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Organisation de Coopération et de Développement Economiques  
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**English - Or. English**

**DIRECTORATE FOR EDUCATION**

**EDUCATION COMMITTEE**

**CENTRE FOR EDUCATIONAL RESEARCH AND INNOVATION (CERI) GOVERNING BOARD**

**EDU/EC/CERI(2006)7**  
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**ISECD LEVEL 2 TEACHER QUESTIONNAIRE (DRAFT)**  
**OECD International Survey of Teachers, Teaching and Learning**

**Second meeting of participating countries**

**Paris, 18-19 APRIL 2006**

Contact: Indicators and Analysis Division, Michael Davidson [Tel: +33 1 4524 9225, Fax: +33 1 4430 6177; Email: Michael.Davidson@oecd.org] and Ben Jensen [Tel: +33 1 4524 9805, Fax: +33 1 4430 6177; Email: Ben.Jensen@oecd.org]

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**English - Or. English**

## Background Information

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

### 1. What is your Gender?

*Please mark only one choice.*

Male	Female
<input type="checkbox"/>	<input type="checkbox"/>

### 2. How old are you?

*Please mark only one choice.*

Under 25	25-29	30 – 39	40 - 49	50-59	60+
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 3. a) What is your employment status at this school?

*Please mark only one choice.*

Full-time	Part-time
<input type="checkbox"/>	<input type="checkbox"/>

### b) Are you employed at another school as well as this school?

*Please mark only one choice.*

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

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

*Please mark only one choice.*

- ☐ Did not complete ISCED Level 3
- ☐ ISCED Level 3
- ☐ ISCED Level 4
- ☐ ISCED Level 5 or higher

**5. Do you have a nationally recognized teacher training certificate?**

*Please mark only one choice.*

Yes

No

☐☐

**6. In regard to your subject area of teaching and study,****a, What was your main area of study in post-secondary education?**

*If you did not undertake post-secondary education then please go to Question b.*

**b, What was your main area of study for your teacher training certificate?**

*If you do not have a teacher training certificate then please go to Question c.*

**c, What is the subject you teach the most at this school this year?**

*Please mark as many choices as appropriate in each row of the first part. Please mark only one choice in the second part (shaded column 3)*

Education	(A)	(B)	(C)
	ISCED 4 or higher	Teacher training certificate	What is the subject you teach the most at this school this year?
a) Mathematics .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Biology .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Physics .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Physical education .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Geography .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Social studies .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Chemistry .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Civics .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) History .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Geography .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Science (general) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) English (or language of instruction) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) Foreign language .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n) Music .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o) Social sciences .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p) Other .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**7. This question concerns your work at this school. Please do not include the work you do at other schools.**

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

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In a typical calendar week from Monday to Sunday, what is the total number of single periods for which you are formally scheduled/time-tabled/assigned?

*Count a double period as two periods.*

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How many minutes are in a single period?

*Write in the number of minutes.*

--	--	--

Approximately how many hours per week do you normally spend on school related activities both within and outside of the school (e.g. grading student tests, planning lessons, administrative tasks, extra-curricular school activities)?

*Do not count the time already accounted for in the previous option.*

**8. How long have you been working at the following?**

*Please mark one choice in each row.*

		First Year	1 Year	2-3 Years	4-5 Years	6-10 Years	11+ Years
A	Working as a teacher? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	Working at this school? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**9. What is your current basic salary that you are paid at this school (excluding earnings at another school) before tax and excluding bonuses or allowances?**

*\$ local currency per year*

--	--	--	--	--	--	--

\$

**10. For the previous 12 months at this school (excluding earnings at another school), how much were you be paid in allowances or bonuses on top of your basic salary (e.g. because of your extra duties or responsibilities)?**

*\$ local currency per year*

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\$

## Professional development

**11. In all, how many days of training and professional development did you attend during the last 12 months while employed at this school?**

*Please do not consider courses offered out of your service duties (e.g. commercial demonstrations of educational products by private companies).*

*Count 0.5 day for training of less than 4 hours and 1 day for 5 to 8 hours.*

days

*If you answered '0', then please go to Question 14.*

**12. As a result of completing these professional development activities, did you receive any of the following rewards?**

*Please mark one choice in each row.*

	Yes	No
a) Credits towards re-certification or advanced certification in your main teaching assignment field or other teaching field(s) .....	<input type="checkbox"/>	<input type="checkbox"/>
b) Increase in salary or other pay increases as a direct result of participating in professional development activities .....	<input type="checkbox"/>	<input type="checkbox"/>
c) Recognition or higher ratings on an annual teacher evaluation .....	<input type="checkbox"/>	<input type="checkbox"/>

