Teacher Questionnaire Items

**Transformational leadership**

*Initiating and identifying a vision*

_The school leader of our school..._

1. Makes use of all possible opportunities to communicate the school’s vision to the team, the pupils, parents and others
2. Refers explicitly to the school’s objectives during the decision-making process
3. Explains to the team the relationship between the school’s vision and initiatives taken by the school board, consortiums of schools or the national government
4. Clearly defines current problems from the perspective of a vision of the future of the school
5. Outlines during meetings how the vision of the future of the school affects school life at the present time

**Individualized consideration and support**

_The school leader of our school..._

1. Takes the beliefs of individual teachers seriously
2. Shows appreciation when a teacher takes the initiative to improve teaching in the school or to engage in other forms of professional development
3. Listens carefully to the ideas of members of the team
4. Helps teachers to put their emotions into words
5. Looks out for the problems teachers experience during the implementation of reforms

**Providing for intellectual stimulation**

_The school leader of our school..._

1. Helps teachers to express and explain their personal views on education
2. Encourages teachers to try new things in line with their own interests
3. Helps teachers to reflect on new experiences that they have gained on the job
4. Encourages teachers to always think about how to improve our school
5. Encourages teachers to seek and discuss new information and ideas that are relevant to the direction in which the school is developing
6. Engages individual teachers in ongoing discussion about their personal professional goals
7. Encourages teachers to experiment with new teaching methods
8. Creates sufficient opportunities for teachers to work on their professional development

**School organizational conditions**

**Participative decision-making**
1. Teachers can influence the plans being made at our schools for the implementations of innovations
2. During the implementation of innovations, the plan of attack may be adjusted when needed
3. Teachers at our school are involved in decisions about using new teaching methods
4. Teachers at our school take decisions about coordinating the curriculum over the different school years together
5. At our school, we take decisions about new educational objectives for the school together
6. At our school, teachers have a say in the purchase of new teaching materials and resources
7. At our school, changes to classroom teaching are a matter for shared decision-making
8. At our schools, there is space for teachers to adjust joint decisions to their own classroom practices

**Collaboration among teachers**
1. My colleagues discuss new teaching methods with me
2. My colleagues give me positive feedback about my teaching
3. The conversations I have with colleagues about my work are superficial (negatively formulated item)
4. My colleagues give me support when I try out new teaching methods
5. My colleagues tell me what problems they have come across and how they solve them
6. My colleagues are only interested in their own lessons (negatively formulated item)
7. My colleagues pass on to me things they have learned from further training
8. My colleagues allow me to observe their lessons
9. At our school peer learning takes place to learn from each other
Trust
1. I trust my colleagues
2. I typically look out for my colleagues
3. Even in difficult situations, I can depend on my colleagues
4. I find that teachers in this school do their jobs well
5. I find that my colleagues are honest to me
6. I believe a colleague if he/she tells me something
7. I find that my colleagues are open to me

Teacher motivation
Internalization of school goals into personal goals
1. My personal goals are in line with school’s vision
2. I make an effort to put the school’s vision of education into practice
3. I have noticed that I am expanding my own repertoire as a teacher in order to put the school’s vision into practice
4. I know exactly what is meant with the vision of our school
5. I do my best to understand what implications the school’s vision has for the way I teach
6. I know what the next steps are that I should take in order to be able to put the school’s vision into practice

Teachers’ sense of self-efficacy
1. I am recognized as a professional
2. I feel that I am becoming a better professional
3. I feel that I am able to work effectively
4. I am satisfied with the quality of my work
5. I feel that I am being successful in my work
6. I have sufficient self-confidence to defend my own points of view about the work

Tolerance of uncertainty
1. I like it when exciting situations are caused at school
2. I let unfamiliar events take their course
3. It gives me trouble if the whole thing is mixed up
4. My work must proceed smoothly.
5. I like to know what will happen
6. I like to try new things, even if it is fruitless to me
7. I love it if surprises occur
Well-being
1. At school the atmosphere is good
2. I would like to work at another school
3. At school I feel at home
4. In the school team I often feel alone
5. I have good contact with my colleagues
6. I would like to be part of another school team
7. We have a pleasant school team
8. I get along well with my colleagues

