

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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Teacher 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]

---Page Break---

WHICH SUBJECT(S) ARE YOU TEACHING THIS SCHOOL YEAR?

- [Case-specific list of subjects]
- Other, please specify: ____

---Page Break---

-

WHICH GRADE(S) ARE YOU TEACHING THIS SCHOOL YEAR?

- [Case-specific list of subjects]

---Page Break---

Display Question if case is not Norway

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

[Dropdown menu with n. of hours]

---Page Break---

WHAT YEAR DID YOU START WORKING AS A TEACHER IN THIS SCHOOL?

[Dropdown menu with years]

- ☐ Yes
- ☐ No

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

- ☐ Yes
- ☐ No

---Page Break---

Display Question if Previous experience as a teacher = Yes Or if Previous experience as a "principal"/"other member of management team" overall = Yes

WHAT YEAR DID YOU START WORKING IN THE EDUCATION SECTOR?

[Dropdown menu with years]

PLEASE INDICATE YOUR GENDER:

- ☐ Male
- ☐ Female
- ☐ Other

PLEASE INDICATE YOUR AGE (IN DIGITS):

---Page Break---

DO YOU HAVE A LEADERSHIP OR COORDINATION ROLE SUCH AS [PUT HERE CONTEXT-SENSITIVE EXAMPLE OF LEADERSHIP/COORDINATION ROLES]?

- ☐ Yes
- ☐ No

---Page Break---

Display Question if Any leadership role = Yes

WHICH OF THE FOLLOWING OPTIONS BEST DESCRIBES YOUR LEADERSHIP/COORDINATION ROLE IN THIS SCHOOL?

Select all that apply

- [Context-sensitive list with leadership/coordination roles]
- Other, please specify: ____

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WE WOULD LIKE TO KNOW MORE ABOUT YOUR TEACHING METHODS AND CLASSROOM PRACTICES.

ON AVERAGE, HOW OFTEN DO YOU DO THE FOLLOWING WHEN YOU TEACH?

	NEVER	SELDOM (once a month)	OCCASIONALLY (several times a month)	FREQUENTLY (several times a week)	IN EVERY CLASS
Students are given a lecture-style presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students work individually	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students work in groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students complete a test or quiz	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students are involved in debates and discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

---Page Break---

HOW OFTEN DOES EACH OF THE FOLLOWING HAPPEN IN YOUR CLASS THROUGHOUT THE SCHOOL YEAR?

Please mark one choice in each row.

	NEVER	SELDOM (once a month)	OCCASIONALLY (several times a month)	FREQUENTLY (several times a week)	IN EVERY CLASS
I explicitly state the learning goals at the beginning of the activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I present a summary of recently learned content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I present the lesson units in an organized and sequenced manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I ask questions to check students' understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I check students' exercise books or homework and provide feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I provide feedback during class about how students are working	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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HOW OFTEN DOES EACH OF THE FOLLOWING HAPPEN IN YOUR CLASS THROUGHOUT THE SCHOOL YEAR?

Please mark one choice in each row.

	NEVER	SELDOM (once a month)	OCCASIONALLY (several times a month)	FREQUENTLY (several times a week)	IN EVERY CLASS
I encourage students to solve problems in more than one way	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I expect students to decide and explain their own procedures for solving complex problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I ask students to relate what they are learning to problems from daily life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I ask students to explicitly think about and explain what they are learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students work on projects that require at least one week to complete	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students work in groups to come up with a joint solution to a problem or task	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students use ICT (information and communication technology) for projects or class work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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ON AVERAGE, HOW OFTEN DO YOU DO THE FOLLOWING IN YOUR CLASS?

	NEVER	SELDOM (once a month)	OCCASIONALLY (Several times a month)	FREQUENTLY (several times a week)	IN EVERY CLASS
I create groups of students with similar abilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I create groups with mixed abilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I give different work to the students who have learning difficulties	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I give different work to the advanced students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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IN A NORMAL SCHOOL WEEK, WHAT PERCENTAGE OF YOUR WORKING HOURS DO YOU APPROXIMATELY SPEND ON EACH OF THE FOLLOWING TASKS?