**13. During the last 12 months, did you participate in any of the following kinds of professional development activities?**

*Please mark on choice in each row of the first part.*

*In the second part, please answer 1 – 5 indicating the extent of the change (1 = a very minor change, 5 = a very large change).*

			If yes, please rate if the professional development led to changes in the following aspects of your teaching					
			Classroom & instructional practices	Student assessment practices	Content & performance standards in my subject area	Knowledge & understanding of my main subject field	Teaching students with special learning needs	Student discipline & behaviour problems
A	Courses/workshops (e.g. on subject matter or methods and/or other education-related topics) .....	Yes <input type="checkbox"/> No <input type="checkbox"/>	—	—	—	—	—	—
B	Education conferences (where teachers and/or researchers present their research results and discuss educational problems) .....	<input type="checkbox"/> <input type="checkbox"/>	—	—	—	—	—	—
C	Qualification programme (e.g. Bachelor of Education, Master of Arts) .....	<input type="checkbox"/> <input type="checkbox"/>	—	—	—	—	—	—
D	Observation visits to other schools .....	<input type="checkbox"/> <input type="checkbox"/>	—	—	—	—	—	—
E	Participation in a network of teachers that includes teachers from outside of this school .....	<input type="checkbox"/> <input type="checkbox"/>	—	—	—	—	—	—
F	Individual or collaborative research on a topic of interest to you professionally .....	<input type="checkbox"/> <input type="checkbox"/>	—	—	—	—	—	—
G	Mentoring and/or peer observation and coaching, as part of a formal school arrangement .....	<input type="checkbox"/> <input type="checkbox"/>	—	—	—	—	—	—





**14. From the list of topics below, please rate the importance you place upon them for your own professional development needs as a teacher.**

*Please mark one choice in each row.*

	Very Important	Important	Moderate- ly Important	Slightly important	Not Important
a) Content & performance standards in my subject .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Classroom & instructional practices .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Student assessment practices .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Knowledge & understanding of my main subject field .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) ICT skills .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Teaching students with special learning needs .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Student discipline & behaviour problems .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) School management and administration .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**15. For the professional development in which you participated in the last 12 months, did you receive the following types of support?**

*Please mark one choice in each row.*

	Yes	No
a) Time from teaching (i.e., your regular teaching responsibilities were temporarily assigned to someone else) .....	<input type="checkbox"/>	<input type="checkbox"/>
b) Scheduled time for professional development .....	<input type="checkbox"/>	<input type="checkbox"/>
c) Stipend for professional development activities that took place outside regular work hours .....	<input type="checkbox"/>	<input type="checkbox"/>
d) Full reimbursement of tuition fees .....	<input type="checkbox"/>	<input type="checkbox"/>
e) Partial reimbursement of tuition fees .....	<input type="checkbox"/>	<input type="checkbox"/>

**16. Do you agree with the following statements?***Please mark one choice in each row.***In my school, participation in professional development is based on:**

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree
a) Results of previous teacher evaluations or appraisals that have shown some deficiencies .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) The personal interests of the teacher(s) concerned .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) A decision of the school team as a whole .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) A reward for positive teacher evaluations .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Teacher evaluation, feedback, and rewards

### 17. a) How often in this school do you receive a formal evaluation or appraisal?

*Evaluation or appraisal refers to when your work is reviewed. Formal evaluation or appraisal is distinguished from informal evaluation or appraisal in that **formal evaluation or appraisal includes a written report and are kept as records.***

*Please mark only one choice.*

Never → Go to Question 19	More than once every 2 years	Once every 2 years	Once per year	Twice + per year
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### b) Who would normally conduct this formal review?

