

# SURVEYING PRINCIPALS AND TEACHERS: METHODOLOGICAL INSIGHTS INTO THE DESIGN OF THE REFORMED QUESTIONNAIRES

## REFORMED Methodological Notes No. 2

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This note describes the methodology behind the design of the REFORMED Survey questionnaires. The Survey constitutes one of the main pillars of REFORMED RS2 which is aimed at exploring the intricate relationship between SAWA policies, contextual contingencies and policy enactment dynamics. The aim of this note is essentially twofold. On the one hand, it provides detailed information on the key concepts used in RS2 as well as the theoretical underpinnings and content of the questionnaires. On the other hand, it presents a detailed overview of the methodological steps followed to conceive and develop them. The information contained in this note is relevant for those researchers who want to use the data collected through the REFORMED Survey. It also provides useful methodological insights that can be valuable for those who want to undertake similar research endeavours.

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## APPENDIX: REFORMED SOURCE QUESTIONNAIRES<sup>9</sup>

### Principal questionnaire

The REFORMED team cordially invites you to participate in this survey focusing on schools' organizational dynamics, educational practices, and teaching methods, as well as teachers' and school leaders' opinions on and experiences with recent educational reforms.

***Your participation will make an invaluable contribution to our research!***

*The survey will take around 30 minutes to complete.*

*The data collected from the survey will be anonymized and securely stored. This study follows the EU General Data Protection Regulation (GDPR). The survey is completely voluntary and you may opt out at any time. By completing and submitting the survey, you give informed consent to participate in the study.*

***Many thanks for your collaboration!***

*If you have any questions about this project, do not hesitate to contact us at [e-mail address of case responsible]*

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#### WHAT IS YOUR FUNCTION IN THIS SCHOOL?

- ☐ Principal
- ☐ Vice-principal
- ☐ [Other relevant leadership functions according to the case]
- ☐ Other, please specify: \_\_\_\_

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#### WHAT YEAR DID YOU START WORKING IN THIS SCHOOL?

[Dropdown menu with years]

#### BEFORE YOUR RECRUITMENT AS [PIPED TEXT WITH LEADERSHIP FUNCTION] WERE YOU A TEACHER IN THIS SCHOOL?

- ☐ Yes
- ☐ No

---Page Break---

Display if have been previously a teacher of the school = Yes

#### IN WHAT YEAR DID YOU BECOME THE [PIPED TEXT WITH LEADERSHIP FUNCTION] OF THIS SCHOOL?

[Dropdown menu with years]

#### IN THE PAST HAVE YOU EVER BEEN THE PRINCIPAL OR PART OF THE MANAGEMENT TEAM IN ANY OTHER SCHOOL?

- ☐ Yes
- ☐ No

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<sup>9</sup> Source questionnaires do not include country-specific questions when these apply only to one country case. For these questions, see the methodological note or the country-specific questionnaires.

## PLEASE INDICATE YOUR GENDER:

- ☐ Male
- ☐ Female
- ☐ Other

## PLEASE INDICATE YOUR AGE (IN DIGITS):

-----

---Page Break---

## WE WILL START BY ASKING YOU SOME QUESTIONS ABOUT YOUR SCHOOL.

*All cases, except Norway public schools*

## WHERE DO THE STUDENTS OF THIS SCHOOL TRAVEL FROM?

*Please estimate the approximate percentage of students travelling from the following areas.**The total must be 100%.*

From within the school's neighbourhood: \_\_\_\_

From within the municipality (but beyond the school's district: \_\_\_\_

From other municipalities: \_\_\_\_

*[Other case-specific options]*

---Page Break---

*All cases, except Norway public schools*

## OVER THE LAST THREE YEARS, TO WHAT EXTENT HAVE YOU TRIED TO ENROLL...

	Not at all	A little	Some	A lot	Completely
...children whose parents share similar values with this school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... children whose parents seem to be particularly engaged in the education of their child?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

---Page Break---

All cases, except Norway public schools

## HOW IMPORTANT ARE THE FOLLOWING FACTORS WHEN STUDENTS ARE BEING CONSIDERED FOR ADMISSION TO YOUR SCHOOL?

Please indicate your answer on a scale of 1 to 7, where 1 indicates “Not at all important” and 7 indicates “Extremely important”.

	Not at all important 1	2	3	4	5	6	Extremely important 7
Proximity of residence to the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Proximity of the parents' workplace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Siblings attending the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents' matching the profile of the school (including values, educational project, religious preferences, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
case is not The Netherlands							
The school's own admission test	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Only for secondary schools							
Student achievement as indicated in their report card	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other, please specify:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

---Page Break---

All cases, except Norway public schools

WHICH BEST DESCRIBES THE NUMBER OF APPLICATIONS COMPARED TO THE AVAILABLE PLACES IN THE SCHOOL IN THE LAST THREE YEARS?

