

Developing an evaluation framework for teachers' professional learning in Ireland: Phase 2 Survey of teachers and principals

This appendix contains a list of all questions included in the principal versions of the questionnaire. Teachers completed a shorter version of the attached questionnaire. Separate versions of the survey questionnaire (including Irish translations) are available at <https://www.erc.ie/programme-of-work/development-of-a-framework-for-the-evaluation-of-teachers-professional-learning-tpl/pdf-copies-of-survey-questionnaires/>

Notes:

- The * symbol indicates questions for which a response was required. Questions without the * symbol were optional.
- The † symbol indicates that the question was included on the teacher versions of the questionnaire.
- Numbers and letters preceding each question, indicate the question number (or n.a. where not applicable) on each version of the principal questionnaire, i.e., primary (P), post-primary (PP), and special school (S) versions of the principal questionnaire.

School information

P 1/ PP 1/ S 1 - Roll number of your school: * †*Please ensure you choose the correct roll number.*

Please choose... (Dropdown list provided)

P 2/ PP 2/ S 2 - Please type your school's phone number into the box below: * †*This information is used to check and confirm the roll number.***P 3/ PP 3/ S 3 - What is/are your role(s) in the school? * †¹***Tick all that apply.* School Principal Deputy Principal Assistant Principal I Assistant Principal II Class/Subject Teacher Special Class Teacher Special Education Teacher (Formerly Learning Support/Resource Teacher) Other (Please specify)**P 4/ PP 4/ S 4 - Please describe your role as principal/deputy principal: *** Administrative Principal/Deputy Principal Teaching Principal/Deputy Principal

¹ 'Special Class Teacher' and 'Special Education Teacher (Formerly Learning Support/ Resource Teacher)' options were not presented on the Special School Principal or Special School Teacher questionnaires. 'Class teacher' was presented as an option on the Primary and Special School Principal and Teacher questionnaires. 'Subject teacher' was presented as an option on the Post-primary Principal and Teacher questionnaires.

P 5/ PP 5/ S 5 - How many teachers are currently employed at your school? **Include a count of the total number of registered teachers active in teaching roles at your school, both full-time and part-time.**Include your school's Home School Community Liaison Coordinator (if applicable) and Special Education Teacher(s), whether full-time or part-time.**Exclude teachers who are on extended leave of more than 3 months, e.g. long-term leave, career break, maternity leave etc.***P n.a./ PP 6/ S n.a. - During this school year, how many teachers have had responsibility for teaching one or more SPHE classes?*****P 6/ PP 7/ S 6 - In general, how happy is the environment for students² and teachers in your school, relative to other schools of the same size? * ↑³***Mark one choice in each row.*

	Happier	As happy	Less happy
Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

P 7/ PP 8/ S 7 - Please indicate the extent to which you believe each of the following to be true of teachers in your school?*⁴*Mark one choice in each row.*

Teachers, in general:	All or nearly all	More than half	Less than half	Only a few	None or hardly any
Are positive about the school	<input type="radio"/>				
Get a lot of help and support from colleagues	<input type="radio"/>				
Are open to new developments and challenges	<input type="radio"/>				
Are eager to take part in professional learning activities	<input type="radio"/>				

² The term 'student' was used to describe learners throughout the Post-primary questionnaires and 'pupil' was used throughout the Primary and Special School questionnaires.

³ Source: <https://www.growingup.ie/pubs/9-Year-Cohort-Teacher-on-Self-Questionnaire.pdf>

⁴ Source: <https://www.growingup.ie/pubs/9-Year-Cohort-Principal-Questionnaire.pdf>

P 8/ PP 9/ S 8 - Below are a list of statements about students. Please indicate the extent to which you believe each of the following to be true of students in the school?*⁵

<i>Mark one choice in each row.</i>	All or nearly all	More than half	Less than half	Only a few	None or hardly any
<i>Students, in general:</i>					
Enjoy being at school	<input type="radio"/>				
Are well-behaved in class	<input type="radio"/>				
Show respect for their teachers	<input type="radio"/>				
Are rewarding to work with	<input type="radio"/>				
Are well-behaved in the playground/school yard ⁶	<input type="radio"/>				

P 9/ PP 10/ S 9 - To what degree is each of the following a challenge in your school?*

<i>Mark one choice in each row.</i>	Not a challenge	Minor challenge	Moderate challenge	Serious challenge
Student disengagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student absenteeism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aggression and bullying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relationship difficulties among students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Low achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of shared understanding between family and school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transitions from primary to post-primary school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

⁵ Source: <https://www.growingup.ie/pubs/9-Year-Cohort-Teacher-on-Self-Questionnaire.pdf>

⁶ 'In the playground/school yard' was replaced with 'in the corridor and communal areas' on the Post-primary Principal questionnaires.

P 10/ PP 11/ S 10 - To what degree is each of the following a challenge in your local community?**Mark one choice in each row.*

	Not a challenge	Minor challenge	Moderate challenge	Serious challenge
Unemployment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Homelessness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of availability of housing <i>(resulting in, for example, intergenerational co-habiting)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extensive poverty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drug and/or alcohol abuse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Anti-social behaviour	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Theft and petty crime	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organised crime	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

P 11/ PP 12/ S 11 - In general, what proportion of parents attend (a) parent teacher meetings and (b) other meetings organised by the school?*⁷*Mark one choice in each row.*

	All or nearly all	More than half	Less than half	Only a few
Parent teacher meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other meetings organised by the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

⁷ Source: <https://www.growingup.ie/pubs/9-Year-Cohort-Teacher-on-Self-Questionnaire.pdf>

P 12/ PP n.a./ S 12 - What proportion of parents would approach you informally to discuss their child's progress? * † All or nearly all More than half Less than half Only a few**P 13/ PP 13/ S 13 - How many students from each of the following groups do you have in your school:**

Note that students may belong to more than one category. If none, please write '0', rather than leaving the box blank.