*Please mark only one choice.*

- ☐ Principal
- ☐ Deputy Principal or department head
- ☐ Teacher or colleague
- ☐ External inspector

**18. We would like to ask you about your most recent formal evaluation or appraisal.**

**a) When your work as a teacher was formally evaluated or appraised, in your opinion which aspects (criteria) were considered important?**

*Please mark one choice in each row.*

		Degree of importance of criterion			
		I do not know if they were considered	not considered	considered with low impact on overall appraisal	considered with high impact on overall appraisal
a)	Student test scores .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b)	Retention- and pass rates of students .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c)	Student evaluations of my teaching .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d)	Comments from parents .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e)	The way I am getting along with my colleagues .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f)	The way I am getting along with the principal .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g)	The degree of order and discipline in my lessons .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h)	My availability for extra-curricular activities ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i)	Direct appraisal of my classroom teaching ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j)	Professional development I have undertaken	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**b) As part of this formal evaluation, did you receive explicit comments or feedback, in other words were the evaluation/appraisal results communicated to you?**

*Please mark only one choice.*

Yes, they were	No, they weren't → Go to Q 18 (f - ii)
<input type="checkbox"/>	<input type="checkbox"/>

**c) To what extent would you describe the comments as largely positive or negative about your teaching performance:**

*Please mark only one choice.*

Positive	Largely positive	Neither positive nor negative	Largely negative	Negative
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**d) Would you describe the comments as:**

*Please mark only one choice.*

- ☐ Only expressing a value judgment about your work
- ☐ Expressing a value judgment about your work but also containing suggestions for improving certain aspects of your work
- ☐ Only containing suggestions for improving certain aspects of your work

**e) Are you generally satisfied with the appraisal and feedback in the formal evaluation?**

*Please mark one choice in each row.*

- i) Feedback: ☐ Fair ☐ Unfair
- ii) Appraisal: ☐ Helpful ☐ Unhelpful

**19. We would like to ask you about your most recent *informal* evaluation or appraisal.**

*Evaluation or appraisal refers to when your work is reviewed.*

*Formal evaluation or appraisal is distinguished from informal evaluation or appraisal in that **informal evaluation or appraisal does not include a written report and are kept as records.***

**a) From the following people, how often in this school do you receive feedback from an informal evaluation or appraisal?**

*Please mark one choice in each row.*

- ☐ I have never received feedback from an informal appraisal at this school → **Go to Q.20.**  
**If you also answered 'Never' to question 17a, then please go to Q.21**

		Once every 2 years	Once per year	Twice per year	3+ times per year	Monthly	More than once per month
a)	Principal .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b)	Deputy Principal or department head .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c)	Teacher or colleague .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d)	External inspector .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**b) When your work as a teacher was *informally* evaluated or appraised, in your opinion which aspects (criteria) were considered important?**

*Please mark one choice in each row.*

		Degree of importance of criterion			
		I do not know if they were considered	not conside red	considered with low impact on overall appraisal	considered with high impact on overall appraisal
a)	Student test scores .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b)	Retention- and pass rates of students .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c)	Student evaluations of my teaching .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d)	Comments from parents .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e)	The way I am getting along with my colleagues ..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f)	The way I am getting along with the principal .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g)	The degree of order and discipline in my lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h)	My availability for extra-curricular activities .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i)	Direct appraisal of my classroom teaching .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j)	Professional development I have undertaken	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**c) As part of this *informal* evaluation, did you receive explicit comments or feedback, in other words were the evaluation/appraisal results communicated to you?**

*Please mark only one choice.*

Yes, they were	No, they weren't → Go to Q 19 (f - ii)
<input type="checkbox"/>	<input type="checkbox"/>

**d) To what extent would you describe the comments as largely positive or negative about your teaching performance:**

*Please mark only one choice.*

Positive	Largely positive	Neither positive nor negative	Largely negative	Negative
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**e) Would you describe the comments as:**

*Please mark only one choice.*

- ☐ Only expressing a value judgment about your work
- ☐ Expressing a value judgment about your work but also containing suggestions for improving certain aspects of your work
- ☐ Only containing suggestions for improving certain aspects of your work

**f) Are you generally satisfied with the appraisal and feedback in the *informal* evaluation?**

*Please mark one choice in each row.*

- i) Feedback: ☐ Fair ☐ Unfair
- ii) Appraisal: ☐ Helpful ☐ Unhelpful



**20. When your work was last evaluated or appraised in this school, either formally or informally, did you receive any of the following?**

*Please mark one choice in each row in each part.*

		Formal evaluation / appraisal			Informal evaluation / appraisal	
		Yes	No		Yes	No
a)	A salary increase .....	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
b)	A financial bonus .....	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
c)	An extra budget for purchasing teaching material (text books, computers) .....	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
d)	Vouchers for professional development activities ...	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
e)	Increased likelihood of career advancement .....	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
f)	Another kind of material incentive .....	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
g)	Public praise by the principal .....	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
h)	Recognition from your colleagues .....	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
i)	Changes in your work responsibility that makes the job more attractive .....	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
j)	More say in which class that will be assigned to you .....	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
k)	Better chance of transfer to a school of your choice .....	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
l)	Another kind of non-material incentive .....	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
m)	Development plan to improve your teaching .....	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
n)	Verbal sanctions from the principal .....	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

