



Canada
Main Survey PISA 2009

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Day Month

SCHOOL QUESTIONNAIRE

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English code ISO 313

STC/ECT-040-75146

Confidential once completed



Statistics
Canada

Statistique
Canada

Canada

Core B Consortium
Cito Institute for Educational Measurement
University of Twente
University of Jyväskylä, Institute for
Educational Research
Direction de l'Évaluation de la Prospective
et de la Performance (DEPP)

In Canada:
Council of Ministers of Education, Canada
[CMEC]
Human Resources and Skills Development
Canada (HRSDC)
Statistics Canada (STC)

FOR INFORMATION ONLY

This questionnaire asks for information including:

- The structure and organisation of the school;
- The student and teacher body;
- The school's resources;
- The school's instruction, curriculum and assessment;
- The school climate;
- The school policies and practices;
- The characteristics of the principal or designate.

This information helps illustrate the similarities and differences between groups of schools in order to better establish the context for students' test results. For example, the information provided may help to establish what effect the availability of resources may have on student achievement – both within and between countries.

- **What is meant by 'Grade 10 (or equivalent)'?**
- Throughout this questionnaire you will be asked about students in 'Grade 10 (or equivalent)'. If your school does not teach Grade 10, please answer with reference to grade 9 (or equivalent). If the highest grade level offered by your school is grade 8 (or equivalent), please answer with reference to grade 8.
- The following grade levels are equivalent to Grade 10:
 - Newfoundland and Labrador : Level 1
 - Quebec : Secondary 4

The questionnaire should be completed by the principal or designate.

It should take about 30 minutes to complete.

For some questions, specific expertise may be needed. You may consult experts to help you answer these questions.

If you do not know an answer precisely, your best estimate will be adequate for the purposes of the study.

Your answers will be kept confidential. They will be combined with answers from other principals to calculate totals and averages in which no one school can be identified.

SECTION A: THE STRUCTURE AND ORGANIZATION OF THE SCHOOL
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Q1 Do you have the following grade levels in your school?

(Please mark one box in each row)

	<i>Yes</i>	<i>No</i>
a) Grade 1	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) Grade 2	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) Grade 3	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) Grade 4	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) Grade 5	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f) Grade 6	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g) Grade 7 / Quebec: Secondary 1	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h) Grade 8 / Quebec: Secondary 2	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
i) Grade 9 / Quebec: Secondary 3	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
j) Grade 10 / Newfoundland and Labrador: Level I / Quebec: Secondary 4	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
k) Grade 11 / Newfoundland and Labrador: Level II / Quebec: Secondary 5	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
l) Grade 12 / Newfoundland and Labrador: Level III	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
m) Ungraded school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Q2 Is your school a public or a private school?

(Please mark only one box)

A public school

 ₁

(This is a school managed directly or indirectly by a public education authority, government agency, or governing board appointed by government or elected by public franchise.)

A private school

 ₂

(This is a school managed directly or indirectly by a non-government organization; e.g. a church, trade union, business, or other private institution.)

Q3 About what percentage of your total funding for a typical school year comes from the following sources?

(Please write a number in each row. Write 0 (zero) if no funding comes from that source.)

	%
a) Government (includes regional, provincial and federal)	_____
b) Student fees or school charges paid by parents	_____
c) Benefactors, donations, bequests, sponsorships, parent fundraising	_____
d) Other	_____

Total 100%

Q4 Which of the following definitions best describes the community in which your school is located?

(Please mark only one box)

A village, hamlet or rural area (fewer than 3 000 people) ₁

A small town (3 000 to about 15 000 people) ₂

A town (15 000 to about 100 000 people) ₃

A city (100 000 to about 1 000 000 people) ₄

A large city (with over 1 000 000 people) ₅

Q5 *We are interested in the options parents have when choosing a school for their children.*

Which of the following statements best describes the schooling available to students in your location?

(Please mark only one box)

There are two or more other schools in this area that compete for our students ₁

There is one other school in this area that competes for our students ₂

There are no other schools in this area that compete for our students ₃

SECTION B: THE STUDENT AND TEACHER BODY

Q6 As of March 31, 2009, what was the total school enrolment (number of students)?