	Many more places than applications	A few more places than applications	The same number of applications as places	A few more than applications places	Many more than applications places
2018/2019	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2017/2018	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2016/2017	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

---Page Break---

Display This Question if Leadership function in the school = principal or vice-principal

### TO PROMOTE YOUR SCHOOL, HOW IMPORTANT ARE THE FOLLOWING ACTIVITIES?

Please indicate your answer on a scale of 1 to 7, where 1 indicates “Not at all important” and 7 indicates “Extremely important”.

	Not important at 1	2	3	4	5	6	Extremely important 7
Organizing school open days	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in school fairs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For primary schools and not The Netherlands							
Organizing visits to Kindergarten	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For secondary schools							
Organizing visits to primary schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Updating the school website and/or the Facebook page, Instagram of the school, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Giving parents the opportunity to arrange ad-hoc visits to the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Netherlands							
Updating information on the Vensters voor Verantwoording website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other, please specify:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

---Page Break---

All cases except Norway (public schools)

APPROXIMATELY, HOW MANY SCHOOLS WOULD YOU SAY PARENTS CONSIDER AS AN ALTERNATIVE TO YOUR SCHOOL WHEN DECIDING WHERE TO ENROLL THEIR CHILDREN? \_\_\_\_

---Page Break---

Display This Question if case is not Norway (public schools) And If Number of competitors is Greater Than 0

YOU SAID THAT THERE ARE [N. OF COMPETITORS] SCHOOL/S CONSIDERED BY PARENTS AS AN ALTERNATIVE TO YOUR SCHOOL, WHERE IS/ARE THIS/THESE SCHOOL/S LOCATED?

The total must equal [n. of competitors]

From within the school's neighbourhood: \_\_\_\_

From within the municipality (but beyond the school's district: \_\_\_\_

From other municipalities: \_\_\_\_

[Other case-specific options]

---Page Break---

IN COMPARISON TO OTHER SCHOOLS IN THE SCHOOL LOCAL COMMUNITY, HOW IS THE REPUTATION OF YOUR SCHOOL?

- ☐ Considerably above average
- ☐ Above average
- ☐ Average
- ☐ Below average
- ☐ Considerably below average

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HOW MUCH PRESSURE DO YOU, AS THE [PIPED TEXT WITH LEADERSHIP FUNCTION], FEEL TO OBTAIN OR MAINTAIN A SUFFICIENT NUMBER OF STUDENTS AT YOUR SCHOOL?

Please indicate your answer on a scale of 1 to 7, where 1 indicates "Not at all" and 7 indicates "An extreme amount".

- ☐ Not at all 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ An extreme amount 7

---Page Break---

DOES YOUR SCHOOL PARTICIPATE IN ANY COLLABORATIVE PROJECTS, NETWORKS OR REGULAR ACTIVITIES WITH OTHER SCHOOLS?

- ☐ Yes, please indicate how many schools you collaborate with: \_\_\_\_\_
- ☐ No

---Page Break---



*Display This Question if Collaboration with other schools = Yes*

**YOU SAID THAT YOUR SCHOOL COLLABORATES WITH [N. OF COLLABORATING SCHOOLS] SCHOOLS. HOW MANY OF THEM ARE:**

*As categories are not exclusive, in each row you may indicate up to [n. of collaborating schools] schools.*

Neighbouring schools: \_\_\_\_

Schools that have a similar pedagogical approach: \_\_\_\_

*Only if not public:* Schools of the same religious order (if applicable): \_\_\_\_

*All cases, except Spanish ones:* Schools that have the same [administrator/school owner].

Other, please specify: \_\_\_\_

---Page Break---

*Display This Question if Collaboration with other schools = Yes*

**HOW OFTEN DOES YOUR SCHOOL PARTICIPATE IN COLLABORATIVE PROJECTS, NETWORKS OR REGULAR ACTIVITIES WITH OTHER SCHOOLS?**

- Monthly or more than monthly
- More than once a year but less than monthly
- Once a year
- Less than once a year

**WHY DOES YOUR SCHOOL PARTICIPATE IN THESE COLLABORATIVE ACTIVITIES WITH OTHER SCHOOLS?**

*(Multiple answers possible)*

- ☐ To share knowledge and experiences
- ☐ To establish common ways to assess and evaluate our students
- ☐ To develop a common pedagogical plan
- ☐ To increase the visibility of our schools
- ☐ To influence local and/or national policy making
- ☐ Other, please specify: \_\_\_\_\_

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**WHO MAKES THE DECISIONS CONCERNING THIS SCHOOL IN THE FOLLOWING DOMAINS?**

Please select all the actors that have some room for decision-making in the following domains.

