



IEA-Reading Literacy Study:

Population B

School Questionnaire

International Coordinating Center
Hamburg 1990



Identification:	target pop.	_____
	country	_____
	language	_____
	stratum	_____
	school	_____
	class	_____
	seq. no.	_____

Reading Literacy: School Questionnaire Population B

Directions:

The following questionnaire is part of an international study of Reading Literacy. The questions asked attempt to gather information which captures the wide range of experience and practice which is likely to exist across countries.

Please answer all questions in such a way as to reflect most accurately the situation in your school. It is important that all questions are answered. Most questions require you to circle your selected response. Others require you to write in a number. Where it is appropriate to enter '0' in the answer, please do so. Do not leave it blank. All information will be treated in the strictest confidence.

1 How many years will you have been a school principal by the end of this school year?

in your total career _____ years

- BCYEART

in your present school _____ years

- BCYEARD

2 What is the total enrollment of full-time students in your school?
(If there are no boys or no girls, please enter '0')

Number of boys _____

- BCENRSB

Number of girls _____

- BCENRSG

3 What is the total enrollment of full-time [*grade level being tested*] students in your school?

(If there are no boys or girls, please enter '0')

Number of boys _____
 Number of girls _____

- BCENRGB
 - BCENRGG

4 Is your school...

A state school..... 1
 A private school..... 2

- BCTYSCH

5 What is the type of community served by your school? (*see note*)
 (Circle one only)

A village or rural community 1
 A small town community 2
 A large town community 3
 A city of 1 million or more 4

- BCTYCOM

6 Please indicate the availability of the following resources in relation to your school?
 (Circle one number on each line)

	Not readily available	Available in neighbouring town or city (less than 2 hours of normal one way travel time)	Available locally (within 30 minutes of normal one way travel time)	
Public Library	1	2	3	- BCAVRE:
Bookstore/book department store	1	2	3	- BCAVRE:
Other secondary level schools	1	2	3	- BCAVRE:
A higher education institution	1	2	3	- BCAVRE:

7 What is the degree of parent co-operation with the school in terms of support for the schools educational principles (compared with other schools you know)?

(Circle one only)

Much below average 1
 Below average 2
 Average 3
 Above average 4
 Much above average 5

- BCPACO

8 Which of the following resources and activities are there in your school?
(Circle one number on each line)

	No	Yes
School library	1	2
Reading room for students	1	2
Student newspaper or magazine	1	2
Teacher (Professional) library	1	2
Drama Club	1	2
Debating Club	1	2
Literature Club	1	2
Writing Club	1	2

The following questions are about the school library.
 If you have indicated in Question 8 that your school does not have a library, please go straight to Question 12.

9 Approximately how many books with **different titles** does your school library contain?
(Exclude magazines and periodicals.)

_____ different titles

10 Approximately how many books with **different titles** were **added** to your school library in the last year?
(Exclude magazines and periodicals.)

_____ books with different titles

11 Can *[grade level being tested]* students in your school borrow books from your school library to take home?
(Circle one only)

No 1
 Yes..... 2

- 12 How many full-time (or full-time equivalent) **teaching teachers** are there in your school? (* see note)
(Exclude non-teaching principal and administrators. If there are no male or no female teachers, please enter '0'. For full-time equivalent, add the number of part-time teachers. For example, two half-time equivalent teachers equal one full-time equivalent. Or, three third-time teachers equal one full-time equivalent teacher. Round to nearest whole number.)
- _____ male teachers
 _____ female teachers
- 13 How many full-time (or full-time equivalent rounded to the nearest whole number) **special teachers** are there in your school (i.e. for remedial teaching, counselling, guidance. Exclude, for example, librarians and physical education teachers)?
(If there are no male or no female special teachers, please enter '0').
- _____ male teachers
 _____ female teachers
- 14 What is the number of **hours and minutes** of **total instructional time** [see explanation in the accompanying notes] excluding breaks [for the class being tested] in a typical week in your school (for all subject areas)?
- _____ hours and _____ minutes per week
- 15 How many weeks per year is your school **open** for the class being tested?
- _____ weeks per year
- 16 How many **days of instruction** were lost in the last school year (due to accidents, floods, strikes, festivals, staff days, etc.)?
(If there were no days lost, please enter '0')
- _____ days lost in the **last** school year
- 17 On an average day, approximately what **percentage** of students are **absent** from school?
- _____ percent

