

TQ_Headline_Background_en-US

Background and Qualification

These questions are about you, your education, and the time you have spent in teaching. In responding to the questions, please select the appropriate choice(s) or provide figures where necessary.

TQ_01_en-US

What is your gender?

Please select one choice.

- ☐ Female
- ☐ Male
- ☐ Nonbinary or another gender

TQ_02_en-US

How old are you?

Please enter a number.

Years

TQ_04_en-US

What type of education did you complete for your first teaching qualification?

A 'traditional teacher education or training program' requires future teachers to complete post-secondary education leading to a teaching credential, typically at a university with a focus on subject-matter, pedagogy, and practice either concurrently or consecutively.

An 'alternative teacher education or training program' refers to pathways into a teaching job that are not traditional teacher education or training programs in terms of duration and/or content designed for specific groups (e.g., second-career candidates, candidates with some teaching experience, or candidates with high levels of subject knowledge).

Please select one choice.

☐

A traditional teacher education or training program

☐

An alternative teacher education or training program

☐

Subject-specific education or training only

☐ I have another formal qualification not listed above.

☐ I have no formal qualification related to the subject I am teaching or to any type of pedagogical education.

TQ_05_en-US

In which year did you complete your first teaching qualification?

An approximate year is sufficient.

Please enter in a year.

TQ_06_en-US

How strongly do you agree or disagree with the following statements about your first teaching qualification?

Please select one choice in each row.

Strongly disagree

Disagree

Agree

Strongly agree

a) It provided me with a strong understanding of the subject(s) I teach.

☐☐☐☐

b) It provided me with ideas for managing classroom behavior successfully.

☐☐☐☐

c) It included enough time for classroom observations.

☐☐☐☐

d) It had a good balance between theoretical and practical aspects of teaching.

☐☐☐☐

e) It provided me with enough practical opportunities to teach in school.

☐☐☐☐

f) Overall, its quality was high.

☐☐☐☐

TQ_07_en-US

To what extent did your formal education and training make you feel prepared for each of the following aspects of your teaching this year?

Please select one choice in each row.

Not at all

To some extent

Quite a bit

A lot

a) Content of some or all subject(s) I teach

☐☐☐☐

b) Pedagogy of some or all subject(s) I teach

☐☐☐☐

c) General pedagogy

☐☐☐☐

d) Classroom practice in some or all subject(s) I teach

☐☐☐☐

e) Teaching in a multicultural or multilingual setting

☐☐☐☐

f) Use of digital resources and tools for teaching

☐☐☐☐

g) Supporting students' social and emotional development

☐☐☐☐

h) Engaging students with environmental sustainability

☐☐☐☐

TQ_08_en-US

Was teaching your first choice as a career?

A 'career' is having a paid job that you regarded as likely to form your life's work.

Please select one choice.

☐

Yes

☐

No

TQ_Headline_Current_Work_en-US

Current Work

TQ_09_en-US

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

Please select one choice.

- ☐ Permanent employment (an ongoing contract with no fixed end-point before the age of retirement)
 - ☐ Fixed-term contract for a period of more than 1 school year
 - ☐ Fixed-term contract for a period of 1 school year or less
-

TQ_10_en-US

Do you currently work as a teacher of 7th, 8th, and/or 9th grade students at another school?

Please select one choice.

- ☐ Yes
 - ☐ No
-

TQ_11_en-US

If 'Yes' in the previous question, please indicate at how many other schools you currently teach 7th, 8th, and/or 9th grade students.

Please enter a number.

School(s)

TQ_12_en-US

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

Please select one choice.

☐

Full-time (more than 90% of full-time hours)

☐

Part-time (71-90% of full-time hours)

☐

Part-time (50-70% of full-time hours)

☐

Part-time (less than 50% of full-time hours)

TQ_13_en-US

How many years of work experience do you have, regardless of whether you worked full-time or part-time?

Do not include any extended periods of leave such as parental leave.

Please enter a number in each row. Enter 0 (zero) if none.

Please round up to whole years, e.g., if this is your first year teaching, enter "1".

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

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

c) Year(s) working in other education roles, not as a teacher (e.g., as a university lecturer, nurse)

d) Year(s) working in other non-education roles

TQ_14_en-US

**During your most recent complete calendar week,
approximately how many 60-minute hours did you spend in**

total on tasks related to your job at this school?

Include time spent on teaching, planning lessons, grading, collaborating with other teachers, participating in staff meetings, participating in professional learning, and other work tasks. Also include tasks that took place during evenings, weekends, or other out of class hours.

A 'complete' calendar week is one that was not shortened by breaks, public holidays, sick leave, etc.

Round to the nearest whole hour.

Hours in total

TQ_15_en-US

Of this total, how many 60-minute hours did you spend on teaching at this school during your most recent complete calendar week?

Please only count actual teaching time.

Time spent on preparation, grading, professional learning, etc. will be recorded in the next question.

Round to the nearest whole hour.

Hours teaching

TQ_Headline_Professional_Learning_en-US

Professional Learning

In this section, 'professional learning' is defined as activities that aim to develop an individual's skills, knowledge, expertise and other characteristics as a teacher.

Please only consider professional learning you have undertaken after your initial education or training.

TQ_17_en-US

When you began work at this school, did you take part in any induction activities?

'Induction activities' are designed to support new teachers' introduction into the teaching profession and to support experienced teachers who are new to a school.

They are either organized as 'formal induction programs' such as regular supervision by the principal, reduced teaching load, formal mentoring arrangements with experienced teachers, etc., or as 'informal induction activities', that are unstructured or unplanned activities comprising general introductions to the school and the work, informal peer work with other new teachers, a welcome handbook, etc.

Please select one choice in each row.

Yes

No

a) I took part in a formal induction program.

☐☐

b) I took part in informal induction activities.

☐☐

TQ_18_en-US

When you began work at this school, were the following provisions part of your induction?

Please select one choice in each row.

Yes

No

a) Courses/seminars/workshops attended in person

☐☐

b) Online courses/seminars/workshops

☐☐

c) Online activities (e.g., virtual communities)

☐☐

d) Planned meetings with the principal and/or experienced teachers

☐☐

e) Supervision by the principal and/or experienced teachers

☐☐

f) Networking/collaboration with other teachers

☐☐

g) Team teaching with experienced teachers

☐☐

h) Portfolios/diaries/journals

☐☐

i) Reduced teaching load

☐☐

j) General/administrative introduction

☐☐

k) Observing teachers at this school

☐☐

TQ_19_en-US

Are you currently involved in any mentoring activities as part of a formal arrangement at this school?

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

It does not include mentoring of student teachers doing teaching practice at this school.

Please select one choice in each row.

Yes

No

a) I currently have an assigned mentor to support me.

☐☐

b) I am currently an assigned mentor for one or more teachers.

