

TEACHER QUESTIONNAIRES FOR PISA 2015

(INTERNATIONAL OPTION)

MAIN SURVEY VERSIONS

CY6_QST_MS_TCQ_Final

PART A: SCIENCE TEACHER QUESTIONNAIRE

Dear <science teacher>

Thank you for participating in this study.

This questionnaire asks for information about:

- Background information
- Your initial education and professional development
- Your school
- Science teaching practices

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 30 minutes to complete.

If you do not know an answer precisely, your best estimate will be adequate for the purpose 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 from which no single teacher can be identified.

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

<School science> includes all <school sciences courses> referring to the domains of physics, chemistry, biology, <Earth science or geology>, <space science or astronomy>, applied sciences and technology either taught in your curriculum as separate science subjects or taught within a single 'integrated-science' subject. It does NOT include related subjects such as mathematics, psychology, economics, nor possible Earth science topics included in geography courses. The term <school science> has been used to explicitly distinguish from <broad science>. Please consider this distinction.

<Broad science> refers to all topics covered in academic or popular science and technology. This encompasses all possible disciplines in the natural sciences (e.g. physics, chemistry, biology, <Earth science or geology>, <space science or astronomy>), including applied sciences, technology and engineering. In contrast to <school science>, <broad science> is not limited to subjects or courses that are taught at school.

<School reminder note>

BACKGROUND INFORMATION

TC001 Are you female or male?

TC001Q01NA *(Please select one response.)*

Female _1

Male _2

TC002 How old are you?

TC002Q01NA *(Please move the slider to the appropriate number of years.)*

Years:



Slider bar: Parking position; range: “20 years or younger”-“70 years or older”; step=1.

TC004 **What is your employment status as a teacher at this school?**
TC004Q01NA

(Please select one response.)

Permanent employment (an on-going contract with no fixed end-point before the age of retirement) ₁

Fixed-term contract for a period of more than 1 school year ₂

Fixed-term contract for a period of 1 school year or less ₃

TC005 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>
TC005Q01NA	My employment status at this school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC005Q02NA	All my teaching employments together	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

TC006 In how many schools have you worked over the course of your teaching career?
TC006Q01NA

(Include all schools, even if you worked at several schools at once.)
(Please move the slider to the appropriate number of schools.)

Schools:



Slider bar: Parking position; range: “1 school”-“20 schools or more”; step=1

TC007 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 does not apply to you select “0” (zero).)

TC007Q01NA Year(s) working as a teacher at this school



TC007Q02NA Year(s) working as a teacher in total



Slider bar: Parking position; range: “0 years”-“50 years or more”; step=1.

Consistency check/soft reminder if the response to item TC007Q01NA is bigger than to item TC007Q02NA.

**YOUR INITIAL EDUCATION AND PROFESSIONAL
DEVELOPMENT**

TC012 **What is the highest level of formal education you have completed?**
TC012Q01NA

(Please select one response.)

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

TC013 After completing <ISCED level 3 or below>, was your goal
TC013Q01NA to pursue a career in the teaching profession?

(Please select one response.)

Yes _1

No _2

TC014 Did you complete a teacher education or training programme?
TC014Q01NA

(Please select one response.)

Yes _1

No _2

TC015 How did you receive your teaching qualifications?

TC015Q01NA *(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>. _1

I attended an in-service teacher education or training programme. _2

I attended a work-based teacher education or training programme. _3

I attended training in another pedagogical profession. _4

Other _5

TC018 **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.)

		<i>Included in my teacher education or training programme or other professional qualification</i>	<i>I teach it to the <national modal grade for 15-year-olds> in the current school year</i>
TC018Q01N	Reading, writing and literature	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC018Q02N	Mathematics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC018Q03N	Science	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC018Q04N	Technology	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC018Q05N	Social studies	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC018Q06N	Modern foreign languages	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC018Q07N	Ancient languages (e.g. Latin)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC018Q08N	Arts	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC018Q09N	Physical education	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC018Q10N	Religion and/or ethics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC018Q11N	Practical and vocational skills	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁

Help button **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 sciences, 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.