(List of domains)

- Budget allocation
- Selection of school principals
- Selection of new teachers
- All cases, except Norway: Teachers' salary increases/Teachers' promotion
- All cases, except Norway: Students' admission into the school
- All cases: Curriculum adjustment (curricular objectives and/or contents) The Netherlands: curriculum development
- Choice of textbooks and teaching materials
- Content of in-service training
- Assessment of teaching quality
- Teaching methods
- Students' assessment criteria and procedures
- The Netherlands: Choice of eindtoets
- The Netherlands: Choice of LVS
- The raising and use of private funds

[List of case-specific relevant actors from Ministry of Education, local and regional actors to school actors].

I do not know

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**SOME SCHOOLS ORGANIZE INSTRUCTION DIFFERENTLY FOR STUDENTS WITH DIFFERENT ABILITIES. WHAT IS YOUR SCHOOL POLICY REGARDING THIS?**

Students are grouped by ability:

- For all subjects
- For some subjects
- For some activities or projects
- Never

---Page Break---

Display This Question if Ability grouping = For some subjects

**FOR WHICH SUBJECTS ARE STUDENTS GROUPED BY ABILITY?**

(Multiple choice possible)

[Dropdown menu with case-specific subjects]

---Page Break---

Display This Question if Ability grouping = For all subjects Or If Subjects of Ability grouping Is Greater Than 1

**THESE GROUPS...**

- ...are always the same
- ...change according to the subject

---Page Break---

## TO WHAT EXTENT DO THE FOLLOWING SOURCES/PRACTICES PROVIDE USEFUL INFORMATION AND GUIDANCE TO IMPROVE THE QUALITY OF TEACHING IN YOUR SCHOOL?

	None at all	A little	Some	A lot	Absolutely	Not applicable. We do not use/do it
Feedback from colleagues and/or mentors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feedback from parents or guardians/students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Chile:</i> Feedback from inspector's service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
National test results and/or discussions around them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>The Netherlands:</i> Student monitoring system (LVS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom exam results. <i>In the Netherlands:</i> Classroom test results (such as method tests)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Chile:</i> Results of the teacher evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In-service training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Publications by experts (books, articles, internet, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
External consultancy (private providers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Chile, the Netherlands &amp; Norway:</i> Students' and/or parents' surveys	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Chile:</i> Feedback from the Supervisor of the Ministry of Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Chile:</i> Feedback from the Quality Agency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Norway:</i> Medarbejderundersøkelse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Chile:</i> Feedback and supervision from the Sostenedor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Chile:</i> Results of SEPA test	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>The Netherlands:</i> Feedback from the school board	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other, please specify:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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THE FOLLOWING QUESTIONS WILL FOCUS ON THE [NATIONAL TEST] AND ON THE DATA THAT IT GENERATES.

*All cases except Norway*

IMAGINE THAT YOUR SCHOOL HAS OBTAINED BAD RESULTS IN THE LAST STANDARDISED TEST.

YOU WANT TO IMPROVE THE RESULTS FOR THE COMING YEARS. WHICH OF THE FOLLOWING STRATEGIES WOULD YOU ADOPT?

*When you answer, consider that your school situation is the same as it is now: your colleagues are the same, the school inspector/s is/are the same, your students are the same, so are their parents.*

*Even if you aren't entirely sure or if in your context some actions are not possible, please indicate which of the two you would prefer.*

*[Two potential strategies with a randomized selection of the following features are presented. The order of dimension is also randomized]*

DIMENSION	[FEATURES]
Educational approach	<ul style="list-style-type: none"> <li>Continue with current teaching practices</li> <li>Modify the curriculum according to the competence tested</li> <li>Dedicate more class time to practice for the test</li> </ul>
Staff management	<ul style="list-style-type: none"> <li>Make no change in the management of the staff</li> <li>Provide professional development to the teachers whose students got bad results in the test</li> <li>Try to place teachers whose students got bad results in grades not affected by the test</li> </ul>
Students' targeting	<ul style="list-style-type: none"> <li>Do not target students with any specific profile</li> <li>Encourage parents of high-performing students to enrol their children in your school</li> <li>Dissuade parents of low-performing students to enrol their children in your school</li> </ul>
Policy for student admission in case of oversubscription	<ul style="list-style-type: none"> <li>Admit students through a lottery system</li> <li>Admit students based on criteria such as proximity, siblings already at the school, and having social or special needs</li> <li>Admit students based on their reports from previous school and/or interviews with parents</li> </ul>

WHICH OF THE TWO STRATEGIES WOULD YOU ADOPT?