Sum must be 100%.

- _____ Teaching in the classroom
- _____ Preparing lessons, marking student work
- _____ Discussing and sharing professional ideas and tips with colleagues
- _____ Interactions with parents/guardians
- _____ Producing reports, filling in forms, uploading information onto online platforms, as requested by the management
- _____ Professional learning/development activities
- _____ 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 be 100%.

- _____ Teaching in the classroom
- _____ Preparing lessons, marking student work
- _____ Discussing and sharing professional ideas and tips with colleagues
- _____ Interactions with parents/guardians
- _____ Producing reports, filling in forms, uploading information onto online platforms, as requested by the management
- _____ Professional learning/development activities
- _____ Other, please specify:

---Page Break---

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

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

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BELOW WE PRESENT YOU WITH TWO PAIRS OF SCHOOL THAT DIFFER IN SOME ASPECTS.

PLEASE INDICATE WHICH SCHOOL YOU WOULD PREFER TO WORK IN, IF YOU COULD CHOOSE ONE OF THEM.

The scenarios are hypothetical and may not correspond to the real conditions existing in your context.

Even if you aren't entirely sure, please indicate which of the two schools you would prefer.

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

DIMENSION	[FEATURES]
Type of students	<ul style="list-style-type: none"> • Advantaged (easy-to-teach students) • Mixed ability (diversity of learning paces) • Struggling (hard-to-teach students)
Type of assessment of teaching quality	<ul style="list-style-type: none"> • Assessed on the basis of students' national test results • Assessed on the basis of classroom observation • "Assessed on the basis of teacher's portfolio"
Goal-setting	<ul style="list-style-type: none"> • Goals are well defined and well communicated • Goals are not always clear and well communicated • No performance goals are set
Support	<ul style="list-style-type: none"> • The principal is engaged and very supportive • Parents are engaged and very supportive" • The other teachers are engaged and very supportive
Rewards	<ul style="list-style-type: none"> • Yearly salary bonus for individual teachers according to teaching assessment results • Yearly budgetary rewards for the school according to teaching assessments results at the school level • No salary bonuses or budgetary rewards attached to the teaching assessment

WHICH OF THE TWO SCHOOLS WOULD YOU PREFER?

- ☐ School A
- ☐ School B

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ON A SCALE OF 1 TO 7, WHERE 1 INDICATES THAT YOU WOULD NEVER WORK IN SCHOOL A, AND 7 THAT YOU WOULD WORK THERE WITHOUT A DOUBT, PLEASE INDICATE TO WHAT EXTENT YOU WOULD WORK IN SCHOOL A IF YOU COULD CHOOSE:

- ☐ 7 I would work in School A without a doubt
- ☐ 6
- ☐ 5
- ☐ 4
- ☐ 3
- ☐ 2
- ☐ 1 I would never choose to work in School A

ON A SCALE OF 1 TO 7, WHERE 1 INDICATES THAT YOU WOULD NEVER WORK IN SCHOOL B, AND 7 THAT YOU WOULD WORK THERE WITHOUT A DOUBT, PLEASE INDICATE TO WHAT EXTENT YOU WOULD WORK IN SCHOOL B IF YOU COULD CHOOSE:

- ☐ 7 I would work in School B without a doubt
- ☐ 6
- ☐ 5
- ☐ 4
- ☐ 3
- ☐ 2
- ☐ 1 I would never choose to work in School B

---Page Break---

AND BETWEEN THESE TWO SCHOOLS?

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

WHICH OF THE TWO SCHOOLS WOULD YOU PREFER?