Consistency check/soft reminder if any button remains unmarked.

TC029 What proportion of your teacher education or training programme or other professional qualification was dedicated to each of the following areas?

(For each area please enter an approximate percentage, e.g. “20” in the first row to indicate 20 % of initial education time used for <broad science> and technology content matter.)

(Note that the percentages must add up to 100.)

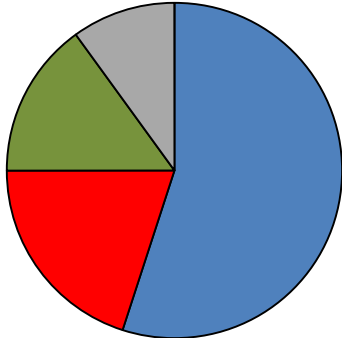
TC029Q01NA	<Broad science> and technology content matter: knowledge and skills in any <broad science> discipline	_____ %
TC029Q02NA	Teaching and learning <school science>: teaching methodology related to <school science>, instructional skills (e.g. use of experiments), student misconceptions	_____ %
TC029Q03NA	General topics in education: e.g. teacher-student interaction, classroom management, school evaluation, special education	_____ %
TC029Q04NA	Other topics	_____ %

Consistency check/soft reminder if sum is more or less than 100 %.

What proportion of your teacher education or training programme or other professional qualification was dedicated to each of the following areas?

(For each area please enter an approximate percentage, e.g. “20” in the first row to indicate 20 % of initial education time used for <broad science> and technology content matter.)

(Note that the percentages must add up to 100.)

	Extent	
<Broad science> and technology content matter: knowledge and skills in any <broad science> discipline	55 %	
Teaching and learning <school science>: teaching methodology related to <school science>, instructional skills (e.g. use of experiments), student misconceptions	20 %	
General topics in education: e.g. teacher-student interaction, classroom management, school evaluation, special education	15 %	
Other topics	10 %	

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The pie chart gives immediate interactive feedback and the respondent can change answers as often as desired.

TC020 **During the last 12 months, did you participate in any of the following activities?**

(Please select one response in each row.)

		<i>Yes</i>	<i>No</i>
TC020Q01NA	Qualification programme (e.g. a <degree programme>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TC020Q02NA	Participation in a network of teachers formed specifically for the professional development of teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TC020Q03NA	Individual or collaborative research on a topic of interest to you professionally	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TC020Q04NA	Mentoring and/or peer observation and coaching, as part of a formal school arrangement	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TC020Q05NA	Reading professional literature (e.g. journals, evidence-based papers, thesis papers)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TC020Q06NA	Engaging in informal dialogue with your colleagues on how to improve your teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

TC030 During the last 12 months, what proportion of your professional development activities was dedicated to each of the following areas?

(For each area please enter an approximate percentage, e.g. “20” in the first row to indicate 20 % of professional development activity time used for <broad science> and technology content matter.)

(Note that the percentages must add up to 100.)

TC030Q01NA	<Broad science> and technology content matter: knowledge and skills in any <broad science> discipline	_____ %
TC030Q02NA	Teaching and learning <school science>: teaching methodology related to <school science>, instructional skills (e.g. use of experiments), student misconceptions	_____ %
TC030Q03NA	General topics in education: e.g. teacher-student interaction, classroom management, school evaluation, special education	_____ %
TC030Q04NA	Other topics	_____ %

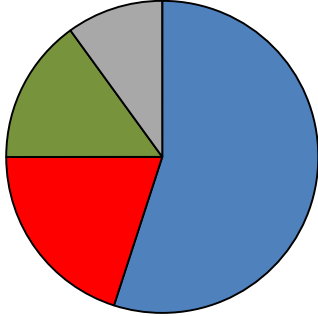
Consistency check/soft reminder if sum is more or less than 100 %.

During the last 12 months, what proportion of your professional development activities was dedicated to each of the following areas?

(For each area please enter an approximate percentage, e.g. “20” in the first row to indicate 20 % of initial education time used for <broad science> and technology content matter.)