(Please write a number in each line. Write 0 (zero) if there are none.)

a) Number of boys: _____

b) Number of girls: _____

Q7 About what percentage of students in your school repeated a grade, at these grade levels, last academic year?

(Please write a number in each row. Write 0 (zero) if nobody repeated a grade. Mark the 'not available' box if the grade level does not exist in your school.)

	%	<i>Grade level not available in this school</i>
a) The approximate percentage of students repeating a grade at grades 7 – 9 (Quebec: Secondary 1 to 3) in this school last year was:	_____	<input type="checkbox"/> ₉₉₆
b) The approximate percentage of students repeating a grade at grades 10 to 12 (Newfoundland and Labrador: Level I to III / Quebec: Secondary 4 to 5) in this school last year was:	_____	<input type="checkbox"/> ₉₉₆

Q8 About how many students in Grade 10 (or equivalent) in your school have a first language (mother-tongue) that is not English?

(Please refer to the definition of 'Grade 10 (or equivalent)' on page 3.)

(Please mark only one box)

- 60% or more ₁
- 40% or more but less than 60% ₂
- 20% or more but less than 40% ₃
- 10% or more but less than 20% ₄
- More than 0%, but less than 10% ₅
- None ₆

Q9 How many of the following teachers are on the staff of your school?

Include both full-time and part-time teachers. A full-time teacher is employed at least 90% of the time as a teacher for the full school year. All other teachers should be considered part-time.

(Please write a number in each space provided. Write 0 (zero) if there is none.)

	<i>Full-time</i>	<i>Part-time</i>
a) Teachers in TOTAL	_____	_____
b) Teachers fully certified by the province	_____	_____
c) Teachers with a Bachelor's or Master's degree qualification	_____	_____

SECTION C: THE SCHOOL'S RESOURCES

The goal of the following set of three questions is to gather information about the student-computer ratio for students in Grade 10 (or equivalent) at your school.

(Please refer to the definition of 'Grade 10 (or equivalent)' on page 3.)

Number

Q10a At your school, what is the total number of students in Grade 10 (or equivalent)? _____

Q10b Approximately, how many computers are available for these students for educational purposes? _____

Q10c Approximately, how many of these computers are connected to the Internet/World Wide Web? _____

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Q11 Is your school's capacity to provide instruction hindered by any of the following issues?

(Please mark one box in each row)

	<i>Not at all</i>	<i>Very little</i>	<i>To some extent</i>	<i>A lot</i>
a) A lack of qualified Science teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) A lack of qualified Mathematics teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) A lack of qualified English (Language Arts) teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) A lack of qualified teachers of other subjects	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) A lack of library staff	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) A lack of other support personnel	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Shortage or inadequacy of science laboratory equipment	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Shortage or inadequacy of instructional materials (e.g. textbooks)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Shortage or inadequacy of computers for instruction	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Lack or inadequacy of Internet connectivity	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) Shortage or inadequacy of computer software for instruction	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) Shortage or inadequacy of library materials	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m) Shortage or inadequacy of audio-visual resources	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

SECTION D: SCHOOL CURRICULUM AND ASSESSMENT

Q12 *Some schools organize instruction differently for students with different abilities. What is your school's policy about this for students in Grade 10 (or equivalent)?*

(Please refer to the definition of 'Grade 10 (or equivalent)' on page 3.)

(Please mark one box in each row)

- | | <i>For all subjects</i> | <i>For some subjects</i> | <i>Not for any subject</i> |
|---|---------------------------------------|---------------------------------------|---------------------------------------|
| a) Students are grouped by ability into different classes | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ |
| b) Students are grouped by ability within their classes | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ |

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Q13 This academic year, which of the following activities does your school offer to students in Grade 10 (or equivalent)?

(Please refer to the definition of 'Grade 10 (or equivalent)' on page 3.)

(Please mark one box in each row)

	<i>Yes</i>	<i>No</i>
a) School band, orchestra or choir	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) School play, improv or school musical	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) School yearbook, newspaper or magazine	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) Volunteering or service activities, e.g. unpaid coaching, refereeing or fundraising	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) Book club	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f) Debating club or debating activities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g) School club or school competition for foreign language, math or science	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h) Academic club	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
i) Art club or art activities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
j) Sporting team or sporting activities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
k) Lectures and/or seminars (e.g. guest speakers such as writers or journalists)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
l) Collaboration with local libraries	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
m) Collaboration with local newspapers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
n) School radio	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Q14 Does your school offer any of the following options to students in Grade 10 (or equivalent) whose first language (mother tongue) is not English?