Professional learning activities
Keeping up-to-date
1. I keep myself informed on developments within the field
2. I take part in further training and in-service training even if it is not compulsory
3. I read professional literature
4. I study textbooks and lesson material thoroughly and on a regular basis
5. I collect additional information about educational reforms
6. I keep myself informed on new didactic material
7. I keep myself informed on opportunities to professionalize myself

Experimenting and reflection
1. I make my own teaching materials
2. I observe colleagues’ lessons to learn from them
3. I use students’ reactions to improve my classroom teaching
4. I discuss problems in my classroom teaching with others in order to learn from them
5. I try out new knowledge and skills in my lessons
6. I reflect on the quality of my lessons
7. In order to get feedback on my teaching, I ask colleagues to attend my lessons
8. I try out new didactic methods in my lessons
9. I share new ideas that I gain in my classroom practice with my colleagues

Classroom practices
Process-oriented instruction
1. I make evident to the students that understanding the strategy used is at least as important as giving the right answer
2. I ask students how they arrived at a solution, and what the steps in their thought processes were
3. In giving marks, I give greater weight to approaching the problem correctly and thinking it through properly than to producing the right answer
4. I stimulate students to discover the solution to a problem or assignment on their own
5. When a student asks a question, I give a clue (or scaffold) instead of the correct answer
6. I try to teach in such a way that students think about the way to tackle learning tasks

Connection to students’ personal world
1. During my lessons, I offer students the opportunity to discuss their own experiences or information they have on the topic
2. I adapt the content of my lessons as much as possible to the students’ perceptions of their environment
3. I try to choose topics that relate to the students’ interests
4. I choose examples that appeal to students

Cooperation and interaction
1. In the event of group assignments, I assign students to come up with a joint result
2. I pay a lot of attention to developing adequate group assignments
3. In my class, students present the results of assignments to fellow students
4. In the event of group work, I discuss the way in which students cooperated in their groups at the end of class
5. The assessment of the results of group work takes place by means of a consultation between the teacher and the students

Differentiation between students
1. For weak students revision lessons are available that repeats the curriculum differently
2. Additional materials are available for (highly) gifted students
3. I provide weak students less extensive exercises
4. If (highly) gifted students are ready, I provide them with additional material that fits to the curriculum
5. Students in my class can work at their own pace, so (highly) gifted students go through more curriculum than weak students
6. Also weak students have to master the curriculum
Student Questionnaire Items

**Student motivation**

**Well-being in classroom**
1. In my class I often feel alone
2. I have good contact with my classmates
3. I would like to be student in another class
4. I like my class
5. I get along well with my classmates

**Well-being in school**
1. At school the atmosphere is pleasant
2. The rules at my school are pleasant
3. I would like to have class in another school
4. At school I feel at home

**Academic efficacy**
1. I can do even the hardest maths tasks in this class if I try
2. I’m certain I can master the maths skills taught in class this year
3. I can do almost all the maths work in class
4. Even if the work is hard, I can learn it
5. I’m certain I can figure out how to do the most difficult maths work

**Intrinsic motivation**
1. I prefer class work that is challenging so I can learn new things
2. Even when I do poorly on a maths task, I try to learn from my mistakes
3. I think what I am learning at maths is interesting
4. I think I will be able to use what I learn at maths in other subjects
5. I would like to master maths because it is useful for me

**Mastery goals**
1. It is important for me to understand the maths tasks
2. I prefer difficult assignments from which I can learn something new, to easy assignments
3. I feel satisfied when I have learned something in maths that makes sense to me
4. When I do not see how to solve a problem, I will put in a lot of extra effort
5. I like it when I have learned something new in mathematics
6. I enjoy being busy with mathematics
Performance-avoidance goals
1. During maths tasks I am afraid that the other children will notice that I make mistakes
2. I feel unpleasant when other students finish more assignments than I do
3. I feel embarrassed when I have to ask for help during maths lessons
4. When I do not immediately succeed in solving a mathematics assignment, I feel unpleasant when others point this out
5. During maths tasks I am afraid that the other children will notice that I make mistake
6. I do not like it when the other students finish their maths assignments before I do

School investment
1. If I have to complete maths tasks, I start immediately
2. During maths lessons I work very hard
3. I put a lot of effort into maths
4. I can work for a longer period in maths lessons
5. At maths, I don’t have any problem to keep my attention to learning