(Note that the percentages must add up to 100.)

<Broad science> and technology content matter: knowledge and skills in any <broad science> discipline	Extent	55 %
Teaching and learning <school science>: teaching methodology related to <school science>, instructional skills (e.g. use of experiments), student misconceptions		20 %
General topics in education: e.g. teacher-student interaction, classroom management, school evaluation, special education		15 %
Other topics		10 %



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The pie chart gives immediate interactive feedback and the respondent can change answers as often as desired.

TC021 **Are you required to take part in professional development activities?**
TC021Q01NA

(Please select one response.)

Yes ₁

No ₂

YOUR SCHOOL

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>
TC028Q01NA	A lack of teaching staff.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC028Q02NA	Inadequate or poorly qualified teaching staff.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC028Q03NA	A lack of assisting staff.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC028Q04NA	Inadequate or poorly qualified assisting staff.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC028Q05NA	A lack of educational material (e.g. textbooks, IT equipment, library or laboratory material).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC028Q06NA	Inadequate or poor quality educational material (e.g. textbooks, IT equipment, library or laboratory material).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC028Q07NA	A lack of physical infrastructure (e.g. building, grounds, heating/cooling, lighting and acoustic systems).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC028Q08NA	Inadequate or poor quality physical infrastructure (e.g. building, grounds, heating/cooling, lighting and acoustic systems).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

TC039 **Is there any formal curriculum for <school science> in
TC039Q01NA <national modal grade for 15-year-olds>?**

(Please consider national, state, regional, or school policies.)

(Please select one response.)

Yes ₁

No ₂

→ Only, if TC039 = 'yes'. Else proceed to TC031

TC041 How much emphasis is given to the following approaches and processes in the intended <school science> curriculum for <the national modal grade of 15-year-olds>?

(Please select one response in each row.)

		<i>No emphasis</i>	<i>Very little emphasis</i>	<i>Some emphasis</i>	<i>A lot of emphasis</i>
TC041Q01NA	Knowing basic science facts and principles	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC041Q02NA	Observing natural phenomena and describing what is seen	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC041Q03NA	Providing explanations of what is being studied	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC041Q04NA	Designing and planning experiments or investigations	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC041Q05NA	Conducting experiments or investigations	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC041Q06NA	Integrating science with other subjects	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC041Q07NA	Relating what students are learning to their daily lives	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC041Q08NA	Incorporating the experiences of different ethnic/cultural groups	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

→ Only if TC039 = 'yes'. Else proceed to TC031.

TC043 **Are parents informed about the availability and content of the <school science> curriculum (e.g. in a parent-teacher conference or a newsletter)?**

TC043Q01NA

(Please select one response.)

Yes

 ₁

No

 ₂

TC031 To what extent do you disagree or agree with the following statements about regular cooperation among your fellow <school science> teachers and yourself?

(Please select one response in each row.)

		<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
TC031Q04NA	We discuss the achievement requirements for <school science> when setting tests.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC031Q07NA	It is natural for us to cooperate on what homework to give to our students.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC031Q11NA	We discuss the criteria we use to grade written tests.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC031Q13NA	We exchange tasks for lessons and homework that cover a range of different levels of difficulty.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC031Q14NA	I prepare a selection of teaching units with my fellow <school science> teachers.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC031Q15NA	We discuss ways to teach learning strategies and techniques to our students.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC031Q18NA	My fellow <school science> teachers benefit from my specific skills and interests.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC031Q20NA	We discuss ways to better identify students' individual strengths and weaknesses.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

TC026 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>
TC026Q01NA	The advantages of being a teacher clearly outweigh the disadvantages.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC026Q02NA	If I could decide again, I would still choose to work as a teacher.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC026Q04NA	I regret that I decided to become a teacher.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC026Q05NA	I enjoy working at this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC026Q06NA	I wonder whether it would have been better to choose another profession.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC026Q07NA	I would recommend my school as a good place to work.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC026Q09NA	I am satisfied with my performance in this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC026Q10NA	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

SCIENCE TEACHING PRACTICES

TC037 How often do these things happen in your <school science> lessons?