☐☐

TQ_20 (LRN)_en-US

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

Please select one choice in each row.

Yes, in-person	Yes, virtual or online	Yes, in-person <u>and</u> virtual/ online	No
a) Courses/seminars/workshops			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Education conferences where teachers and/or researchers present their research or discuss educational issues			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Formal qualification program (e.g., a degree program)			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Visits to other schools to inform my teaching			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Visits to business premises, public organizations, or non-governmental organizations related to my teaching			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Reflections on lesson observations			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Coaching as part of a formal school arrangement			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

h) Formal or informal teacher networks for the purpose of professional learning

☐☐☐☐

i) Self-initiated learning activities

☐☐☐☐

j) Other

☐☐☐☐

TQ_22 (LRN)_en-US

Thinking of the professional learning activities in which you participated during the last 12 months, overall to what extent did they have a positive impact on your teaching?

Please select one choice.

☐

Not at all

☐

To some extent

☐

Quite a bit

☐

A lot

TQ_23 (Version C) (LRN)_en-US

To what extent are the following characteristics of professional learning important for you?

Please select one choice in each row.

	Not at all	To some extent	Quite a bit	A lot
a) Builds on my prior knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Adapts to my personal development needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Provides a coherent structure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Focuses on content needed to teach my subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Provides opportunities for my active learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Provides opportunities for collaborative sharing of ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

g) Provides opportunities to practice/apply new ideas and knowledge in my own classroom

☐☐☐☐

h) Provides opportunities for reflection about my teaching

☐☐☐☐

i) Provides follow-up activities

☐☐☐☐

j) Addresses my school's needs

☐☐☐☐

k) Involves most colleagues from this school

☐☐☐☐

l) Takes place over an extended period of time (e.g., several weeks or longer)

☐☐☐☐

TQ_Headline_Teaching_in_General_en-US

Teaching in General

TQ_26_en-US

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

Please select one choice in each row.

Never	Once a year or less	2-4 times a year	5-10 times a year	1-3 times a month	Once a week or more
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a) Teach jointly as a team in the same class

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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b) Observe other teachers' classes and provide feedback

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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c) 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"/>	<input type="checkbox"/>	<input type="checkbox"/>
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d) Exchange teaching materials with colleagues

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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e) Engage in discussions about the learning development of specific students

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f) Work with other teachers in this school to ensure common standards in evaluations for assessing student progress

☐☐☐☐☐☐

g) Take part in collaborative professional learning

☐☐☐☐☐☐

h) Collaborate with parents or guardians to enrich students' learning activities in general

☐☐☐☐☐☐

TQ_27_en-US

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

Please select one choice in each row.

Not at all

To some extent

Quite a bit

A lot

a) Get students to believe they can do well in school work

☐☐☐☐

b) Help students value learning

☐☐☐☐

c) Craft good questions for students

☐☐☐☐

d) Control disruptive behavior in the classroom

☐☐☐☐

e) Motivate students who show low interest in school work

☐☐☐☐

f) Make my expectations about student behavior clear

☐☐☐☐

g) Help students think critically

☐☐☐☐

h) Get students to follow classroom rules

☐☐☐☐

i) Calm a student who is disruptive or noisy

☐☐☐☐

j) Use a variety of assessment strategies

☐☐☐☐

k) Provide an alternative explanation (e.g., when students are confused)

☐☐☐☐

l) Vary instructional strategies in my classroom

☐☐☐☐

m) Support student learning through the use of digital resources and tools

☐☐☐☐

n) Help every student progress

☐☐☐☐

o) Reduce achievement gaps among students

☐☐☐☐

p) Support students' social and emotional learning

☐☐☐☐

q) Support students' learning about environmental sustainability

☐☐☐☐

TQ_28 (Version A)_en-US

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

This question asks for your beliefs in your capabilities regardless of external constraints (e.g., lack of time, resources or opportunity, restrictive regulations).

Please select one choice in each row.

Not at all

To some extent

Quite a bit

A lot

a) Adapt my teaching to the cultural diversity of students

☐☐☐☐

b) Ensure that students with and without a migrant background work together

☐☐☐☐

c) Raise awareness of cultural differences among students

☐☐☐☐

d) Reduce ethnic stereotyping among students

☐☐☐☐

e) Ensure that students with different cultural or ethnic backgrounds work together

☐☐☐☐

f) Critically examine the curriculum to determine whether it reinforces negative cultural stereotypes

☐☐☐☐

g) Use examples that are familiar to students from diverse cultural backgrounds

☐☐☐☐

TQ_30 (Version A)_en-US

How strongly do you agree or disagree with the following statements about intelligence and learning?

Please select one choice in each row.

Strongly disagree

Disagree

Agree

Strongly agree

- a) Everyone has a certain amount of intelligence and no one can really do much to change it.

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- b) People's intelligence is something about them that they can't change very much.

☐☐☐☐

- c) Someone can learn new things, but they can't really change their basic intelligence.

☐☐☐☐

TQ_31_en-US

In your work as a teacher, to what extent can you do the following practices?

This question asks for your beliefs in your capabilities regardless of external constraints (e.g., lack of time, resources or opportunity, restrictive regulations).

Please select one choice in each row.

Not at all

To some extent

Quite a bit

A lot

- a) Work jointly with other professionals and staff (e.g., aides, other teachers) to teach students with special education needs in the classroom

☐☐☐☐

- b) Get parents/guardians involved in school activities of their children with special education needs

☐☐☐☐

- c) Collaborate with other professionals (e.g., specialist teachers, speech pathologists) in designing educational plans for students with special education needs

☐☐☐☐

- d) Inform others who know little about laws and policies relating to the inclusion of students with special education needs

☐☐☐☐

- e) Design learning tasks to accommodate students with special education needs

☐☐☐☐

f) Adapt district- or state-wide assessments so that all students with special education needs can be assessed

☐☐☐☐

TQ_33_en-US

In this school, who uses the following types of information to provide feedback to you?

'Feedback' is defined broadly as including any communication you receive about your teaching, based on some form of interaction with your work (e.g., observing you teach students, discussing your curriculum or students' results). Feedback can be provided through informal discussions with you or as part of a more formal and structured arrangement.

'External individuals or bodies' as used below refer to, for example, inspectors, municipality representatives, or other persons from outside the school.

Please select as many choices as appropriate in each row.

External individuals
or bodies

School principal or
member(s) of the
school
management team

Other colleagues
within the school
(not a part of the
school
management
team)

I have never
received this
feedback in this
school.

a) Observation of my classroom teaching

☐☐☐☐

b) Student survey responses related to my teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Assessment of my content knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) External results of students I teach (e.g., state test scores)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) School-based and classroom-based results (e.g., performance results, project results, test scores)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Self-assessment of my work (e.g., presentation of a portfolio assessment, analysis of my teaching using video)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TQ_33_Skip_en-US

If you answered 'I have never received this feedback in this school' to all of the above → Please skip the next question.