- ☐ School A
- ☐ School B

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ON A SCALE OF 1 TO 7, WHERE 1 INDICATES THAT YOU WOULD NEVER WORK IN SCHOOL A, AND 7 THAT YOU WOULD WORK THERE WITHOUT A DOUBT, PLEASE INDICATE TO WHAT EXTENT YOU WOULD WORK IN SCHOOL A IF YOU COULD CHOOSE:

- ☐ 7 I would work in School A without a doubt
- ☐ 6
- ☐ 5
- ☐ 4
- ☐ 3
- ☐ 2
- ☐ 1 I would never choose to work in School A

ON A SCALE OF 1 TO 7, WHERE 1 INDICATES THAT YOU WOULD NEVER WORK IN SCHOOL B, AND 7 THAT YOU WOULD WORK THERE WITHOUT A DOUBT, PLEASE INDICATE TO WHAT EXTENT YOU WOULD WORK IN SCHOOL B IF YOU COULD CHOOSE:

- ☐ 7 I would work in School B without a doubt
- ☐ 6
- ☐ 5
- ☐ 4
- ☐ 3
- ☐ 2
- ☐ 1 I would never choose to work in School B

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NOW WE WOULD LIKE TO KNOW MORE ABOUT THE SCHOOL CONTEXT WHERE YOU WORK.

IN THIS SCHOOL, HOW OFTEN DO YOU...

	Never	Seldom	Occasionally	Frequently
...discuss teaching strategies and students' learning issues with colleagues?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...share and/or develop instructional material(s) with your colleagues?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

HOW MANY COLLEAGUES AT THIS SCHOOL DO YOU FEEL YOU SHARE YOUR VIEWS ON WHAT THE CENTRAL MISSION OF THE SCHOOL SHOULD BE?

	With no one	With a minority of them	With approximately half of them	With the majority of them	With everyone
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

WHEN YOU FEEL DOWN ABOUT YOUR TEACHING AND/OR YOUR STUDENTS, HOW MANY COLLEAGUES IN THIS SCHOOL CAN YOU COUNT ON FOR SUPPORT?

	On no one	On a minority of them	On approximately half of them	On the majority of them	On everyone
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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	Not at all	A little	To some extent	A lot	Absolutely
TO WHAT EXTENT DO TEACHERS IN THIS SCHOOL FEEL THEY CAN CONSULT THE PRINCIPAL/MANAGEMENT TEAM WHEN THEY HAVE A PROBLEM?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TO WHAT EXTENT DOES THE PRINCIPAL/MANAGEMENT TEAM SUPPORT TEACHERS WHEN THEY NEED IT?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TO WHAT EXTENT IS THERE A COOPERATIVE EFFORT AMONG THE TEACHING STAFF IN YOUR SCHOOL?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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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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TO WHAT EXTENT DO TEACHERS IN THIS SCHOOL ARE ENCOURAGED BY THE MANAGEMENT TEAM TO GIVE THEIR OPINIONS AND SUGGESTIONS ON IMPORTANT SCHOOL ISSUES?

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

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

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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 & 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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IN THIS SCHOOL, WHO EVALUATES YOUR WORK?*Please mark as many options as appropriate.*

- *Catalonia & Madrid:* The school inspectorate
- *Chile:* The Quality agency and/or the Superintendence
- The principal and/or the management team
- *Norway:* The immediate leader
- Other teachers
- Yourself (self-evaluation)
- *Chile:* External consultant (private provider)
- Other, please specify: _____

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*Display Question if Teachers' evaluation = The school inspectorate***WHICH TOOLS/SOURCES OF INFORMATION ARE USED BY THE INSPECTOR TO EVALUATE YOUR WORK?***Please mark as many choices as appropriate.*

- Document analysis (portfolio, teaching plan...)
- Student results in the [national tests]
- Classroom observation
- Student and parent surveys
- Students' work and results in the classroom
- Other, please specify: _____

*Display Question if Teachers' evaluation = The Quality agency and/or the Superintendence***WHICH TOOLS/SOURCES OF INFORMATION ARE USED BY THE AGENCY OF QUALITY AND/OR THE SUPERINTENDENCE TO EVALUATE YOUR WORK?***Please mark as many choices as appropriate.*

- Document analysis (portfolio, teaching plan...)
- Student results in the [national tests]
- Classroom observation
- Results of the teachers' evaluation
- Student and parent surveys
- Students' work and results in the classroom
- Other, please specify: _____

Display Question if Teachers' evaluation = The immediate leader

WHICH TOOLS/SOURCES OF INFORMATION ARE USED BY THE IMMEDIATE LEADER TO EVALUATE YOUR WORK?