(Please select one response in each row.)

		<i>Never or almost never</i>	<i>Some lessons</i>	<i>Many lessons</i>	<i>Every lesson or almost every lesson</i>
TC037Q01NA	Students are asked to draw conclusions from an experiment they have conducted.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC037Q02NA	Students are given opportunities to explain their ideas.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC037Q03NA	I explain scientific ideas.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC037Q04NA	A small group discussion between students takes place.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC037Q05NA	A whole class discussion takes place in which I participate.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC037Q06NA	Current scientific issues are discussed.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC037Q07NA	Students make calculations using scientific formulas.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC037Q08NA	I use an interactive whiteboard.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC037Q09NA	Students do their own scientific study and related research.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC037Q10NA	I discuss questions that students ask.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC037Q11NA	Students carry out practical work.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC037Q12NA	Students write up laboratory reports.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC037Q13NA	I demonstrate an idea.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC037Q14NA	I discuss questions of practical relevance.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC037Q15NA	Students read materials from a textbook.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC037Q16NA	Students take notes from the board.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

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TC037Q17NA	Students discuss materials from a textbook.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC037Q18NA	Students watch videos.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC037Q19NA	Students use the internet.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC037Q20NA	The class corrects homework or a test.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC037Q21NA	Students fill out worksheets.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC037Q22NA	Students present something to the rest of the class.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

TC033 To what extent can (or could) you do the following?*(Please select one response in each row.)*

		<i>Not at all</i>	<i>Very little</i>	<i>To some extent</i>	<i>To a large extent</i>
TC033Q04NA	Design experiments and hands-on activities for <inquiry-based learning>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC033Q05NA	Assign tailored tasks to the weakest as well as to the best students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC033Q06NA	Use a variety of assessment strategies	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC033Q08NA	Facilitate a discussion among students on how to interpret experimental findings	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

TC034 To what extent can (or could) you do the following?

(If you need further explanation of the term my “scientific discipline”, please use the help button.)

(Please select one response in each row.)

		<i>Not at all</i>	<i>Very little</i>	<i>To some extent</i>	<i>To a large extent</i>
TC034Q01NA	Explain a complex scientific concept to a fellow teacher	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC034Q02NA	State and defend an informed position on ethical problems relating to <broad science>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC034Q04NA	Read state-of-the art papers in my scientific discipline	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC034Q06NA	Explain the links between biology, physics and chemistry	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Help button Your <scientific discipline> refers to one specific <broad science> discipline your main <school science> subject belongs to. If you teach the same number of hours for several <school science> subjects, you should choose only one and relate your answer to it.

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

PART B: GENERAL TEACHER QUESTIONNAIRE

Dear <teacher>

Thank you for participating in this study.

This questionnaire asks for information about:

- Background information
- Your initial education and professional development
- Your school
- Teaching practices

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 30 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>

BACKGROUND INFORMATION

TC001 Are you female or male?

TC001Q01NA *(Please select one response.)*

Female _1

Male _2

TC002 How old are you?

TC002Q01NA *(Please move the slider to the appropriate number of years.)*

Years:



Slider bar: Parking position; range: “20 years or younger”-“70 years or older”; step=1.

TC004 **What is your employment status as a teacher at this school?**
TC004Q01NA

(Please select one response.)

Permanent employment (an ongoing contract with no fixed end-point before the age of retirement) ₁

Fixed-term contract for a period of more than 1 school year ₂

Fixed-term contract for a period of 1 school year or less ₃

TC005 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>
TC005Q01NA	My employment status at this school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC005Q02NA	All my teaching employments together	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

TC006 In how many schools have you worked over the course of your teaching career?
TC006Q01NA

(Include all schools, even if you worked at several schools at once.)
(Please move the slider to the appropriate number of schools.)

Schools:



Slider bar: Parking position; range: “1 school”-“20 schools or more”; step=1

TC007 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 does not apply to you select “0” (zero).)