TQ_34_en-US

Thinking about the feedback you have received during the last 12 months, did it lead to a positive change in any of the following aspects of your teaching?

Please select one choice in each row.

Yes

No

a) Knowledge and understanding of my field(s)

☐☐

b) Pedagogical competencies in teaching my subject

☐☐

c) Use of student assessments to improve student learning

☐☐

d) Classroom management for student behavior

☐☐

e) Methods for teaching students with special education needs

☐☐

f) Methods for teaching in a multicultural or multilingual setting

☐☐

g) Methods for teaching with digital resources and tools

☐☐

h) Methods for supporting students' social and emotional learning

☐☐

i) Methods for engaging students with environmental sustainability concepts

☐☐

TQ_35_en-US

How strongly do you agree or disagree with the following statements about your teaching?

Please select one choice in each row.

Strongly disagree

Disagree

Agree

Strongly agree

a) I am comfortable providing instruction on social and emotional skills to students.

☐☐☐☐

b) Taking care of students' social and emotional needs comes naturally to me.

☐☐☐☐

c) Informal lessons in social and emotional learning are part of my regular teaching practice.

☐☐☐☐

TQ_37_en-US

To what extent can you do the following tasks with digital resources and tools?

This question asks for your beliefs in your capabilities regardless of external constraints (e.g., lack of time, resources or opportunity, restrictive regulations).

Please select one choice in each row.

Not at all

To some extent

Quite a bit

A lot

a) Identify digital resources and tools to support the subject(s) I teach

☐☐☐☐

b) Use digital resources and tools to present concepts in a different way to my students

☐☐☐☐

c) Choose digital resources and tools that enhance students' learning

☐☐☐☐

d) Adapt the use of digital resources and tools to different teaching activities

☐☐☐☐

e) Explain to students the potential risks of using digital resources and tools

☐☐☐☐

f) Communicate with parents using digital resources and tools

☐☐☐☐

g) Learn to use technology that is new to me

☐☐☐☐

TQ_38_en-US

Thinking about the use of digital resources and tools for student learning, how strongly do you agree or disagree with the following statements?

Please select one choice in each row.

Strongly disagree

Disagree

Agree

Strongly agree

- a) The use of digital resources and tools helps students develop greater interest in learning.

☐☐☐☐

- b) The use of digital resources and tools helps students develop skills to plan and monitor their work.

☐☐☐☐

- c) The use of digital resources and tools helps improve students' academic performance.

☐☐☐☐

- d) The use of digital resources and tools distracts students from learning.

☐☐☐☐

- e) The use of digital resources and tools limits the amount of face-to-face communication among students.

☐☐☐☐

- f) Frequent use of digital resources and tools negatively impacts students' wellbeing.

☐☐☐☐

- g) The use of digital resources and tools results in students submitting Internet content as their own work.

☐☐☐☐

h) The use of digital resources and tools helps students collaborate on tasks efficiently.

☐☐☐☐

TQ_Headline_Education_and_Sustainability_en-US

Education and Environmental Sustainability

The following section includes questions related to environmental sustainability, with an emphasis on climate change.

'Environmental Sustainability' means meeting the needs of the present without compromising the ability of future generations to meet their own needs. It involves the conservation of natural resources and the protection of Earth's ecological systems. Climate change is one of the main threats to environmental sustainability.

'Climate change' encompasses global warming but also refers to a broader range of changes, including rising sea levels, shrinking glaciers, accelerated melting of polar ice, and shifts in flower/plant blooming times as well as its impacts on environment, economy, and society.

TQ_39_en-US

To what extent can you do the following activities related to environmental sustainability?

This question asks for your beliefs in your capabilities regardless of external constraints (e.g., lack of time, resources or opportunity, restrictive regulations).

Please select one choice in each row.

	Not at all	To some extent	Quite a bit	A lot
a) Work with other teachers at this school to improve teaching about environmental sustainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Work with experts (e.g., scientists, staff at NGOs or CBOs) to develop solution-oriented teaching about environmental sustainability challenges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Empower students to adopt pro-environmental behaviors (e.g., reduced consumption, ethical consumption, reusing, recycling)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Empower students to participate in activities in favor of environmental protection (e.g., writing letters to newspapers, posting on social media, signing petitions, talking with peers and parents)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Help students identify misconceptions and disinformation about environmental sustainability issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

☐☐☐☐

f) Attend to students' concern about the future of our environment

☐☐☐☐

g) Help students translate their knowledge on climate change into actions

☐☐☐☐

TQ_40_en-US

Thinking about climate change, how strongly do you agree or disagree with the following statements?

Please select one choice in each row.

Strongly disagree

Disagree

Agree

Strongly agree

a) I feel confident in my ability to answer students' questions about climate change.

☐☐☐☐

b) I have the resources I need to teach about climate change.

☐☐☐☐

c) I worry about parent or guardian complaints with respect to teaching about climate change.

☐☐☐☐

d) I am comfortable providing instruction on climate change.

☐☐☐☐

e) My school management team encourages us to empower students to take action on climate change.

☐☐☐☐

TQ_41_en-US

On average, which of the following statements best describe your teaching about climate change, its causes and impacts on our environment, economy, and society?

Please select one choice.

☐

I don't teach about climate change in my lessons.

☐

I mention climate change in my lessons.

☐

I teach 1-2 lessons on climate change.

☐

I teach a module/unit (at least 3-4 lessons) on climate change.

☐

I teach a special lesson dedicated to climate change.

TQ_42_en-US

Are the following reasons why you don't teach lessons about climate change?

Please select one choice in each row.

Yes

No

a) It's not related to the subject(s) I teach.

☐☐

b) Students are too young.

☐☐

c) I don't know enough about it.

☐☐

d) I don't have the materials needed to teach the subject.

☐☐

e) I don't believe in climate change.

☐☐

f) My school management team does not allow it.

☐☐

g) Students have already learned about it in school.

☐☐

h) The curriculum is not flexible enough.

☐☐

i) Assessments do not include climate change.

☐☐

j) Other

☐☐

TQ_43_en-US

To what extent do you talk informally with your students about climate change, its causes and impacts on our environment, economy, and society?

Please select one choice.

☐

Not at all

☐

To some extent

☐

Quite a bit

☐ A lot

TQ_44_en-US

How concerned are you personally about climate change?

Please select one choice.

☐ Not at all

☐ To some extent

☐ Quite a bit

☐ A lot

TQ_45_en-US

There has been a lot of discussion about the world's climate and the idea that it has been changing in recent decades. Which of the following statements comes closest to your opinion?

Please select one choice.