**21. Do you agree with the following statements?***Please mark one choice in each row.*

	Strongly Agree	Agree	Disagree	Strongly Disagree
a) In my school, there are no steps the principal can undertake to alter the material rewards received by teachers when a teacher persistently underperforms in their teaching duties .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) In my school, enduring poor performance of a teacher would not be tolerated by the rest of the staff .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) In my school, teachers will be dismissed because of enduring poor performance .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) In my school, the principal has no way of knowing whether teachers are performing well or badly .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) In my school, the principal has no authority to deal with under-performing teachers .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) In my school, a development plan is established for teachers to improve their teaching .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Teaching Practices Beliefs and Attitudes

Need to identify specified class and ask if it is the first time they have taught the subject and the class size. This information may, at least partly, be identified through the school co-ordinator.

### 22. In a typical month of lessons for the period for this class, what percentage of time is spent on each of the following activities?

*Write in a percentage for each activity*

- |    |  |   |       |  |   |  |
|----|--|---|-------|--|---|--|
| a) | <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table> |   |       |  | % | Administrative tasks (e.g., recording attendance, hand out school information/forms) |
|    |  |   |       |  |   |  |
| b) | <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table> |   |       |  | % | Keeping order in the classroom (maintaining discipline)                              |
|    |  |   |       |  |   |  |
| c) | <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table> |   |       |  | % | Actual teaching and learning   |
|    |  |   |       |  |   |  |
|    | 100  | % | Total |  |   |  |

### 23. How often do you use each of the following activities in your lessons?

*Please mark one choice in each row.*

- |  | Not applicable to the subject I teach | Never or almost never    | In some lessons          | In most lessons          |
|--|---------------------------------------|--------------------------|--------------------------|--------------------------|
| a) At the beginning of the lesson I present a short summary of the previous lesson .....   | <input type="checkbox"/>              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) I use examples to clarify the subject matter of the lesson .....  | <input type="checkbox"/>              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) I check, by asking questions, whether or not the subject matter has been understood .....   | <input type="checkbox"/>              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) I provide students with opportunities to practice newly taught subject matter .....   | <input type="checkbox"/>              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) When working with the students when they are doing assignments, I ask them first how they think of dealing with the assignment .....                            | <input type="checkbox"/>              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) I ask students to cooperate in small groups in doing assignments .....  | <input type="checkbox"/>              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g) When discussing assignments, after they have been carried out, I ask first about the way the student has tackled the assignment before providing feedback ..... | <input type="checkbox"/>              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- h) I give the students assignments and drills  
as individual seat work ..... ☐ ☐ ☐ ☐

		Not applicable to the subject I teach	Never or almost never	In some lessons	In most lessons
i)	I review with the students the homework they prepared .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j)	I present new topics to the class (lecture-style presentation) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k)	I re-teach certain topics in order to clarify content or procedures .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l)	I give the students quizzes or tests to solve .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m)	I have the students work in groups based upon their abilities .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n)	I engage the students in problem-solving activities .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o)	I ask some students to present their work to the class .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p)	I give different seatwork to the students that have learning difficulties and to those who can advance faster .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q)	I teach my students how to search for information on the Internet .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r)	I teach my students how to use reference books .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s)	I regularly check my students' exercise books .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t)	I explain how the topics I'm teaching can be used in everyday life .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u)	I require that students know by heart the important parts of the topics I teach .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v)	I ask my students to remember every step in a procedure .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**24. How often do you engage your students in complex activities similar to the following?**

*Please mark one choice in each row.*

	Not applicable to the subject I teach	Never or hardly ever	Rarely (once or twice a year)	Some times (at least once a month)	Often (several times a month)
a) Size up and define a problem that isn't neatly packaged .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Determine which facts might be helpful for solving a problem .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Recognize that more information is needed, and find where and how to look for it .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Deal with uncertainty by 'brainstorming' possible ideas or solutions when the way to proceed isn't apparent .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Carry out complex analyses or tasks that require planning, management, monitoring, and adjustment .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Exercise judgment in situations where there aren't clear-cut 'right' and 'wrong' answers, but more and less useful ways of doing things .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Use the Internet for authentic exercises .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Learn from an analysis of the errors made .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**25. Indicate how much you disagree or agree with each of the following statements about teaching and learning.**