TC007Q01NA Year(s) working as a teacher at this school



TC007Q02NA Year(s) working as a teacher in total



Slider bar: Parking position; range: “0 years”-“50 years or more”; step=1.

Consistency check/soft reminder if the response to item TC007Q01NA is bigger than to item TC007Q02NA.

**YOUR INITIAL EDUCATION AND PROFESSIONAL
DEVELOPMENT**

TC012 **What is the highest level of formal education you have completed?**
TC012Q01NA

(Please select one response.)

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

TC013 After completing <ISCED level 3 or below>, was your goal to pursue a career in the teaching profession?
TC013Q01NA

(Please select one response.)

Yes _1

No _2

TC014 Did you complete a teacher education or training programme?
TC014Q01NA

(Please select one response.)

Yes _1

No _2

TC015 **How did you receive your teaching qualifications?**

TC015Q01NA

(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>. ₁

I attended an in-service teacher education or training programme. ₂

I attended a work-based teacher education or training programme. ₃

I attended training in another pedagogical profession. ₄

Other ₅

TC018 **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.)

		<i>Included in my teacher education or training programme or other professional qualification</i>	<i>I teach it to the <national modal grade for 15-year-olds> in the current school year</i>
TC018Q01N	Reading, writing and literature	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC018Q02N	Mathematics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC018Q03N	Science	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC018Q04N	Technology	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC018Q05N	Social studies	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC018Q06N	Modern foreign languages	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC018Q07N	Ancient languages (e.g. Latin)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC018Q08N	Arts	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC018Q09N	Physical education	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC018Q10N	Religion and/or ethics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC018Q11N	Practical and vocational skills	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁

Help button **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 sciences, 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.

Consistency check/soft reminder if any button remains unmarked.

TC020 **During the last 12 months, did you participate in any of the following activities?**

(Please select one response in each row.)

		<i>Yes</i>	<i>No</i>
TC020Q01NA	Qualification programme (e.g. a <degree programme>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TC020Q02NA	Participation in a network of teachers formed specifically for the professional development of teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TC020Q03NA	Individual or collaborative research on a topic of interest to you professionally	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TC020Q04NA	Mentoring and/or peer observation and coaching, as part of a formal school arrangement	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TC020Q05NA	Reading professional literature (e.g. journals, evidence-based papers, thesis papers)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TC020Q06NA	Engaging in informal dialogue with your colleagues on how to improve your teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

TC021 **Are you required to take part in professional development activities?**
TC021Q01NA

(Please select one response.)

Yes ₁

No ₂

TC045 **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>
TC045Q01N	Knowledge and understanding of my subject field(s)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC045Q02N	Pedagogical competencies in teaching my subject field(s)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC045Q03N	Knowledge of the curriculum	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC045Q04N	Student assessment practices	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC045Q05N	ICT (information and communication technology) skills for teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC045Q06N	Student behaviour and classroom management	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC045Q07N	School management and administration	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC045Q08N	Approaches to individualised learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC045Q09N	Teaching students with special needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC045Q10N	Teaching in a multicultural or multilingual setting	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC045Q11N	Teaching cross-curricular skills (e.g. problem solving, learning-to-learn)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC045Q12N	Student career guidance and counselling	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC045Q13N	Internal evaluation or self-evaluation of schools	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC045Q14N	Use of evaluation results	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC045Q15N	Teacher-parent cooperation	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁

Consistency check/soft reminder if not a single button is marked.

YOUR SCHOOL

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>
TC028Q01NA	A lack of teaching staff.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC028Q02NA	Inadequate or poorly qualified teaching staff.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC028Q03NA	A lack of assisting staff.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC028Q04NA	Inadequate or poorly qualified assisting staff.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC028Q05NA	A lack of educational material (e.g. textbooks, IT equipment, library or laboratory material).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC028Q06NA	Inadequate or poor quality educational material (e.g. textbooks, IT equipment, library or laboratory material).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC028Q07NA	A lack of physical infrastructure (e.g. building, grounds, heating/cooling, lighting and acoustic systems).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC028Q08NA	Inadequate or poor quality physical infrastructure (e.g. building, grounds, heating/cooling, lighting and acoustic systems).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