- ☐ The world's climate has not been changing.
 - ☐ The world's climate has been changing mostly due to natural processes.
 - ☐ The world's climate has been changing about equally due to natural processes and human activity.
 - ☐ The world's climate has been changing mostly due to human activity.
 - ☐ I don't know.
-

TQ_Headline_Teaching_in_Class_en-US

Teaching in the Target Class

In the following section, we want to get into more detail about your teaching practices. Within this questionnaire, we cannot cover the whole scope of your teaching. Therefore, we use an exemplary approach and focus on the teaching of one class.

The following questions ask you about a particular class that you teach. The class that we would like you to respond to is the first 7th, 8th, or 9th grade class that you taught in this school after 11 a.m. last Tuesday. Please note that if you do not teach a class at the 7th, 8th, or 9th grade level on Tuesday, this can be a class taught on a day following the last Tuesday.

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

TQ_46_en-US

How many students are currently enrolled in this target class?

Please enter a number.

Students

TQ_47_en-US

We would like to understand the composition of the target class. Please estimate the broad percentage of students who have the following characteristics.

This question asks about your personal perception of student background. It is acceptable to base your replies on rough estimates.

Students may fall into multiple categories.

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

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

'Ethnic/national minorities or Indigenous communities' refers to groups that are a result of historical dynamics and/or shared characteristics that correspond to

geographical location and ancestral origins, cultural traditions, religious beliefs, social norms, shared heritage and language, and/or immigrant status and nationality of origin.

An 'immigrant student' is one who was born outside the country. A 'student with migrant background' has parents who were both born outside the country.

'Refugees' are those who, regardless of legal status, fled to another country seeking refuge from war, political oppression, religious persecution, or a natural disaster.

Please select one choice in each row.

[illegible]

f) Students with behavioral problems

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

g) Students from socioeconomically disadvantaged homes

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

h) Students belonging to ethnic/national minorities or Indigenous communities

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

i) Male students

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

j) Students who are immigrants or with migrant background (not including refugees)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

k) Students who are refugees

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

TQ_49_en-US

Was this primary subject category of the target class included in your formal education or training?

Please select one choice.

☐ Yes

☐ Somewhat

☐ No

TQ_50_en-US

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

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

Please ensure that responses add up to 100%.

a) Administrative tasks (e.g., recording attendance, handing out school information/forms)

%

b) Keeping order in the classroom (maintaining discipline)

%

c) Actual teaching and learning

%

TQ_52_en-US

Thinking about your teaching in the target class, how often do you do the following?

Please select one choice in each row.

Never or almost never	Occasionally	Frequently	Always
a) I present a summary of recently learned content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I set goals at the beginning of a lesson or a unit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I explain what I expect the students to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) I explain how new and old topics are related.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) I present tasks for which there is no obvious solution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

☐☐☐☐

f) I give tasks that require students to think critically.

☐☐☐☐

g) I have students work in small groups to come up with a joint solution to a problem or task.

☐☐☐☐

h) I ask students to decide on their own procedures for solving complex tasks.

☐☐☐☐

i) I tell students to follow classroom rules.

☐☐☐☐

j) I tell students to listen to what I say.

☐☐☐☐

k) I calm students who are disruptive.

☐☐☐☐

l) When the lesson begins, I tell students to quiet down quickly.

☐☐☐☐

m) I refer to a problem from everyday life or work to demonstrate why new knowledge is useful.

☐☐☐☐

n) I give students projects that require at least one week to complete.

☐☐☐☐

o) I encourage students to question and critique arguments made by other students.

☐☐☐☐

TQ_53_en-US

Thinking about your lessons in the target class, how often do you perform the following tasks?

Please select one choice in each row.

Never or almost
never

Occasionally

Frequently

Always

a) Use digital resources and tools to present information through direct instruction

☐☐☐☐

b) Replace printed materials with digital versions

☐☐☐☐

c) Provide digital feedback on student work

☐☐☐☐

d) Download lesson plans from the Internet for use in the classroom

☐☐☐☐

e) Use digital resources and tools to enable collaboration with other classrooms, schools, or experts outside of this school

☐☐☐☐

f) Use digital resources and tools to handle logistic aspects of teaching (e.g., tracking student grades, assigning or collecting student work)

☐☐☐☐

g) Support collaboration among students using digital resources and tools

☐☐☐☐

h) Use digital resources and tools that provide personalized learning paths for students

☐☐☐☐

i) Use digital resources and tools to assess student learning

☐☐☐☐

j) Provide digital resources and tools that allow students to plan and monitor their own learning

☐☐☐☐

k) Give students problems that can only be solved by using digital resources and tools

☐☐☐☐

TQ_54_en-US

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

Please select one choice in each row.

Never or almost
never

Occasionally

Frequently

Always

a) I administer an assessment at the end of a unit or block of lessons.

☐☐☐☐

b) I give a mark (e.g., numeric score, letter grade, smiley face) to communicate to students how they performed in relation to their classmates.

☐☐☐☐

c) I provide oral or written feedback to indicate areas for improvement.

☐☐☐☐

d) I ask students to assess their own progress.

☐☐☐☐

e) I observe students when working on particular tasks and provide immediate feedback.

☐☐☐☐

f) I use assessments to check whether students have learned the material presented.

☐☐☐☐

TQ_55_en-US

To what extent do these situations happen in the target class?

Please select one choice in each row.

Not at all

To some extent

Quite a bit

A lot

a) There is much disruptive noise and disorder.

☐☐☐☐

b) I have to wait a long time for students to quiet down.

☐☐☐☐

c) Many students don't start working for a long time after the lesson begins.

☐☐☐☐

d) I lose quite a lot of time because students interrupt the lesson.

☐☐☐☐

TQ_56_en-US

Thinking about your teaching in the target class, how often do you perform the following actions?

Please select one choice in each row.

Never or almost
never

Occasionally

Frequently

Always

a) I consider students' prior knowledge and needs when planning a lesson.

☐☐☐☐

b) I point students to different materials for learning depending on their needs.

☐☐☐☐

c) I change my way of explaining when a student has difficulties understanding a topic or task.

☐☐☐☐

d) I adapt my teaching methods to students' needs.

☐☐☐☐

e) I ask questions at various difficulty levels to check students' understanding of the subject matter.

☐☐☐☐

TQ_57_en-US

Thinking about your teaching in the target class, how often do you perform the following actions?

Please select one choice in each row.

Never or almost
never

Occasionally

Frequently

Always

a) I let students review multiple examples to practice the steps involved in a procedure or skill.

☐☐☐☐

b) I select tasks for student practice that gradually increase in difficulty.

☐☐☐☐

c) I prepare students for difficulties that can occur while practicing a procedure or skill.

☐☐☐☐

d) I let students practice similar tasks until I know that every student has understood the subject matter.