Please mark as many choices as appropriate.

- Document analysis (portfolio, teaching plan...)
- Student results in the [national tests]
- Classroom observation
- Student and parent surveys
- Students' work and results in the classroom
- Annual development meetings
- Norway (secondary schools): Analysis of your students' final exams' results
- Other, please specify: _____

---Page Break---

Display Question if Teachers' evaluation = Other teachers

WHICH TOOLS/SOURCES OF INFORMATION ARE USED BY OTHER TEACHERS TO EVALUATE YOUR WORK?

Please mark as many choices as appropriate.

- Document analysis (portfolio, teaching plan...)
- Classroom observation
- Other, please specify: _____

---Page Break---

Display Question if Teachers' evaluation = The principal and/or the management team

WHICH TOOLS/SOURCES OF INFORMATION ARE USED BY THE PRINCIPAL AND/OR MANAGEMENT TEAM TO EVALUATE YOUR WORK?

Please mark as many choices as appropriate.

- Document analysis (portfolio, teaching plan...)
- Student results in the [national tests]
- Classroom observation
- Chile: Results of the teachers' evaluation
- Student and parent surveys
- Students' work and results in the classroom
- Norway: Annual development meetings
- Chile: Results of other external tests (as for example SEPA)
- Norway (secondary schools): Analysis of your students' final exams' results
- Other, please specify: _____

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Display Question if Teachers' evaluation = Yourself (self-evaluation)

WHICH TOOLS/SOURCES OF INFORMATION DO YOU USE TO EVALUATE YOUR OWN WORK?

Please mark as many choices as appropriate.

- Document analysis (portfolio, teaching plan...)
- Student results in the [national tests]
- Student and parent surveys
- Students' work and results in the classroom
- Chile: Resultados de otras pruebas externas (por ejemplo, prueba SEPA)
- Norway (secondary schools): Analysis of your students' final exams' results
- Other, please specify: _____

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DISPLAY QUESTION IF TEACHERS' EVALUATION = EXTERNAL CONSULTANT (PRIVATE PROVIDER)

WHICH TOOLS/SOURCES OF INFORMATION ARE USED BY THE EXTERNAL CONSULTANT TO EVALUATE YOUR WORK?

Please mark as many choices as appropriate.

- Document analysis (portfolio, teaching plan...)
- Student results in the [national tests]
- Classroom observation
- Results of the teachers' evaluation
- Student and parent surveys
- Students' work and results in the classroom
- SEPA tests
- Other, please specify: _____

---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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WE WILL NOW DESCRIBE A HYPOTHETICAL SITUATION A TEACHER COULD FACE (IN YOUR COUNTRY OR ABROAD) FOLLOWED BY A FEW QUESTIONS.

[Female/male name] is a teacher working at a school in a [vulnerable/middle-class] neighbourhood of [capital city].

Next week a new national test, already implemented in other countries, will be conducted for the first time in the grade in which [name of the teacher] teaches.

For [name of the teacher] is very important that her students get good results in the test.

Baseline condition/control: [-]

[Treatment 1] In case of bad test results, the school owner will reduce the funding given to [female/male name]'s school.

[Treatment 2] In case of bad test results, [female/male name] will stop receiving her salary bonus.

[Treatment 3] In case of bad test results, [female/male name]'s school reputation will be damaged by the publication of the results in the media.

[Treatment 4] In case of bad test results, [female/male name]'s reputation as a teacher will be damaged by the publication of her class' results.