- ☐ Strategy A
- ☐ Strategy B

---Page Break---

ON A SCALE OF 1 TO 7, WHERE 1 INDICATES THAT YOU WOULD NEVER FOLLOW STRATEGY A, AND 7 THAT YOU WOULD FOLLOW THIS STRATEGY WITHOUT A DOUBT, PLEASE INDICATE TO WHAT EXTENT YOU WOULD FOLLOW STRATEGY A:

- ☐ 7 I would follow Strategy A without a doubt
- ☐ 6
- ☐ 5
- ☐ 4
- ☐ 3
- ☐ 2
- ☐ 1 I would never follow Strategy A

ON A SCALE OF 1 TO 7, WHERE 1 INDICATES THAT YOU WOULD NEVER FOLLOW STRATEGY B, AND 7 THAT YOU WOULD FOLLOW THIS STRATEGY WITHOUT A DOUBT, PLEASE INDICATE TO WHAT EXTENT YOU WOULD FOLLOW STRATEGY B:

- ☐ 7 I would follow Strategy B without a doubt
- ☐ 6
- ☐ 5
- ☐ 4
- ☐ 3
- ☐ 2
- ☐ 1 I would never follow Strategy B

---Page Break---

AND BETWEEN THESE TWO STRATEGIES?

*[Two further potential strategies with a randomized selection of the features are presented. The order of dimension is also randomized]*

WHICH OF THE TWO STRATEGIES WOULD YOU ADOPT?

- ☐ Strategy A
- ☐ Strategy B

---Page Break---

ON A SCALE OF 1 TO 7, WHERE 1 INDICATES THAT YOU WOULD NEVER FOLLOW STRATEGY A, AND 7 THAT YOU WOULD FOLLOW THIS STRATEGY WITHOUT A DOUBT, PLEASE INDICATE TO WHAT EXTENT YOU WOULD FOLLOW STRATEGY A:

- ☐ 7 I would follow Strategy A without a doubt
- ☐ 6
- ☐ 5
- ☐ 4
- ☐ 3
- ☐ 2
- ☐ 1 I would never follow Strategy A

ON A SCALE OF 1 TO 7, WHERE 1 INDICATES THAT YOU WOULD NEVER FOLLOW STRATEGY B, AND 7 THAT YOU WOULD FOLLOW THIS STRATEGY WITHOUT A DOUBT, PLEASE INDICATE TO WHAT EXTENT YOU WOULD FOLLOW STRATEGY B:

- ☐ 7 I would follow Strategy B without a doubt
- ☐ 6
- ☐ 5
- ☐ 4
- ☐ 3
- ☐ 2
- ☐ 1 I would never follow Strategy B

---Page Break---

	Not at all/None at all	A little	Some	A lot	Completely
<i>case is not Norway</i>					
IN YOUR SCHOOL HAS [NATIONAL TEST] LED TO A REDISTRIBUTION OF RESOURCES (TIME, PERSONNEL, AND BUDGET) IN FAVOR OF THE SUBJECT AREAS AND COMPETENCES THAT ARE TESTED?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TO WHAT EXTENT HAS THE EXISTENCE OF LEARNING STANDARDS INFLUENCED THE PEDAGOGICAL APPROACH OF THIS SCHOOL?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
IN YOUR SCHOOL, TO WHAT EXTENT IS [NATIONAL TEST] TAKEN INTO ACCOUNT WHEN TAKING DECISIONS ABOUT CURRICULAR CONTENT?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>For Norway</i>					
IN YOUR SCHOOL HAS [NATIONAL TEST] LED TO A REDISTRIBUTION OF RESOURCES (TIME, PERSONNEL, AND BUDGET) IN FAVOR OF COMPETENCES THAT ARE TESTED?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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## IN YOUR SCHOOL, WHAT ARE THE RESULTS OF [NATIONAL TEST] USED FOR?

*(Multiple choice possible)*

- ☐ To define and monitor our school improvement plan.
- ☐ To identify students with a need for more support and follow-up
- ☐ To assess teachers' work.
- ☐ To take decisions about professional development activities for teachers
- ☐ To inform parents about the school achievement
- ☐ To group students (by achievement) for instructional purposes
- ☐ To reward well-performing teachers
- ☐ To compare our performance with that of other schools
- ☐ To adjust the curriculum accordingly

*case is not Norway*

- ☐ To report among the teaching staff

*case = The Netherlands Or Catalonia and Madrid (secondary schools)*

- ☐ To help stream students into further education
- ☐ To build the school's reputation

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IN THIS SCHOOL DO YOU CONSIDER IT DIFFICULT TO TRANSFORM NATIONAL TEST DATA INTO CONCRETE MEASURES/ACTIONS TO IMPROVE TEACHING?

- ☐ Absolutely
- ☐ A lot
- ☐ To some extent
- ☐ A little
- ☐ Not at all

---Page Break---

*Display Question if Capacity to use the data is not Not at all*

WHAT FACTORS COULD EXPLAIN THESE DIFFICULTIES?