TC060 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>
TC060Q02NA	The principal tries to achieve consensus with all staff when defining priorities and goals in school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC060Q04NA	The principal is aware of my needs.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC060Q06NA	The principal inspires new ideas for my professional learning.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC060Q07NA	The principal treats teaching staff as professionals.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC060Q09NA	The principal ensures our involvement in decision making.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

TC046 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>
TC046Q01NA	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
TC046Q02NA	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
TC046Q03NA	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
TC046Q04NA	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
TC046Q05NA	Engage in discussions about the learning development of specific students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
TC046Q06NA	Work with other teachers in my school to 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
TC046Q07NA	Attend team conferences	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
TC046Q08NA	Take part in collaborative professional learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆

TC026 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>
TC026Q01NA	The advantages of being a teacher clearly outweigh the disadvantages.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC026Q02NA	If I could decide again, I would still choose to work as a teacher.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC026Q04NA	I regret that I decided to become a teacher.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC026Q05NA	I enjoy working at this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC026Q06NA	I wonder whether it would have been better to choose another profession.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC026Q07NA	I would recommend my school as a good place to work.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC026Q09NA	I am satisfied with my performance in this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC026Q10NA	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

TEACHING PRACTICES

TC048 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>
TC048Q01NA Doing some short task (10 minutes to 2 hours) in teams such as exercises or problems	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
TC048Q02NA Conducting a longer project (over several weeks) in teams such as writing a document, inventing something, etc.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
TC048Q03NA Preparing and giving a talk/presentation together	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆

TC051 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>
TC051Q01NA	No appreciations	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC051Q02NA	Individual appreciations for individual performance	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC051Q03NA	Collective appreciations for a group product	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC051Q04NA	Collective appreciations for individual contributions	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC051Q05NA	Individual appreciations for a group product.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

TC052 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>
TC052Q01NA	Members of groups work according to specialisation of each member	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC052Q02NA	Members of groups work on a collective outcome	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC052Q03NA	Group members receive different information (resource interdependence)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC052Q04NA	Group members are assigned different roles (role interdependence)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

TC053 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>
TC053Q01NA	Groups with a mix of abilities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC053Q02NA	Groups of students with similar abilities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC053Q03NA	Groups as the students choose them	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

TC054 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.)

		<i>Never or almost never</i>	<i>Some lessons</i>	<i>Many lessons</i>	<i>Every lesson or almost every lesson</i>
TC054Q01NA	I develop and administer my own assessment.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC054Q02NA	I administer a <standardised test>.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC054Q03NA	I have individual students answer questions in front of the class.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC054Q04NA	I provide written feedback on student work in addition to a <mark, i.e. numeric score or letter grade>.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC054Q05NA	I let students judge their own progress.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC054Q06NA	I observe students when working on particular tasks and provide immediate feedback.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC054Q07NA	I collect data from classroom assignments or home work.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

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.

Help button

TC055 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.)

		<i>Not at all</i>	<i>Very little</i>	<i>To some extent</i>	<i>To a large extent</i>
TC055Q01NA	I consider students' individual improvement of performance since the beginning of the <semester>.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC055Q02NA	I consider students' problem solving ability.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC055Q03NA	I consider students' critical thinking ability.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC055Q04NA	I consider students' performance in collaborative problem solving activities.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC055Q05NA	I recognize students' effort; even if performance does not improve.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC055Q06NA	I compare student performance in the current course to that of students from the previous course.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC055Q07NA	I compare a student's performance to that of other students in the course.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC055Q08NA	I compare students' performance to written <national or regional performance standards>.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC055Q11NA	I consider the degree to which the student participates in the class.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC055Q13NA	I base grades on <standardised tests> mandated by national, state or district authorities, e.g. <country specific example>.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC055Q14NA	I base grades on non-mandatory, publicly or commercially available <standardised tests>, e.g. <country specific example>.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Help
button

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

teacher-developed tests!

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