A colleague of [name of the teacher] advises her/him that to increase the probability of getting good results in the test, she/he should send her/him low-performing students to the school library to do an alternative activity during the hours of the test.

HOW LIKELY DO YOU THINK IT IS THAT THE TEACHER WILL FOLLOW THIS ADVICE?

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

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

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IF THE SAME SITUATION EXPERIENCED BY [FEMALE/MALE NAME] WERE TO HAPPEN TO YOU IN YOUR CURRENT SCHOOL, HOW LIKELY WOULD YOU BE TO FOLLOW THIS ADVICE?

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

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

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THE FOLLOWING QUESTIONS WILL FOCUS ON THE NATIONAL TEST AND ON THE DATA THAT THIS TEST GENERATES.

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Display Question if case is not The Netherlands

THIS SCHOOL YEAR, ARE YOU TEACHING A GRADE-LEVEL THAT WILL TAKE/HAS TAKEN PART IN TEST]?

- ☐ Yes
- ☐ No

IN THE PAST, HAVE YOU EVER TAUGHT A GRADE-LEVEL THAT TOOK PART IN THE [NATIONAL TEST]?

- ☐ Yes, within the last three years
- ☐ Yes, but more than three years ago
- ☐ No

---Page Break---

Display Question if Ever prepared students for the test is not No Or currently preparing for the test = Yes Or If case = The Netherlands And grade taught = Eighth

DO YOU HAVE ACCESS TO YOUR STUDENTS' INDIVIDUAL SCORES ON THE [NATIONAL TEST]?

- ☐ Yes
- ☐ No

---Page Break---

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

(Multiple answers 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
- *Not Norway:* To report among the teaching staff
- *Catalonia & Madrid (secondary schools):* To help stream students into secondary education
- To build the school's reputation

IN THIS SCHOOL DO YOU CONSIDER IT DIFFICULT TO TRANSFORM NATIONAL TEST DATA TO CONCRETE MEASURES/ACTIONS TO IMPROVE YOUR 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: _____

---Page Break---

Display Question if Ever prepared students for the test is not No Or currently preparing for the test = Yes Or If grade taught = Eighth And case = The Netherlands

	No, never	Yes, it has been recommended	Yes, it has been instructed
HAVE THE PRINCIPAL AND THE MANAGEMENT TEAM RECOMMENDED AND/OR INSTRUCTED THAT TEACHING SHOULD BE MORE ADJUSTED TO THE ACHIEVEMENT OF THE EVALUABLE LEARNING STANDARDS?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
HAVE THE PRINCIPAL AND THE MANAGEMENT TEAM RECOMMENDED AND/OR INSTRUCTED THAT STUDENTS SHOULD PRACTICE FOR [NATIONAL TEST]?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

---Page Break---

	Not at all/None at all	A little	Some	A lot	Completely
All cases, except Norway: 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"/>
Norway: IN YOUR SCHOOL HAS [NATIONAL TEST] LED TO A REDISTRIBUTION OF RESOURCES (TIME, PERSONNEL, AND BUDGET) IN FAVOR OF THE COMPETENCES THAT ARE TESTED?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

---Page Break---

Display Question if Ever prepared students for the test is not No Or If currently preparing for the test = Yes Or If case = The Netherlands And grade taught = Eighth

DO YOU CONDUCT ACTIVITIES WITH YOUR STUDENTS THAT FOCUS ON PREPARING THEM FOR [NATIONAL TEST]? (SUCH AS PRACTICING ON PREVIOUS TESTS/EXAMPLE QUESTIONS, ETC.)

- ☐ Yes, during the whole year
- ☐ Yes, but only during the month before the test
- ☐ No, never

---Page Break---

Display Question if Teaching to the test = Yes, during the whole year

HOW OFTEN DO YOU CONDUCT ACTIVITIES WITH YOUR STUDENTS THAT FOCUS ON PREPARING THEM FOR [NATIONAL TEST]? (SUCH AS PRACTICING ON PREVIOUS TESTS/EXAMPLE QUESTIONS, ETC.)