- ☐ The interpretation of the data requires statistical competences
- ☐ Data are not provided at the student level
- ☐ Data do tell me anything I did not know before
- ☐ The report is not clear
- ☐ Lack of time to analyse/use the data
- ☐ Data/the report are not accessible
- ☐ Other, please specify: \_\_\_\_\_

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HAVE YOU EVER PARTICIPATED IN ANY TRAINING ACTIVITIES FOCUSING ON HOW TO ANALYZE AND USE NATIONAL TEST RESULTS FOR SCHOOL IMPROVEMENT PURPOSES?

- ☐ Yes
- ☐ No

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	No, never	Yes, it has been recommended	Yes, it has been instructed
<i>Catalonia, Chile, Madrid, The Netherlands &amp; Norway (public schools)</i>			
HAS THE [SCHOOL OWNER/NL: SCHOOL BOARD] RECOMMENDED OR INSTRUCTED THAT TEACHING SHOULD BE ADJUSTED TO THE ACHIEVEMENT OF THE EVALUABLE LEARNING STANDARDS?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Catalonia, Chile, Madrid, The Netherlands &amp; Norway (public schools)</i>			
HAS THE [SCHOOL OWNER/NL: SCHOOL BOARD] RECOMMENDED OR INSTRUCTED THAT STUDENTS SHOULD PRACTICE FOR [NATIONAL TEST]?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Catalonia, Chile, Madrid &amp; Norway (not public schools)</i>			
HAS THE [SCHOOL BOARD] RECOMMENDED OR INSTRUCTED THAT TEACHING SHOULD BE ADJUSTED TO THE ACHIEVEMENT OF THE EVALUABLE LEARNING STANDARDS?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Catalonia, Chile, Madrid &amp; Norway (not public schools)</i>			
HAS THE [SCHOOL BOARD] RECOMMENDED OR INSTRUCTED THAT STUDENTS SHOULD PRACTICE FOR [NATIONAL TEST]?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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*Display This Question if case is Chile, The Netherlands, Catalonia (not public schools) & Madrid (not public schools)*

THE ROLE OF SCHOOL INSPECTORS REGARDING THE [NATIONAL TEST] IS CENTERED ON:

(Multiple answer possible)

- ☐ Supervising the application of the school targets/plan
- ☐ Giving information about test implementation procedures

*The Netherlands*

- ☐ Delivering the LVS school results to the schools
- ☐ Delivering the results of the national test to the schools
- ☐ Giving advice on how to strengthen the school performance in [national test]
- ☐ Observing teaching and giving feedback
- ☐ Other, please specify: \_\_\_\_\_

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### IN YOUR OPINION, HOW MUCH IMPORTANCE IS GIVEN TO THE [NATIONAL TEST] IN THE CURRENT PUBLIC EDUCATIONAL DEBATE?

Please indicate your answer on a scale of 1 to 7, where 1 indicates “Not at all important” and 7 indicates “Extremely important”.

- ☐ Not at all important 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ Extremely important 7

---Page Break---

### TO YOUR KNOWLEDGE, DO THE RESULTS OF [NATIONAL TEST] HAVE ANY KIND OF CONSEQUENCES (ECONOMIC, WORK-RELATED, REPUTATIONAL, ETC.) FOR ANY OF THE FOLLOWING ACTORS?

(Multiple answers possible)

- ☐ For the principal
- ☐ For teachers
- ☐ All cases, except The Netherlands: For students
- ☐ Norway: For the school owner
- ☐ For the school
- ☐ The Netherlands: For the school board
- ☐ Norway (not public schools): For the school board
- ☒ No consequences
- ☒ I do not know

---Page Break---

Display Question if Knowledge of the consequences attached to the test – for whom is not No consequences

And Knowledge of the consequences attached to the test – for whom is not I do not know

### WHAT ARE THE CONSEQUENCES OF THE [NATIONAL TEST]?

(Multiple choice possible)

Display Question if Knowledge of the consequences attached to the test – for whom = For the principal

#### FOR THE PRINCIPAL:

- ☐ Salary bonus
- ☐ Increases or decreases of the principal's salary
- ☐ The principal can be withdrawn from his/her position
- ☐ Impact on professional reputation
- ☐ Other, please specify: \_\_\_\_\_
- ☒ I do not know the exact consequences

*Display Question if Knowledge of the consequences attached to the test – for whom = For teachers*

#### FOR TEACHERS

- Salary bonus
- Teachers' tenure/promotion decisions
- Salary increases or decreases
- Provision of professional development (training and attendance to conferences, mentoring, individual/collaborative research)
- Impact on professional reputation
- Other, please specify: \_\_\_\_\_
- ☒ I do not know the exact consequences