☐☐☐☐

TQ_58_en-US

How much autonomy do you have over the following aspects of planning and teaching in the target class?

Please select one choice in each row.

No autonomy

Limited autonomy

Substantial
autonomy

Full autonomy

a) Implementing the curriculum in a flexible way

☐☐☐☐

b) Selecting teaching methods and strategies

☐☐☐☐

c) Choosing assessment activities

☐☐☐☐

d) Selecting learning objectives

☐☐☐☐

e) Designing and preparing lessons

☐☐☐☐

TQ_59_en-US

Teaching is a complex activity with often competing goals. To what extent have the lessons you taught over the past week in the target class achieved the following aims?

Please select one choice in each row.

Not at all

To some extent

Quite a bit

A lot

a) Presenting the content in a comprehensible way

☐☐☐☐

b) Engaging students in work that challenges them

☐☐☐☐

c) Providing students with feedback to support their learning

☐☐☐☐

d) Offering students opportunities to practice what they learned

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e)	Adapting teaching to meet the different needs of students			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f)	Helping students to manage their own emotions, thoughts, and behavior			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g)	Managing student behavior			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TQ_60_en-US

To what extent is your capacity to provide quality instruction in this target class currently hindered by any of the following issues?

Please select one choice in each row.

	Not at all	To some extent	Quite a bit	A lot
a)	Inability to control lighting levels			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b)	Bad acoustics (hard to hear)			

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Inability to control the heating system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Poor air quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Inability to adjust the air cooling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Lack of access to natural elements (e.g., trees, plants)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TQ_61_en-US

In your practice in the target class, to what extent can you do the following?

This question asks for your beliefs in your capabilities regardless of external constraints (e.g., lack of time, resources or opportunity, restrictive regulations).

Please select one choice in each row.

Not at all

To some extent

Quite a bit

A lot

a) Be aware of my students' feelings

☐☐☐☐

b) Show warmth to my students

☐☐☐☐

c) Care about the problems of my students

☐☐☐☐

d) Be empathetic towards my students

☐☐☐☐

e) Care about the social and emotional problems of my students

☐☐☐☐

TQ_62_en-US

Thinking about your teaching in the target class, how often do you focus on developing the following student skills?

Please select one choice in each row.

Never or almost
never

Occasionally

Frequently

Always

a) Understanding their own emotions, thoughts, or behavior

☐☐☐☐

b) Managing their own emotions, thoughts, or behavior

☐☐☐☐

c) Understanding the perspectives of others

☐☐☐☐

d) Empathizing with others

☐☐☐☐

e) Establishing and maintaining healthy relationships with others

☐☐☐☐

f) Making caring and constructive choices about their personal actions

☐☐☐☐

TQ_Headline_School_Climate_en-US

School Climate

TQ_69_en-US

How strongly do you agree or disagree with these statements, as applied to this school?

Please select one choice in each row.

Strongly disagree

Disagree

Agree

Strongly agree

- a) This school provides staff with opportunities to actively participate in school decisions.

☐☐☐☐

- b) This school provides parents or guardians with opportunities to actively participate in school decisions.

☐☐☐☐

- c) This school provides students with opportunities to actively participate in school decisions.

☐☐☐☐

- d) There is a collaborative school culture which is characterized by mutual support.

☐☐☐☐

- e) The school staff share a common set of beliefs about teaching and learning.

☐☐☐☐

f) The school staff enforces rules for student behavior consistently throughout the school.

☐☐☐☐

g) This school encourages staff to lead new initiatives.

☐☐☐☐

h) Teachers can rely on each other.

☐☐☐☐

i) Teachers take leadership roles in promoting a professional learning community.

☐☐☐☐

j) Teachers initiate and lead collaborative activities.

☐☐☐☐

k) Teachers lead their professional growth and development activities whenever possible.

☐☐☐☐

l) Teachers participate in non-teaching school events and projects.

☐☐☐☐

How strongly do you agree or disagree with the following statements about what happens in this school?

Please select one choice in each row.

Strongly disagree	Disagree	Agree	Strongly agree
a) Teachers and students usually get along well with each other.			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Most teachers believe that the students' wellbeing is important.			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Most teachers are interested in what students have to say.			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) If a student needs extra assistance, the school provides it.			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TQ_71_en-US

Thinking about the principal at this school, how strongly do you agree or disagree with the following statements?

Please select one choice in each row.

Strongly disagree

Disagree

Agree

Strongly agree

a) The principal has a clear vision for this school.

☐☐☐☐

b) The principal encourages cooperation among teachers to develop new teaching practices.

☐☐☐☐

c) The principal ensures that teachers take responsibility for improving their teaching skills.

☐☐☐☐

d) The principal ensures that teachers feel responsible for their students' learning outcomes.

☐☐☐☐

e) The principal encourages all staff to have a say on important decisions.

☐☐☐☐

f) The principal has good professional relationships with staff.

☐☐☐☐

g) The principal has good professional relationships with parents or guardians.

☐☐☐☐

h) The principal has good professional relationships with students.

☐☐☐☐

i) The principal ensures that teachers' performance is monitored effectively.

☐☐☐☐

j) The principal provides useful feedback to teachers and staff.

☐☐☐☐

TQ_73_en-US

Thinking about the general climate in this school, how strongly do you agree or disagree with the following statements?

Please select one choice in each row.

Strongly disagree

Disagree

Agree

Strongly agree

a) Teachers can rely on the school management team for professional support.

☐☐☐☐

b) The principal has confidence in the expertise of the teachers.

☐☐☐☐

c) Students can be counted on to do their school work.

☐☐☐☐

d) Students can be counted on to do their homework.

☐☐☐☐

TQ_74_en-US

How strongly do you agree or disagree with the following statements about student bullying at this school?

Please select one choice in each row.

Strongly disagree

Disagree

Agree

Strongly agree

a) Teachers at this school make it clear to students that bullying is not tolerated.

☐☐☐☐

b) At this school, students tell teachers when other students are being bullied.

☐☐☐☐

c) There are adults at this school students could turn to if they had a personal problem.

☐☐☐☐

d) The teachers at this school are genuinely concerned about the students.

☐☐☐☐

e) Bullying among students is a problem at this school.

☐☐☐☐

TQ_75_en-US

How strongly do you agree or disagree with the following statements about student harassment at this school?

Please select one choice in each row.

Strongly disagree

Disagree

Agree

Strongly agree

a) Students at this school get teased about their clothing or physical appearance.

☐☐☐☐

b) Students at this school get put down because of their ethnicity.

☐☐☐☐

- c) Students at this school get teased about their gender expression and sexuality (e.g., comments about students not acting "masculine" or "feminine" enough, homophobic, or transphobic remarks).