	Seldom (once a month)	Occasionally (several times a month)	Frequently (several times a week)	In every class
During the whole year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display Question if Teaching to the test = Yes, during the whole year

AND DURING THE MONTH BEFORE THE TEST?

- ☐ Once or twice
- ☐ Once a week
- ☐ Several times a week
- ☐ In every class

Display Question if Teaching to the test = Yes, but only during the month before the test

HOW OFTEN DO YOU CONDUCT ACTIVITIES WITH YOUR STUDENTS THAT FOCUS ON PREPARING THEM FOR [NATIONAL TEST]? (SUCH AS PRACTICING ON PREVIOUS TESTS/EXAMPLE QUESTIONS, ETC.)

	Once or twice	Once a week	Several times a week	In every class
During the month before the test	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

---Page Break---

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---

Display Question if currently preparing for the test = No And Ever prepared students for the test = No Or If case = The Netherlands And grade taught is not Eighth

IN YOUR OPINION, HOW MUCH PRESSURE DO TEACHERS 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

Display Question if currently preparing for the test = Yes And Ever prepared students for the test = Yes Or If case = The Netherlands And grade taught is Eighth

HOW MUCH PRESSURE DO YOU 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---

Display Question if Perception of own pressures is not None at all Or perceptions of other pressures is not None at all

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".

	Not at all 1	2	3	4	5	6	Extremely 7
Ministry of Education - Federal/Central authority	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chile: Quality Agency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chile: Superintendence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Norway: Regional authority	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Catalonia & Madrid: Autonomic/regional authority	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chile (public schools), The Netherlands & Norway: Municipality authority	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Netherlands: Supervisor/School board	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Catalonia, Madrid & The Netherlands: Inspector	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All cases, except The Netherlands (not public schools): School board/Private school owner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Principal and/or the management team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All cases, except Norway: School Council	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-imposed pressure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The media	<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---

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

DO YOU THINK IT IS IMPORTANT FOR TEACHERS IN THIS SCHOOL THAT THEIR STUDENTS OUTPERFORM THOSE OF OTHER CLASSES IN THE [NATIONAL TEST]?

Please consider both other classes of the same grades and of different grades.

- 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?	○	○	○	○
... to publicly disseminate [national test] results in the media and/or internet?	○	○	○	○
... that schools with different characteristics are compared on the basis of their [national test] results?	○	○	○	○

---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 agree nor disagree	Agree	Strongly agree
Preparation for [national test] takes too much time away from more important activities in the school	○	○	○	○	○
The content of [national test] tells us what the school's priorities are	○	○	○	○	○
The results of [national test] do not provide useful information on student learning	○	○	○	○	○
A good teacher can be recognized by his/her students' results in [national test]	○	○	○	○	○
The results of [national test] do not adequately represent what students have learned and can do	○	○	○	○	○

○ ---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 WOULD LIKE TO ASK YOU SOME QUESTIONS ON HOW YOU FEEL IN RELATION TO YOUR WORK.

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 regret that I decided to become a teacher	<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"/>
If I could decide again, I would still choose to work as a teacher	<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"/>

---Page Break---

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

	Strongly disagree	Moderately disagree	Disagree slightly more than agree	Agree slightly more than disagree	Moderately agree	Strongly agree
If a student did not remember information I gave in a previous lesson, I would know how to increase his/her retention in the next lesson	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If a student in my class becomes disruptive and noisy, I feel assured that I know some techniques to redirect him/her quickly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If students aren't disciplined at home, they aren't likely to accept any discipline at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A teacher is very limited in what he/she can achieve because a student's home environment has a large influence on his/her achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When it comes right down to it, a teacher really can't do much because most of a student's motivation and performance depends on his or her home environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I really try hard, I can get through to even the most difficult or unmotivated students	<input type="radio"/>	<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:* "Contrato 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---

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)

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---

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:

o ---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?