*Display Question if Knowledge of the consequences attached to the test – for whom = For students*

#### FOR STUDENTS

- Student grade promotion or graduation
- Rewards for students
- Other, please specify: \_\_\_\_\_
- ☒ I do not know the exact consequences

*Display Question if Knowledge of the consequences attached to the test – for whom = For the school*

#### FOR THE SCHOOL:

- *Chile & The Netherlands:* The school is more closely monitored by the ministry
- School closure
- *All cases, except Norway:* Award of a collective salary bonus
- Impact on the school reputation
- The educational authority provides extra support/resources to the school
- *Catalonia & Madrid:* The school is more closely monitored by the inspectorate
- *Chile:* The school is more closely monitored by the agency of quality
- *Norway (not public schools):* The school is more closely monitored by the school board
- *Norway (public schools):* The school is more closely monitored by the school owner
- *The Netherlands:* The school is more closely monitored by the school board
- Other, please specify: \_\_\_\_\_
- ☒ I do not know the exact consequences

---Page Break---

## HOW MUCH PRESSURE DO YOU, AS THE [PIPED TEXT WITH LEADERSHIP FUNCTION] IN THIS SCHOOL, FEEL TO GET GOOD RESULTS IN [NATIONAL TEST]?

Please indicate your answer on a scale of 1 to 7, where 1 indicates “None at all” and 7 indicates “An extreme amount”.

- ☐ None at all 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ An extreme amount 7

---Page Break---

## TO WHAT EXTENT DOES THIS PRESSURE COME FROM THE FOLLOWING ACTORS?

Please indicate your answer on a scale of 1 to 7, where 1 indicates “Not at all” and 7 indicates “Extremely”.

Ministry of Education – Federal/Central authority

For Chile: Agency of Quality

For Chile: “Superintendence”

For Norway: Regional Authority

For the Spanish cases: Autonomic authority

For Chilean public schools, Norway and the NL:

Municipal authority

For the NL: School board

For the NL and the Spanish cases: The inspectorate

For not public schools, except for the NL: School board

In the TQ: Principal and/or other members of the leadership team

In Chile and the Spanish cases: School council

In the PQ: Teachers

In the TQ: Other teachers

Parents

The media

Self-imposed pressure

Other, please specify: \_\_\_\_\_

For each option:

- ☐ 7 An extreme amount
- ☐ 6
- ☐ 5
- ☐ 4
- ☐ 3
- ☐ 2
- ☐ 1 None at all

---Page Break---

## WE WOULD LIKE TO KNOW YOUR OPINIONS ON [NATIONAL TEST] AND OTHER IMPORTANT ASPECTS OF THE SCHOOL ORGANISATION.

### DO YOU THINK THAT A SCHOOL'S [NATIONAL TEST] RESULTS INFLUENCE ITS REPUTATION?

- ☐ Not at all
- ☐ A little
- ☐ To some extent
- ☐ A lot
- ☐ Absolutely

---Page Break---

## TO WHAT EXTENT DO YOU THINK THAT IT IS FAIR...

	Very unfair	Unfair	Fair	Very fair
... to measure the quality of a school based on [national test] results?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... to publicly disseminate [national test] results in the media and/or internet?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... that schools with different characteristics are compared on the basis of their [national test] results?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

---Page Break---

## IN YOUR OPINION, TO WHAT EXTENT DOES A SCHOOL'S SCORE IN [NATIONAL TEST] REFLECT THE EFFORTS AND ABILITY OF THE INDIVIDUAL TEACHERS?

- ☐ Completely
- ☐ A lot
- ☐ To some extent
- ☐ A little
- ☐ Not at all

☐ ---Page Break---
☐

## TO WHAT EXTENT DO YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS?

	Strongly disagree	Disagree	Neither disagree	agree nor	Agree	Strongly agree
Preparation for [national test] takes too much time away from more important activities in the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>
The content of [national test] tells us what the school's priorities are	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>
The results of [national test] do not provide useful information on student learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>
A good teacher can be recognized by his/her students' results in [national test]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>
The results of [national test] do not adequately represent what students have learned and can do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>

---Page Break---

## IN YOUR OPINION, FOR A SCHOOL TO WORK WELL, WHO SHOULD BE RESPONSIBLE OF THE FOLLOWING DOMAINS?

(Multiple answers possible)

Budget allocation

Selection of school principals

Selection of new teachers

All cases, except Norway: Teachers' salary increases/Teachers' promotion

All cases, except Norway: Students' admission into the school

All cases, except the NL: Curriculum adjustment (curricular objectives and/or content)

For the NL: Curriculum development

Choice of textbooks and teaching materials

Content of in-service training

Assessment of teaching quality

Teaching methods

Students' assessment criteria and procedures

For the NL: Choice of eindtoets

For the NL: Choice of LVS

The raising and use of private funds

- Educational authorities/administration
- Principal and/or leadership team
- All cases, except Norway and the NL: School council
- For the NL: Medezeggenschapsraad
- Teachers

---Page Break---

## NOW WE HAVE A FEW QUESTIONS ON THE USE OF EDUCATIONAL RESOURCES AND SERVICES DELIVERED BY PRIVATE COMPANIES IN THIS SCHOOL.