☐☐☐☐

- d) There are adults at this school that students belonging to ethnic/national minorities or Indigenous communities could turn to if they were discriminated against.

☐☐☐☐

- e) There are adults at this school students could turn to if they were discriminated against based on gender expressions and sexuality.

☐☐☐☐

TQ_76_en-US

How strongly do you agree or disagree with the following statements about changes in this school, regardless of whether these were initiated by the school or externally?

Please select one choice in each row.

Strongly disagree

Disagree

Agree

Strongly agree

- a) Too many change initiatives are introduced at this school.

☐☐☐☐

b) I am tired of all the changes in this school.

☐☐☐☐

c) We are asked to change too many things in this school.

☐☐☐☐

d) It feels like we are always being asked to change something around here.

☐☐☐☐

e) I would like to see a period of stability before we change anything else in this school.

☐☐☐☐

f) I am asked to implement change initiatives without the necessary resources.

☐☐☐☐

TQ_Headline_Occupational_Perceptions_en-US

Occupational Perceptions

TQ_77_en-US

How important are the following factors for you as a teacher?

Please select one choice in each row.

Not important at all	Of low importance	Of moderate importance	Of high importance
a) Teaching suits my abilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Teaching is a secure job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Working hours fit with my family responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Teaching offers flexibility (e.g., travel, part-time, family commitments).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Teaching allows me to influence the next generation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Teaching allows me to work against social disadvantage.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

☐☐☐☐

g) Teaching makes a worthwhile social contribution.

☐☐☐☐

h) I like working with children/adolescents.

☐☐☐☐

i) Teaching allows me to exercise autonomy.

☐☐☐☐

TQ_78_en-US

For how many more years do you want to continue to work as a teacher?

Please enter a number.

Years

TQ_79_en-US

How likely are each of the following factors to cause you to leave teaching in the next five years?

Please select one choice in each row.

	Not at all likely	Not very likely	Likely	Very likely
a) A non-teaching position within education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) A job outside of education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Further education or training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Personal or family reasons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Retirement from work sector	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

In your experience as a teacher at this school, to what extent do the following occur?

Please select one choice in each row.

	Not at all	To some extent	Quite a bit	A lot
a) I experience stress in my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) My job leaves me time for my personal life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) My job negatively impacts my mental health.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) My job negatively impacts my physical health.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TQ_81_en-US

Thinking about your job at this school, to what extent are the following sources of stress in your work?

Please select one choice in each row.

Not at all

To some extent

Quite a bit

A lot

a) Having too much lesson preparation

☐☐☐☐

b) Having too many lessons to teach

☐☐☐☐

c) Having too much grading

☐☐☐☐

d) Having too much administrative work to do (e.g., filling out forms)

☐☐☐☐

e) Having extra duties due to absent teachers

☐☐☐☐

f) Being held responsible for students' achievement

☐☐☐☐

g) Maintaining classroom discipline

☐☐☐☐

h) Being intimidated or verbally abused by students

☐☐☐☐

i) Keeping up with changing requirements from local school district or state education authorities.

☐☐☐☐

j) Addressing parent or guardian concerns

☐☐☐☐

k) Modifying lessons for students with special education needs

☐☐☐☐

l) Being held responsible for students' social and emotional wellbeing

☐☐☐☐

m) Keeping up with curriculum or program changes in this school

☐☐☐☐

n) Having too much work on diversity and equity issues, concerns, or conflicts

☐☐☐☐

o) Having to adapt my work due to unexpected disruptions (e.g., natural disasters, public health emergencies/pandemics, humanitarian crises)

☐☐☐☐

p) Keeping up with professional learning

☐☐☐☐

TQ_82_en-US

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 choice in each row.

Strongly disagree

Disagree

Agree

Strongly agree

a) The advantages of being a teacher clearly outweigh the disadvantages.

☐☐☐☐

b) If I could decide again, I would still choose to work as a teacher.

☐☐☐☐

c) I would like to change to another school if that were possible.

☐☐☐☐

d) I regret that I decided to become a teacher.

☐☐☐☐

e) I enjoy working at this school.

☐☐☐☐

f) I wonder whether it would have been better to choose another profession.

☐☐☐☐

g) I would recommend this school as a good place to work.

☐☐☐☐

h) I think that the teaching profession is valued in society.

☐☐☐☐

i) I am satisfied with my performance in this school.

☐☐☐☐

j) All in all, I am satisfied with my job.

☐☐☐☐

TQ_83_en-US

How strongly do you agree or disagree with the following statements?

Please select one choice in each row.

Strongly disagree

Disagree

Agree

Strongly agree

a) I am satisfied with the salary I receive for my work.

☐☐☐☐

b) Apart from my salary, I am satisfied with the terms of my teaching contract/employment (e.g., benefits, work schedule).

☐☐☐☐

c) Teachers are valued by students in this school.

☐☐☐☐

d) Teachers are valued by parents/guardians in this school.

☐☐☐☐

e) Teachers' views are valued by policymakers in this country.

☐☐☐☐

f) Teachers can influence educational policy in this country.

☐☐☐☐

g) Teachers are valued in the media in this country.

☐☐☐☐

How strongly do you agree or disagree with these statements about your experiences as a teacher?

Please select one choice in each row.

Strongly disagree	Disagree	Agree	Strongly agree
a) I like the subject(s) that I teach.			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I often feel happy while I teach.			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I generally teach with enthusiasm.			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) The interesting challenges of teaching give me satisfaction.			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TQ_85 (Version A)_en-US

Thinking about education at the 7th, 8th, and/or 9th grade level as a whole, what is your single most important recommendation to stakeholders or policy makers in this country?

TQ_Headline_End_en-US

This is the end of the questionnaire.

Thank you very much for your participation!

TQ_16_ADL_en-US

Approximately how many 60-minute hours did you spend on the following tasks during your most recent complete calendar week, in your job at this school?

Include tasks that took place during weekends, evenings, or other out of class hours. Exclude all time spent teaching, as this was recorded in the previous question.

Rough estimates are sufficient.

If you did not perform the task during the most recent complete calendar week, enter 0 (zero).

Round to the nearest whole hour.

a) Individual planning or preparation of lessons either at school or out of school

Hours

b) Teamwork and dialogue with colleagues within this school

Hours

c) Grading/correcting of student work

Hours

d) Counseling students (including student supervision, mentoring, virtual counseling, career guidance, and behavior guidance)

Hours

e) Participation in school management

Hours

f) General administrative work (including communication, paperwork, and other clerical duties)

Hours

g) Professional learning activities

Hours

h) Communication and cooperation with parents or guardians

Hours

i) Engaging in extracurricular activities (e.g., sports and cultural activities after school)

Hours

j) Developing students' test-taking skills to improve performance on mandated assessments

Hours

k) Administering, proctoring, and scoring mandated assessments

Hours

l) Other work tasks

Hours

TQ_21 (LRN)_ADL_en-US

Were any of the topics listed below included in your professional learning activities during the last 12 months?