(Please refer to the definition of 'Grade 10 (or equivalent)' on page 3.)

(Please mark one box in each row)

	<i>Yes</i>	<i>No</i>
a) These students attend regular classes and receive additional periods of instruction aimed at developing English skills (e.g. reading literacy, grammar, vocabulary, communication)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) Before transferring to regular classes, these students attend a preparatory programme aimed at developing English skills (e.g. reading literacy, grammar, vocabulary, communication)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) Before transferring to regular classes, these students receive some instruction in school subjects in their first language (mother tongue)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) These students receive significant amounts of instruction in their first language (mother tongue) aimed at developing proficiency in both languages	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) Class size is reduced to cater to the special needs of these students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Q15 Generally, in your school, how often are students in Grade 10 (or equivalent) assessed using the following methods?

(Please refer to the definition of 'Grade 10 (or equivalent)' on page 3.)

(Please mark only one box in each row)

	<i>Never</i>	<i>1 – 2 times a year</i>	<i>3 – 5 times a year</i>	<i>Monthly</i>	<i>More than once a month</i>
a) Standardized tests	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
b) Teacher-developed tests	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
c) Teachers' total impression ratings	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
d) Student portfolios	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
e) Student assignments/ projects/homework	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

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Q16 In your school, are assessments of students in Grade 10 (or equivalent) used for any of the following purposes?

(Please refer to the definition of ‘Grade 10 (or equivalent)’ on page 3.)

(Please mark only one box in each row)

	Yes	No
a) To inform parents about their child’s progress	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) To make decisions about students’ retention or promotion	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) To group students for instructional purposes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) To compare the school to district, provincial or national performance	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) To monitor the school’s progress from year to year	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f) To make judgements about teachers’ effectiveness	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g) To identify aspects of instruction or the curriculum that could be improved	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h) To compare the school with other schools	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

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SECTION E: SCHOOL CLIMATE

Q17 In your school, to what extent is the learning of students hindered by the following phenomenon?

(Please mark one box in each row)

	<i>Not at all</i>	<i>Very little</i>	<i>To some extent</i>	<i>A lot</i>
a) Teachers' low expectations of students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Student absenteeism	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Poor student-teacher relations	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Disruption of classes by students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Teachers not meeting individual students' needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Teacher absenteeism	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Students skipping classes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Students lacking respect for teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Staff resisting change	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Student use of alcohol or illegal drugs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) Teachers being too strict with students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) Students intimidating or bullying other students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m) Students not being encouraged to achieve their full potential	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q18 Which statement below best characterizes parental expectations towards your school?

(Please mark only one box)

There is *constant pressure* from many parents, who expect our school to set very high academic standards and to have our students achieve them

 ₁

Pressure on the school to achieve higher academic standards among students comes from a *minority of parents*

 ₂

Pressure from parents on the school to achieve higher academic standards among students is *largely absent*

 ₃

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SECTION F: SCHOOL POLICIES AND PRACTICES

Q19 How often are the following factors considered when students are admitted to your school?

(Please mark one box in each row)

	<i>Never</i>	<i>Sometimes</i>	<i>Always</i>
a) Residence in a particular area	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b) Student's record of academic performance (including placement tests)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
c) Recommendation of feeder schools	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
d) Parents' endorsement of the instructional or religious philosophy of the school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
e) Whether the student requires or is interested in a special program	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
f) Preference given to family members of current or former students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
g) Other	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

Q20 In your school, how likely is it that a student in Grade 10 (or equivalent) would be transferred to another school because of the following reasons?

(Please refer to the definition of ‘Grade 10 (or equivalent)’ on page 3.)

(Please mark one box in each row)

If students are never transferred, go to Q21

	<i>Not likely</i>	<i>Likely</i>	<i>Very likely</i>
a) Low academic achievement	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b) High academic achievement	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
c) Behavioural problems	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
d) Special learning needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
e) Parents’ or guardians’ request	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
f) Other	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

Q21 This set of questions explores aspects of the school’s accountability to parents.

(Please refer to the definition of ‘Grade 10 (or equivalent)’ on page 3.)