*Please mark one choice in each row.*

	Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
a) Teachers know a lot more than students; they shouldn't let students muddle around when they can just explain the answers directly. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) A quiet classroom is generally needed for effective learning. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Students are not ready for "meaningful" learning until they have acquired basic reading and math skills. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) It is better when the teacher – not the student – decides what activities are to be done. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Student projects often result in students learning all sorts of wrong "knowledge". ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Homework is a good setting for having students answer questions posed in their textbooks. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Students will take more initiative to learn when they feel free to move around the room during class. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Students should help establish criteria on which their work will be assessed. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Instruction should be built around problems with clear, correct answers, and around ideas that most students can grasp quickly. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
j) How much students learn depends on how much background knowledge they have – that is why teaching facts is so necessary. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) If the students do not cooperate, it is mostly because the tasks are not very interesting. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) If tasks are interesting and challenging, the students will make an effort to solve them, regardless of whether or not their work will be assessed. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) Provided that teaching is good enough, all students should be able to reach their learning goals. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n) A person's capability can hardly be changed through my teaching. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o) All students could be good, if they only would make a real effort. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p) When I want to assess a student's performance, I rather compare his/her performance with his/her previous achievement in comparable tasks than with the performance of his/her peers. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q) When referring to a "poor performance", I mean a result that lies below the previous achievement level of the student. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r) The more importance a student attaches to good marks or a good performance, the more s/he learns [the harder s/he works]. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**26. How often do you do the following in your school?***Please mark one choice in each row.*

	Never	Sometimes	Often	Always
a) Take part in discussion meeting of the teaching staff to work on the school concept/programme .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Discuss educational goals with your colleagues .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Provide input to the school development plan .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Draw up half-year plans or annual plans (for learning subjects, projects, working groups) ..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Participate in team conferences within the age group I teach .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Provide input to the vision and mission of the school .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Take part in the selection of instruction media (e.g. textbooks, exercise books) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Exchange teaching materials with colleagues .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Harmonise evaluations for assessing student progress .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Engage in joint diagnosis and discussion of learning developments of specific students ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Engage in joint planning of instruction .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Engage in joint teaching as a team in the same class .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) Engage in team implementation of support measures .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n) Observe and provide feedback on other teachers' classes and vice versa .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o) Engage in joint activities across different classes and age groups (e.g. projects) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q) Discuss and coordinate homework practice across classes .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**27. How strongly do you agree or disagree with the following statements?***Please mark one choice in each row.*

	Strongly Disagree	Disagree	Agree	Strongly Agree
a) My school head lets staff members know what is expected of them .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) My school head is supportive and encouraging towards the staff .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) The level of student misbehaviour in my school interferes with my teaching .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) I receive a great deal of support from parents for the work I do .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Routine duties and paperwork interfere with my teaching .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) My school head enforces school rules for student conduct .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Most of my colleagues share my beliefs about what the central mission of the school should be .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) My school head knows what kind of school he/she wants and has communicated it to the staff .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) I am given the support I need to teach the weakest students in my class(es) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) I think it is likely that I will lose my job or be laid off in the next 12 months. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Components not included

## Student Assessment

### 28. In assessing the work of the students in your class, how much weight do you give each of the following types of assessment?

*Please mark one choice in each row.*

*If any of the described types of assessment is not available in your school, check "Not applicable"*

	Not applicable to subject I teach	None	A little	Quite a lot	A great deal
a) Standardized tests produced outside the school .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Informal feedback based on teacher-made short answer or essay tests .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Teacher made multiple choice, true-false and matching tests .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) How well students do on homework assignments .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) How well students do on projects or practical/laboratory exercises .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Observations of students .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Responses of students in class .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**29. How often do you use the assessment information you gather from students for the following purposes?**

*Please mark one choice in each row.*

		Not applicable to subject I teach	Never or hardly never	Once a year	Twice or more a year	Once or twice a month	Once a week or more
a)	Provide students' grades or marks .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b)	Provide feedback to students .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c)	Report to parents .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d)	Diagnose students' learning problems .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e)	Identify the students who need individual tutoring .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f)	Assign students to different programs, tracks or ability groups.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g)	Decide about student's promotion or grade-retention .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h)	Decide whether certain topics will need additional explanations for the whole class .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i)	Identify the most frequent types of errors .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j)	Plan for future lessons in areas where your students encountered problems .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Ability Grouping