18 Does your school have any special programs or teacher initiatives for reading outside the normal classroom activities (e.g. enrichment programs, or special programs for the disadvantaged)?
(You may circle more than one)

- Extra class lessons in reading..... 2
- Extra individual tuition at school..... 2
- Special remedial reading courses..... 2
- Other..... 2

19 Does your school sponsor any informal initiatives to encourage reading (e.g. book clubs)?

- No 1
- Yes..... 2

20 Do you have a program for the improvement of **reading instruction** in your school?

- No 1
- Yes..... 2

21 What are the **two** most serious problems which you experience in **providing for the teaching and learning of reading** in your school? (~~see~~ *see note*)
(Circle two problems only)

- Insufficient specialized staff..... 2
- Insufficient time 2
- Students' lack of interest 2
- Insufficient classroom material..... 2
- Other..... 2
- None - there are no serious problems 2

22 Please rank the following activities in order of importance in your work as a school principal.
 ('1' is the most important activity, '8' is the least important activity, 'NA' = not applicable. Do not assign equal rankings.)

	rank of importance	
a) representing the school at official meetings	-----	_____
b) evaluation of staff	-----	_____
c) contacts with local community (e.g. parents, community organizations, local industry)	-----	_____
d) discussing educational objectives with the teaching staff	-----	_____
e) administrative tasks concerning the functioning of the school (e.g. regulations, disciplinary duties, school budget, timetable)	-----	_____
f) using records of pupils' progress	-----	_____
g) taking care of issues of 'pastoral care' (e.g. student problems, guidance, welfare)	-----	_____
h) activities aimed at the professional development of teachers	-----	_____

23 How often do you systematically evaluate the pedagogical work of the teachers at your school?
 (Check one only.)

- Never.....1
- Less than once a year.....2
- About once a year.....3
- More than once a year.....4

24 What procedures do you use to gather information for your evaluation?
 (You may choose more than one alternative.)

	Yes	
I do not systematically evaluate interviews	2	_____
written or oral self reports by teachers	2	_____
observational data on teachers' classroom work	2	_____
student ratings of teachers' performance	2	_____
other forms of systematic evaluation	2	_____

Thank you very much for your cooperation



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School Questionnaire
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Accompanying Notes

Question 3:

Two derived variables will be produced:

1. Total enrolment;
2. Sex of school.

Question 4:

State/Private Schools:

The purpose of this question is to compare state and private schools. At issue here is control of the school, rather than its funding. NRCs may have to substitute an appropriate term for 'state' in their own countries.

Question 5:

The basic aim of this question is to have a rural-urban scale for where schools are situated. The relative size of the types of community mentioned in the question will vary from country to country. It is up to each country to phrase the options in such a way that the dimension from rural to large urban is clear. The result must be a four-point scale. If a dichotomy of urban/rural is to be made it will be category 1 for rural and categories 2, 3, and 4 for urban.

Question 12:

Principals will have to convert part-time to full-time equivalent rounded to the nearest whole number. NRCs to make sure that this is clear to the respondents.

Two derived variables will be produced:

1. Total number of full-time teaching staff;
2. Pupil teacher ratio.

Question 13:

The intention is to capture remedial and/or specialist resources for teaching programmes. Two derived variables will be produced:

1. Total number of special teachers;
2. Ratio of pupils to special teachers.

Question 14:

In the pilot test some countries did not make clear that the question targeted total instructional time in a typical week. NRCs need to **specify valid ranges**.

This question refers to the **class being tested**. If two or more classes are tested within one school then the school principal should put in the figures for the first class.

Question 15:

Note in the pilot study values ranged from 0 - 52 weeks. NRCs need to **specify valid ranges**.

Question 16:

Maximum values in the pilot study seemed very unlikely in some countries (e.g. '91'). NRCs to **specify valid ranges**.

Question 17:

In the pilot study some maximum values were not likely (98 percent and 165 percent). NRCs to **supply valid ranges**.

Questions 20 and 21:

The teaching and learning of reading includes any program aimed at the improvement of [*language of test*] skills.

Questions 22-24:

These are the OECD questions and are concerned with school leadership.