'Students with special education needs' are those for whom a special learning need has been formally identified due to mental, physical, or emotional characteristics. Often they will be those for whom additional public or private

resources (personnel, material, or financial) have been provided to support their education.

'Environmental sustainability' means meeting the needs of the present without compromising the ability of future generations to meet their own needs. It involves the conservation of natural resources and the protection of Earth's ecological systems. Climate change is one of the main threats to environmental sustainability.

'Artificial intelligence' is the capacity for computers to perform tasks traditionally thought to involve human intelligence. This can include making predictions, suggesting decisions, or generating text.

Please select one choice in each row.

	Yes	No
a) Knowledge and understanding of my subject field(s)	<input type="checkbox"/>	<input type="checkbox"/>
b) The pedagogy of the subject matter(s) I teach	<input type="checkbox"/>	<input type="checkbox"/>
c) Knowledge of the curriculum	<input type="checkbox"/>	<input type="checkbox"/>
d) Student assessment practices	<input type="checkbox"/>	<input type="checkbox"/>
e) Pedagogical skills for incorporating digital resources and tools into teaching	<input type="checkbox"/>	<input type="checkbox"/>

f) Technical skills for the use of digital resources and tools

☐☐

g) Using artificial intelligence for teaching and learning

☐☐

h) Classroom management for student behavior

☐☐

i) School management and administration

☐☐

j) Approaches to individualized learning

☐☐

k) Teaching students with special education needs

☐☐

l) Teaching in a multicultural or multilingual setting

☐☐

m) Analysis and use of student assessments

☐☐

n) Teacher-parent/guardian cooperation

☐☐

o) Methods for supporting students' social and emotional learning

☐☐

p) Knowledge and understanding of environmental sustainability

☐☐

q) Implementation of national/state curriculum standards or Common Core standards

☐☐

r) Other

☐☐

TQ_24 (LRN)_ADL_en-US

For each of the areas listed below, please indicate the extent to which you currently need professional learning activities.

Please select one choice in each row.

No need at present

Low level of need

Moderate level of
need

High level of need

a) Knowledge and understanding of my subject field(s)

☐☐☐☐

b) The pedagogy of the subject matter(s) I teach

☐☐☐☐

c) Knowledge of the curriculum

☐☐☐☐

d) Student assessment practices

☐☐☐☐

e) Pedagogical skills for incorporating digital resources and tools into teaching

☐☐☐☐

f) Technical skills for the use of digital resources and tools

☐☐☐☐

g) Skills for using artificial intelligence for teaching and learning

☐☐☐☐

h) Classroom management for student behavior

☐☐☐☐

i) School management and administration

☐☐☐☐

j) Approaches to individualized learning

☐☐☐☐

k) Teaching students with special education needs

☐☐☐☐

l) Teaching in a multicultural or multilingual setting

☐☐☐☐

m) Analysis and use of student assessments

☐☐☐☐

n) Teacher-parent/guardian cooperation

☐☐☐☐

o) Methods for supporting students' social and emotional learning

☐☐☐☐

p) Knowledge and understanding of environmental sustainability

☐☐☐☐

q) Implementation of national/state curriculum standards or Common Core standards

☐☐☐☐

TQ_25 (LRN)_ADL_en-US

How strongly do you agree or disagree that the following present barriers to your participation in professional learning?

Please select one choice in each row.

Strongly disagree

Disagree

Agree

Strongly agree

a) I do not have the prerequisites needed to attend (e.g., qualifications, experience, seniority).

☐☐☐☐

b) Professional learning is too expensive.

☐☐☐☐

c) There is a lack of employer support.

☐☐☐☐

d) Professional learning conflicts with my work schedule.

☐☐☐☐

e) I do not have time due to other commitments or responsibilities.

☐☐☐☐

f) There is no relevant professional learning offered.

☐☐☐☐

g) There are no incentives for participating in professional learning.

☐☐☐☐

h) Professional learning is not accessible due to distance.

☐☐☐☐

i) Professional learning is not accessible due to inadequate digital resources.

☐☐☐☐

j) The professional learning offered is of poor quality.

☐☐☐☐

TQ_29_ADL_en-US

In which language(s) do you regularly read, write, or communicate?

Please select as many choices as appropriate.

☐

English

☐

Spanish

☐

Arabic

☐ Chinese

☐ Other, please specify

TQ_48_ADL_en-US

Into which subject category does this target class primarily fall?

Please select one choice.

☐ Reading, writing, and literature
Includes reading and writing (and literature) in English, language arts, public speaking, composition, communications, journalism

☐ English as a Second Language (ESL)
Includes ESL or bilingual education in support of students' subject matter learning

☐ Mathematics
Includes basic and general mathematics, geometry, pre-algebra, algebra, business and applied mathematics, statistics and probability, trigonometry, calculus, and pre-calculus

☐ Science
Includes general or integrated science, physics, physical science, chemistry, biology or life science, human biology, environmental science, Earth science

Social studies/Social science

☐

Includes general social studies, anthropology, economics, geography, government or civics, history, humanities, philosophy, psychology, sociology

Modern foreign languages

☐

Includes languages other than English (e.g., French, German, Spanish, ASL)

Classical Greek and/or Latin

☐

Technology

☐

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

Arts

☐

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

Physical and health education

☐

Includes physical education, gymnastics, dance, health

Religion and/or ethics

☐

Includes religion, history of religions, religion culture, ethics

Business Studies

☐

Includes accounting, business management, business principles and ethics, marketing and distribution

Practical and vocational skills

☐

Includes vocational skills (preparation for a specific occupation), agriculture and natural resources, domestic science, career education, clothing and textiles, construction trades, cosmetology, culinary arts,

*driving, health occupations, home economics, mechanics and repair,
polytechnic courses, secretarial studies, tourism and hospitality, handicraft*

☐ Special Education
Includes education of students with special needs

☐ Other

TQ_Cover_ADL_en-US



**Organization for Economic Cooperation and Development
(OECD)**

Teaching and Learning International Survey (TALIS) 2024

Teacher Questionnaire

Teachers of Students in Grades 7, 8, and/or 9

Main Survey Version

United States

The National Center for Education Statistics (NCES) is authorized to conduct the Teaching and Learning International Survey (TALIS) by the Education Sciences Reform Act of 2002 (ESRA 2002, 20 U.S.C. §9543). The data are being collected for NCES by Westat, a U.S.-based research organization. All of the information you provide may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (20 U.S.C. §9573 and 6 U.S.C. §151).