### IN THE LAST 12 MONTHS, HOW OFTEN HAVE YOU USED ANY OF THESE EDUCATIONAL RESOURCES DELIVERED BY PRIVATE COMPANIES (INCLUDING PUBLISHERS)?

	Never	Once	More than once but less than monthly	Once a month	More than once a month
Lesson plans (online or paper)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Test preparation resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consultancy/training services on instructional improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>case is not Norway</i>					
Edu-marketing/students' recruitment's services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

---Page Break---

Display This Question if any use of educational resources provided by private companies

### WHO HAVE BEEN THE MAIN AGENTS ACQUIRING THESE RESOURCES FOR THE SCHOOL?

(Multiple choice possible)

For each resource previously selected:

- Education department
- Norway (public schools), Chile (public schools) & The Netherlands: Municipality
- The Netherlands: School board
- Norway, Chile, Catalonia & Madrid (all not public schools): Private school owner/board
- The school
- Personally (bought with my own money)
- Other

---Page Break---

Display This Question if more than 1 agent acquiring

Approximately, what percentage of the school's budget goes to the acquisition of educational services and products delivered to the school by private companies (including publishers)?

0 10 20 30 40 50 60 70 80 90 100



Display This Question if any use of educational resources provided by private companies

### HOW DO YOU RATE THE VALUE FOR MONEY OF THE RESOURCES THAT PRIVATE COMPANIES (INCLUDING PUBLISHERS) DELIVER?

- Very bad
- Bad
- Good
- Very good

---Page Break---

WE WOULD LIKE TO ASK YOU SOME QUESTIONS ABOUT YOU AND YOUR JOB.

### HOW MANY HOURS A WEEK ARE YOU EMPLOYED IN THIS SCHOOL?

[Dropdown menu with n. of hours]

---Page Break---

*Display This Question if Leadership function in the school is not Other, please specify:*

**IN A NORMAL SCHOOL WEEK, WHAT PERCENTAGE OF YOUR WORKING HOURS DO YOU APPROXIMATELY SPEND ON EACH OF THE FOLLOWING TASKS IN YOUR ROLE AS [PIPED TEXT WITH LEADERSHIP FUNCTION] IN THIS SCHOOL?**

*Sum must be 100%.*

- \_\_\_\_\_ Administrative management (budget, human resources management, etc.)
- \_\_\_\_\_ Pedagogical management (curriculum, pedagogical planning, etc.)
- \_\_\_\_\_ Producing reports and the school plan, filling-in forms, uploading information into online platforms, etc.
- \_\_\_\_\_ Interactions with parents/guardians
- \_\_\_\_\_ Analysis of test results and discussion of students' and school's performance
- \_\_\_\_\_ Other, please specify:

---Page Break---

**IDEALLY, IN A NORMAL SCHOOL WEEK, WHAT PERCENTAGE OF YOUR WORKING HOURS SHOULD YOU BE ABLE TO SPEND ON THESE TASKS TO CARRY OUT YOUR PROFESSIONAL RESPONSIBILITIES IN THE BEST POSSIBLE WAY?**

*Sum must 100%.*

- \_\_\_\_\_ Administrative management (budget, human resources management, etc.)
- \_\_\_\_\_ Pedagogical management (curriculum, pedagogical planning, etc.)
- \_\_\_\_\_ Producing reports and the school plan, filling-in forms, uploading information into online platforms, etc.
- \_\_\_\_\_ Interactions with parents/guardians
- \_\_\_\_\_ Analysis of test results and discussion of students' and school's performance
- \_\_\_\_\_ Other, please specify:

---Page Break---

**HOW OFTEN DURING THE YEAR DO YOU WORK MORE THAN YOUR CONTRACTED WEEKLY HOURS?**

- Never
- Seldom (very few weeks a year)
- Occasionally (some weeks a year)
- Frequently (many weeks a year)
- All or almost all weeks

---Page Break---

## TO WHAT EXTENT DO YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS?

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I would like to move to another school if it were possible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy working at this school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend my school as a good place to work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wonder whether it would have been better to choose another profession	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I regret that I decided to become a [Piped text with leadership function]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All in all, I am satisfied with my job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I could decide again, I would still choose to work as a [Piped text with leadership function]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