### 30. Which of the following would best describe the class identified on the front of the questionnaire

*Please mark only one choice.*

- ☐ A course intended primarily for students of higher abilities
- ☐ A course intended primarily for students of average abilities
- ☐ A course intended primarily for students of lower abilities
- ☐ A course intended primarily for students of all abilities

#### Within this class..

*Please mark only one choice.*

- ☐ Are students grouped by ability within the class itself, all along the school year
- ☐ Is there provision for occasional within-class ability grouping for certain topics
- ☐ Are students taught as a whole-class group all along the school year

### 31. In your lessons, how often do students...

*Please mark one choice in each row.*

	Never or almost never	Some lessons	Most lessons	Every lesson
a) Work individually without assistance from the teacher .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Work individually with assistance from the teacher .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Work together as a class with the teacher teaching the whole class .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Work together as a class with students responding to one another .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Work in pairs or small groups without assistance from the teacher .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Work in pairs or small groups with assistance from the teacher .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Receive assignments that differ according student's ability or student's specific needs .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- |    |  |                          |                          |                          |                          |
|----|--|--------------------------|--------------------------|--------------------------|--------------------------|
| h) | Receive assignments that require co-operative activities .....                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i) | Move from a setting to another during a same lesson (e.g. from individual to group work) ..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**32. How effective or ineffective do you think the following practices are in promoting students' learning?**

*Please mark one choice in each row.*

- |    |  | Very effective           | Effective                | Ineffective              | Very ineffective         |
|----|--|--------------------------|--------------------------|--------------------------|--------------------------|
| a) | Grouping in separate classes the students of higher, average and lower abilities .....   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) | Having classes composed of students with heterogeneous abilities, where they are grouped by ability within the class itself, all along the school year ..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) | Having classes composed of students with heterogeneous abilities, with provision for occasional within-class ability grouping for certain topics .....       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) | Having classes composed of students with heterogeneous abilities, where students are taught as a whole-class group all along the school year .....           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## Homework

### 33. In your lessons, how many minutes of homework do you usually assign your students during a typical week?

*Please mark only one choice.*

- ☐ I never assign homework → **Go to Q???**
- ☐ Less than 15 minutes
- ☐ 15-30 minutes
- ☐ 31-60 minutes
- ☐ 61-90 minutes
- ☐ More than 90 minutes

### 34. How often do you do the following?

- ☐ I do not assign written homework. → **Go to ???**

*Please mark one choice in each row.*

	Not applicable to subject I teach	Not at all	A little	Quite a lot	A great deal
a) Record whether or not the homework was completed .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Collect, correct and keep assignments .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Collect, correct assignments and then return to students .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Give feedback on homework to whole class .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Have students correct their own assignments in class .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Have students exchange assignments and correct them in class .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Use it as a basis for class discussion .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



- h) Use it to contribute towards students' grades or marks ..... ☐ ☐ ☐ ☐ ☐

**35. How important are the following purposes when assigning written homework to your students?**

- ☐ I do not assign written homework. → **Go to ???**

*Please mark one choice in each row.*

	Not important	Somewhat important	Very important
a) Provide weak students with more time for memorizing concepts and procedures .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Develop my students' autonomy and study skills...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Give me more insight on the type of errors or misconceptions that hinder my student's learning .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Give my students more accurate feedback on their errors .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Give the parents some opportunity to get involved in their kids' school activities .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Catch up with topics in the curriculum that could not be fully covered during school time .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Source of Written Information

### 36. In your lessons, how often do you use:

*Please mark one choice in each row.*

Sources of written information:	All of the lessons	Most of the lessons	Some of the lessons	None of the lessons
a) A set of materials that I developed myself ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) National or Regional Examination Specifications .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) National or Regional Curriculum Guide .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) School Curriculum Guide .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Teacher Edition of Textbook .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Student Edition of Textbook .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Other Resource Books .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Web resources .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Pedagogical research .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Students with Special Learning Needs

### 37. Do you use any of the following for students who have learning difficulties?

*By "students with learning difficulties" we mean both students with permanent special needs and those who may have occasional problems.*

*Please mark one choice in each row.*

	Never	Sometimes	Often	Always
a) send the students with learning difficulties to remedial courses organised by the school..... <i>(tick "Never" if your school does not offer any such remedial courses.)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I organise myself remedial lessons out of regular course time .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I arrange for a regular tutoring of the weak students by more advanced classmates .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) I have a set of differentiated worksheets and remedial exercises for use with students who have specific learning problems .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) I maintain a close contact with the student's family, so that I can discuss with the parents and agree on the most appropriate remedial strategies .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>