?	Strongly Disagree	Disagree	Agree	Strongly Agree
g) In this school, teachers and students usually get on well with each other.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Most teachers in this school believe that students' well-being is important.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Most teachers in this school are interested in what students have to say.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) If a student from this school needs extra assistance, the school provides it.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

32. Below you can find statements about the management of your school. Please indicate your perceptions of the frequency with which these activities took place during the current school year.

Please mark one choice in each row.

	Never	Seldom	Quite often	Very often
a) In meetings, the principal discusses educational goals with teachers.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) The principal ensures that teachers work according to the school's educational goals.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) The principal or someone else in the management team observes teaching in classes.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) The principal gives teachers suggestions as to how they can improve their teaching.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) When a teacher has problems in his/her classroom, the principal takes the initiative to discuss the matter.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) The principal ensures that teachers are informed about possibilities for updating their knowledge and skills.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) The principal compliments teachers for special effort or accomplishments.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) In this school, the principal and teachers work on a school development plan.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) The principal defines goals to be accomplished by the staff of this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) The principal ensures that a task-oriented atmosphere is fostered in this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) In this school, the principal and teachers act to ensure that education quality issues are a collective responsibility.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

33. We would like to ask you about the main <ISCED Level 2> subjects that you teach in this school in this school year.

Please indicate the <ISCED Level 2> subjects that you teach in this school (indicate only those that individually account for at least **20%** of your teaching time in this school). The exact name of your subjects may not appear in the list below each category. If it does not, please mark the category you think best fits the subject.

- | | Yes | No |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|---------------------------------------|
| a) Reading, writing and literature | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| <i>Includes reading and writing (and literature) in the mother tongue, reading and writing (and literature) in the language of instruction, reading and writing in the tongue of the country (region) as a second language (for non-natives), language studies, public speaking, literature.</i> | | |
| b) Mathematics | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| <i>Includes mathematics, mathematics with statistics, geometry, algebra etc.</i> | | |
| c) Science | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| <i>Includes science, physics, physical science, chemistry, biology, human biology, environmental science, agriculture/horticulture/forestry.</i> | | |
| d) Social studies | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| <i>Includes social studies, community studies, contemporary studies, economics, environmental studies, geography, history, humanities, legal studies, studies of the own country, social sciences, ethical thinking, philosophy.</i> | | |
| e) Modern foreign languages | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| <i>Includes languages different from the language of instruction.</i> | | |
| f) Technology | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| <i>Includes orientation in technology, including information technology, computer studies, construction/surveying, electronics, graphics and design, keyboard skills, word processing, workshop technology / design technology.</i> | | |
| g) Arts | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| <i>Includes arts, music, visual arts, practical art, drama, performance music, photography, drawing, creative handicraft, creative needlework.</i> | | |
| h) Physical education | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| <i>Includes physical education, gymnastics, dance, health.</i> | | |
| i) Religion and/or ethics | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| <i>Includes religion, history of religions, religion culture, ethics.</i> | | |
| j) Practical and vocational skills | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| <i>Includes 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.</i> | | |
| k) Other (please specify below) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

Your Teaching in a Particular <Class> at this School

The following questions ask you about a particular <ISCED Level 2> <class> that you teach in one of the main subjects you identified in question 33.

The <class> that we would like you to respond about is the first <ISCED Level 2> <class> that you (typically) teach in this school in one of these subjects after 11am on Tuesdays. Please note that the <class> can occur on a day following Tuesday if you do not teach the <class> on Tuesday.

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

34. Into which subject category in question 33 does this <target class> fall?

Please mark one choice.

- ₁ a) Reading, writing and literature
- ₂ b) Mathematics
- ₃ c) Science
- ₄ d) Social studies
- ₅ e) Modern foreign languages
- ₆ f) Technology
- ₇ g) Arts
- ₈ h) Physical education
- ₉ i) Religion
- ₁₀ j) Practical and vocational skills
- ₁₁ k) Other

35. What is the actual name of the subject you teach in this <target class>?

Please write the name of the subject as it is used within this school.

36. Was the teaching of this subject part of your academic training?

- Yes No
- ₁ ₂

37. What is the year/grade level of this <target class>?

Please mark one choice.

- ₁ <ISCED level 2 grade 1>
- ₂ <ISCED level 2 grade 2>
- ₃ <ISCED level 2 grade 3>
- ₄ <ISCED level 2 grade 4>
- ₅ <ISCED level 2 grade 5>

38. On average throughout the year how many students are in this <target class>?

Please write a number.

Number of students

39. How would you describe the ability of students in this <target class>?

Please mark one choice in each row.

	Much lower than average ability	Slightly lower than average ability	Average ability	Slightly higher than average ability	Much higher than average ability
a) Compared to other students in the same grade/year level in this school ?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
b) Compared to other students in the same grade/year level more generally?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

40. For this <target class>, please estimate the broad percentage of students who have the following characteristics.

It is acceptable to base your replies on rough estimates.

Please mark one choice in each row.

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

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

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

Please ensure that responses add up to 100%.

a)	□ □ □ □	%	Administrative tasks (e.g. recording attendance, handing out school information/forms)
b)	□ □ □ □	%	Keeping order in the classroom (maintaining discipline)
c)	□ □ □ □	%	Actual teaching and learning
	<hr style="width: 100px; margin-left: 0;"/>		
	100	%	Total

42 How often do each of the following activities happen in this <target class> throughout the school year?

Please note that not all questions in this section are fully adapted to all sorts of teachers. Therefore, please just answer as best you can.

Please mark one choice in each row.

	Never or hardly ever	In about one-quarter of <lessons>	In about one-half of <lessons>	In about three- quarters of <lessons>	In almost every <lesson>
a) I present new topics to the class (lecture-style presentation).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
b) I explicitly state learning goals.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
c) I review with the students the homework they have prepared.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
d) Students work in small groups to come up with a joint solution to a problem or task.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
e) I give different work to the students that have difficulties learning and/or to those who can advance faster.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
f) I ask my students to suggest or to help plan classroom activities or topics.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
g) I ask my students to remember every step in a procedure.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
h) At the beginning of the lesson I present a short summary of the previous lesson.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
i) I check my students' exercise books.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
j) Students work on projects that require at least one week to complete.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
k) I work with individual students.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
l) Students evaluate and reflect upon their own work.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
m) I check, by asking questions, whether or not the subject matter has been understood.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
n) Students work in groups based upon their abilities.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
o) Students make a product that will be used by someone else.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
p) I administer a test or quiz to assess student learning.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

	Never or hardly ever	In about one-quarter of <lessons>	In about one-half of <lessons>	In about three- quarters of <lessons>	In almost every <lesson>
q) I ask my students to write an essay in which they are expected to explain their thinking or reasoning at some length.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
r) Students work individually with the textbook or worksheets to practice newly taught subject matter.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
s) Students hold a debate and argue for a particular point of view which may not be their own.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

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 <quieten down>.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Students in this class take care to create a pleasant learning atmosphere.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) I lose quite a lot of time because of students interrupting the lesson.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) There is much noise in this classroom.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

This is the end of the questionnaire.

Thank you very much for your cooperation!

Please [National Return Procedures and Date]