(Please mark one box in each row)

	<i>Yes</i>	<i>No</i>
a) Does your school provide information to parents of students in Grade 10 (or equivalent) on their child’s academic performance relative to other students in Grade 10 (or equivalent) in your school?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) Does your school provide information to parents of students in Grade 10 (or equivalent) on their child’s academic performance relative to provincial or regional benchmarks?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) Does your school provide information to parents on the academic performance of students in Grade 10 (or equivalent) as a group relative to students in the same grade in other schools?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Q22 In your school, are achievement data used in any of the following accountability procedures?

*Achievement data include **aggregated** school or grade-level test scores or grades, or graduation rates.*

(Please mark one box in each row)

- | | <i>Yes</i> | <i>No</i> |
|---|---------------------------------------|---------------------------------------|
| a) Achievement data are posted publicly (e.g. in the media) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) Achievement data are used in evaluation of the principal's performance | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| c) Achievement data are used in evaluation of teachers' performance | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| d) Achievement data are used in decisions about instructional resource allocation to the school | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| e) Achievement data are tracked over time by an administrative authority | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

Q23 During the last year, have any of the following methods been used to monitor the practice of English (Language Arts) teachers at your school?

(Please mark one box in each row)

- | | <i>Yes</i> | <i>No</i> |
|---|---------------------------------------|---------------------------------------|
| a) Principal or senior staff observations of lessons | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) Observation of classes by inspectors or other persons external to the school | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

Q24 Regarding your school, who has a considerable responsibility for the following tasks?

(Please mark as many boxes as appropriate in each row)

	<i>Principals</i>	<i>Teachers</i>	<i>Appointed or elected board/council</i>	<i>Regional or district school board</i>	<i>Provincial education authority</i>
a) Selecting teachers for hire	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
b) Firing teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
c) Establishing teachers' starting salaries	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
d) Determining teachers' salaries increases	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
e) Formulating the school budget	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
f) Deciding on budget allocations within the school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
g) Establishing student disciplinary policies	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
h) Establishing student assessment policies	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
i) Approving students for admission to the school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
j) Choosing which textbooks are used	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
k) Determining course content	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁

	<i>Principals</i>	<i>Teachers</i>	<i>Appointed or elected board/council</i>	<i>Regional or district school board</i>	<i>Provincial education authority</i>
l) Deciding which courses are offered	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁

Q25 Regarding your school, which of the following bodies exert a direct influence on decision making about staffing, budgeting, instructional content and assessment practices?

(Please mark as many boxes as apply)

	<i>Area of influence</i>			
	<i>Staffing</i>	<i>Budgeting</i>	<i>Instructional content</i>	<i>Assessment practices</i>
a) Provincial or regional or national education authorities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
b) The school's appointed or elected board/council	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
c) Parent groups	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
d) Teacher groups (e.g. Staff Association, curricular committees, trade union)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
e) Student groups (e.g. Student Association, youth organization)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
f) External examination boards	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁

Q26 Below you can find statements about your management of this school. Please indicate the frequency of the following activities and behaviours in your school during the last school year.

(Please mark only one box in each row)

	<i>Never</i>	<i>Seldom</i>	<i>Quite often</i>	<i>Very often</i>
a) I make sure that the professional development activities of teachers are in accordance with the teaching goals of the school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) I ensure that teachers work according to the school's educational goals	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) I observe instruction in classrooms	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) I use student performance results to develop the school's educational goals	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) I give teachers suggestions as to how they can improve their teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) I monitor students' work	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) When a teacher has problems in his/her classroom, I take the initiative to discuss matters	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) I inform teachers about possibilities for updating their knowledge and skills	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

	<i>Never</i>	<i>Seldom</i>	<i>Quite often</i>	<i>Very often</i>
i) I check to see whether classroom activities are in keeping with our educational goals	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) I take exam results into account in decisions regarding curriculum development	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) I ensure that there is clarity concerning the responsibility for coordinating the curriculum	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) When a teacher brings up a classroom problem, we solve the problem together	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m) I pay attention to disruptive behaviour in classrooms	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
n) I take over lessons from teachers who are unexpectedly absent	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

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SECTION G: ABOUT YOU

Q27 Are you female or male?

Female

Male

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

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