According to the Paperwork Reduction act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this voluntary information collection is 1850-0888. The time required to complete this information collection is estimated to average 45-60 minutes per teacher, including the time to review instructions, gather the data needed, and complete and review the information collection. If you have any comments or concerns regarding the accuracy of the time estimate(s), suggestions for improving the form, or questions about the status of your individual submission of this form, write directly to: Teaching and Learning International Survey (TALIS), National Center for Education Statistics (NCES), Potomac Center Plaza, 550 12th Street, SW, 4th floor, Washington, DC 20202.

OMB No. 1850-0888, Approval Expires 12/31/2025

National Center for Education Statistics
Potomac Center Plaza
550 12th Street, SW, 4th floor
Washington, DC 20202

International Consortium

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

Australian Council for Educational Research (ACER), Australia

RAND Europe, United Kingdom

cApStAn Linguistic Quality Control, Belgium

TQ_Introduction_ADL_en-US

About TALIS 2024

The fourth Teaching and Learning International Survey (TALIS 2024) is an international survey that offers the opportunity for teachers and principals to provide input into education analysis and policy development. TALIS is being coordinated by the Organization for Economic Cooperation and Development (OECD). The United States, along with more than 50 other countries, is taking part in the survey. In the United States, TALIS is being conducted by the National Center for Education Statistics (NCES), within the U.S. Department of Education.

International comparisons from TALIS will allow participants to identify common challenges and to learn from other policy approaches. Principals and teachers will provide information about teaching and learning issues such as their education and professional learning, professional and pedagogical practices, occupational perceptions, and institutional environments and management as well as contemporary issues for education systems such as diversity and equity, social and emotional learning of students, educational uses of technology, and environmental and sustainability education.

In the TALIS study, it is our intention to draw a picture of the different educational practices in all the participating countries. Countries and individuals may differ in their educational approaches. We rely on your expertise to describe your work and opinions as accurately as possible.

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

Confidentiality

NCES is authorized to collect information from the questionnaire under the Education Sciences Reform Act of 2002 (ESRA 2002, 20 U.S.C. §9543). You do not have to provide the information requested. However, the information you

provide will help the U.S. Department of Education's ongoing efforts to understand better how the educational system in the United States compares to that in other countries. There are no penalties should you choose not to participate in this study. All of the information you provide may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (20 U.S.C. §9573 and 6 U.S.C. §151). Your responses will be combined with those from other participants to produce summary statistics and reports.

About the Questionnaire

- This questionnaire should take between 45 and 60 minutes on average to complete.
- When questions refer to 'this school' we mean by 'school': a division of the school system consisting of students in one or more grades and organized to give instruction of a defined type. One school may share a building with another school or one school may be housed in many buildings.
- Guidelines for answering the questions are typed in italics. Most questions can be answered by selecting the one most appropriate answer.
- When in doubt about any aspect of the questionnaire, or if you would like more information about the questionnaire or the study, you can reach us by using the following contact details:
 - TALIS Help Desk:
 - Phone: 1-855-727-9591
 - Email: TALISHelp@westat.com
- Or write to us directly at the following mailing address:
 - Teaching and Learning International Survey
 - National Center for Education Statistics
 - Institute of Education Sciences, U.S. Department of Education
 - Potomac Center Plaza
 - 550 12th Street, SW, 4th floor
 - Washington, DC 20202, USA

Thank you very much for your participation!

TQ_03_ADL_en-US

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

Please select one choice.

- ☐ I did not complete high school
- ☐ High school
- ☐ Associate's degree (2-year college program)
- ☐ Bachelor's degree (4-year college program)
- ☐ Master's degree or professional degree (e.g., MD, DDS, lawyer, minister)
- ☐ Doctorate (Ph.D. or Ed.D.)

TQ_38_a_en-US

Thinking about the use of artificial intelligence in education, how strongly do you agree or disagree with the following statements?

'Artificial intelligence' is the capacity for computers to perform tasks traditionally thought to involve human intelligence. This can include making predictions, suggesting decisions, or generating text.

Please select one choice in each row.

Strongly
disagree

Disagree

Agree

Strongly agree

I don't know

a) Artificial intelligence helps teachers write or improve lesson plans.

☐☐☐☐☐

b) Artificial intelligence enables teachers to adapt learning material to different students' abilities.

☐☐☐☐☐

c) Artificial intelligence assists teachers in supporting students individually.

☐☐☐☐☐

d) Artificial intelligence supports students with specific needs (e.g., multilingual learners, students with special education needs).

☐☐☐☐☐

e) Artificial intelligence helps teachers automate administrative tasks.

☐☐☐☐☐

f) Artificial intelligence enables students to misrepresent others' work as their own.

☐☐☐☐☐

g) Artificial intelligence makes recommendations that may not be appropriate or correct.

☐☐☐☐☐

h) Artificial intelligence amplifies biases that reinforce students' misconceptions.

☐☐☐☐☐

i) Artificial intelligence jeopardizes the privacy and security of student data.

☐☐☐☐☐

j) Artificial intelligence suggests unsuitable pedagogical approaches that teachers would use with students.

☐☐☐☐☐

TQ_39_a_en-US

During the last 12 months, have you used artificial intelligence in your teaching or to facilitate student learning?

Please select one choice.

☐ Yes

☐ No

TQ_40_a_en-US

Have you used artificial intelligence in the following ways in your teaching or to facilitate student learning?

Please select one choice in each row.

Yes

No

a) To assess or grade student work

☐☐

b) To efficiently learn about and summarize a topic

☐☐

c) To generate lesson plans or activities

☐☐

d) To support students with special education needs

☐☐

e) To automatically adjust the difficulty of lesson materials according to students' learning needs	<input type="checkbox"/>	<input type="checkbox"/>
f) To generate text for student feedback or parent/guardian communications	<input type="checkbox"/>	<input type="checkbox"/>
g) To review data on student participation or performance	<input type="checkbox"/>	<input type="checkbox"/>
h) To help students practice new skills in real-life scenarios (e.g., foreign language learning, creative writing, computer coding, problem solving)	<input type="checkbox"/>	<input type="checkbox"/>
i) Other	<input type="checkbox"/>	<input type="checkbox"/>

TQ_41_a_en-US

Are the following reasons why you don't use artificial intelligence in your teaching or to facilitate student learning?

Please select one choice in each row.

Yes

No

a) My school lacks the digital resources and tools infrastructure to use artificial intelligence.

☐☐

b) I do not have the knowledge and skills to teach using artificial intelligence.

☐☐

c) I do not believe we should use artificial intelligence in teaching.

☐☐

d) My school does not allow the use of artificial intelligence in teaching.

☐☐

e) I feel overwhelmed by integrating new technologies in my teaching.

☐☐

f) Other

☐☐

TQ_Start_en-US



**Organization for Economic Cooperation and Development
(OECD)**

Teaching and Learning International Survey (TALIS) 2024