---Page Break---

## IS YOUR CURRENT CONTRACT IN THIS SCHOOL A...

- ☐ Permanent contract
- ☐ *For the NL and Norway:* Fixed term contract, more than 3 years
- ☐ Fixed term contract, 1-3 years
- ☐ Fixed term contract, less than 1 year
- ☐ *For Chile:* "Contracto a honorarios"

Display This Question if case = Catalonia Or Madrid And Leadership function in the school is not principal Or If case is the Netherlands

## IS YOUR EMPLOYMENT IN THIS SCHOOL:

- ☐ Full time
- ☐ Part time

---Page Break---

Display Question if Type of contract = Part time

## ARE YOU CURRENTLY WORKING IN ANY OTHER SCHOOL?

- ☐ No
- ☐ Yes, in a public school
- ☐ Yes, in a private school
- ☐ Yes, in an independent publicly funded school

---Page Break---



**ARE YOU CURRENTLY TEACHING?**

- ☐ Yes
- ☐ No

---Page Break---

*Display This Question if case is not The Netherlands And If currently teaching = Yes***WHICH SUBJECT(S) ARE YOU TEACHING THIS SCHOOL YEAR?**

- *[Case-specific list of subjects]*
- Other, please specify: \_\_\_\_

---Page Break---

*Display This Question if currently teaching = Yes***WHICH GRADE(S) ARE YOU TEACHING THIS SCHOOL YEAR?***[Case-specific list of subjects]*

---Page Break---

**WHAT YEAR DID YOU START WORKING IN THE EDUCATION SECTOR?***[Dropdown menu with years]***WHICH OF THE FOLLOWING DEGREES/CERTIFICATES DO YOU HOLD?***(Multiple answers possible)**[Context-sensitive list of degrees/certificates]*

---Page Break---

*Display Question if more than 1 degree/certificate were selected***WHICH OF THE FOLLOWING DEGREE/S HAS/HAVE GIVEN YOU THE RIGHT TO TEACH?***[List of previously selected degrees/certificate]*

---Page Break---

*Display Question if degrees/certificates is Equal to 1***IN WHAT YEAR/S DID YOU COMPLETE THIS DEGREE?***[Dropdown menu with years]*

---Page Break---

*Display Question if case is not Norway***ARE YOU A MEMBER OF A PROFESSIONAL ASSOCIATION (COLLEGIAL OR PEDAGOGICAL) OR DO YOU TAKE PART IN A CAMPAIGN OR PLATFORM IN THE FIELD OF EDUCATION?**

- ☐ Yes
- ☐ No

**ARE YOU A MEMBER OF A TEACHER UNION?**

- ☐ Yes
- ☐ No
- ☐ Norway: I prefer not to answer

---Page Break---

Display Question if Professional association membership = Yes

PLEASE INDICATE THE NAME OF THE ASSOCIATION/S OR PLATFORMS/CAMPAIGNS YOU ARE A MEMBER OF:  
[Context-sensitive list of associations/platforms/campaigns]

Display Question if Union membership = Yes

WHICH UNION ARE YOU A MEMBER OF?  
(Context-sensitive list of teachers' unions)

---Page Break---

BEFORE ENDING THIS SURVEY, WE WOULD LIKE TO KNOW YOUR OPINION ON A FEW NON-EDUCATIONAL MATTERS.

TO WHAT EXTENT DO YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS?

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The government should take measures to reduce differences in income levels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Workers need strong trade unions to protect their working conditions and wages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The less the government intervenes in the economy, the better it is for the country	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

---Page Break---

THANK YOU VERY MUCH FOR PARTICIPATING IN OUR SURVEY!

WOULD YOU BE INTERESTED IN THE RESULTS OF THIS STUDY?

- ☐ Yes, I would like to receive a report with the main findings of this study
- ☐ Yes, I would like to receive an invitation to the devolution seminar, organized in [city] on [date]
- ☒ No

WOULD YOU LIKE TO PARTICIPATE IN THE PRIZE DRAW OF [SPECIFY PRIZE]?

- ☐ Yes
- ☐ No

☐ ---Page Break---

Display Question if one of the previous questions is = Yes

PLEASE PROVIDE AN E-MAIL ADDRESS THAT WE CAN USE TO INFORM YOU IN THE FUTURE ABOUT THE RESULTS OF THIS STUDY AND/OR ABOUT THE RESULTS OF THE PRIZE DRAW:

\_\_\_\_\_

---Page Break---

IS THERE ANYTHING ELSE YOU WOULD LIKE TO COMMENT ON WITH REGARD TO QUESTIONS OR THEMES THAT YOU THINK SHOULD BE EXPLORED FURTHER?

\_\_\_\_\_  
\_\_\_\_\_