Number of students

Students from an immigrant background (*i.e. one or both parents born outside Ireland or the U.K.*)

Students who identify themselves as members of the Traveller or Roma community

Students who speak a main home language other than English/Irish

Students living in direct provision accommodation

Students who are homeless or in temporary accommodation (*other than direct provision*)

P 14/ PP 14/ S 14 - How many students in your school have additional learning needs associated with each of the following:

Please count each student in one category only i.e. each student should be assigned to the category representing their most severe impairment. If none, please write '0', rather than leaving the box blank.

	Number of students
Physical impairments (e.g. dyspraxia, cerebral palsy)	<input type="text"/>
Sensory impairments (e.g. hearing, vision)	<input type="text"/>
Specific learning disability (e.g. dyslexia, dyscalculia)	<input type="text"/>
General learning disability (including mild, moderate, and profound)	<input type="text"/>
Social, emotional, and behavioural difficulties (including ADHD, ODD etc.)	<input type="text"/>
Autism, autistic spectrum disorders	<input type="text"/>
Specific speech and language disorders	<input type="text"/>
Assessed syndrome (e.g. Down, William's, Tourette's syndrome)	<input type="text"/>

P 15a/ PP 15a/ S n.a. - Does your school contain one or more special education classes?*

i.e. one or more special education needs classes within a mainstream school.

Yes

No

P 15b/ PP 15b/ S n.a. - Which type of special class does your school contain?*

Tick all that

<input type="checkbox"/> ASD Early Intervention
<input type="checkbox"/> Autism/Autistic Spectrum Disorders
<input type="checkbox"/> Specific Learning Disability
<input type="checkbox"/> Mild General Learning Disability
<input type="checkbox"/> Moderate General Learning Disability
<input type="checkbox"/> Severe/Profound General Learning Disability
<input type="checkbox"/> Hearing Impairment
<input type="checkbox"/> Hearing Impairment - Early Intervention
<input type="checkbox"/> Specific Speech and Language Disorder
<input type="checkbox"/> Emotional Disturbance
<input type="checkbox"/> Multiple Disabilities

P 16/ PP 16/ S 15 - Is your school registered to offer *Droichead* as a route to teacher induction? *

<input type="radio"/> Yes	<input type="radio"/> No
---------------------------	--------------------------

Principal/Teacher Information

P 17/ PP 17/ S 16 - Do you work full-time or part-time in the school? * †

Full-time

Part-time

P 18/ PP 18/ S 17 - Which of the following best describes your employment status? * †

Permanent

Contract of Indefinite Duration

Fixed term (Whole-time)

Fixed term (Part-time)

Substitute

P 19/ PP 19/ S 18 - When did you complete your initial teacher education? * †

Before 1990

1990-1999

2000-2009

2010-2015

2016-2018

2019

P 20/ PP 20/ S 19 - By the end of the current school year, how many years will you have been a school principal?*

- 1 year, i.e. this is my first year as a school principal
- 2-5 years
- 6-10 years
- 11-15 years
- 16-20 years
- More than 20 years

P 21/ PP 21/ S 20 - By the end of the current school year, how many years in total will you have been a teacher (including years as a school principal whether administrative or teaching)?* †⁸

Exclude any long-term leave, career breaks etc.

- 1-5 years
- 6-10 years
- 11-20 years
- More than 20 years

P 22/ PP 22/ S 21 - In what year did you begin employment in this school? * †

- 2019 - 2020 school year
- 2018 - 2019 school year
- 2017 - 2018 school year
- 2016 - 2017 school year
- 2015 - 2016 school year
- 2014 - 2015 school year or earlier

⁸ This question was rephrased on the teacher versions of the questionnaire to: 'By the end of the current school year, how many years will you have been teaching?'

P 23/ PP 23/ S 22 - Which of the following best describes you? * †

Male

Female

Other (including non-binary, agender, gender-fluid)

Prefer not to say

P 24/ PP 24/ S 23 - To which age group do you belong? * †

Under 25

25-29

30-39

40-49

50-59

Over 60

P 25/ PP 25/ S 24 - Do you have any additional formal (certified) qualifications relating to your work as a teacher/school principal? * †

Tick all that apply.

Cert/Diploma

M.Ed.

M.Sc.(Ed.)

M.A.(Ed.)

Ph.D./Ed.D.

No, I do not

Other (Please specify)

P 26/ PP 26/ S 25 - Please answer the following questions about your role as school principal:* †^{9,10}*Mark one choice in each row.*

	Very	Fairly	Not very	Not at all
How satisfying is your job?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How stressful is your job?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How supported do you feel in your job?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

P 27/ PP 27/ S 26 - Do you currently teach in your school? *¹¹

<input type="radio"/> Yes	<input type="radio"/> No
---------------------------	--------------------------

P n.a./ PP n.a./ S 27 - What age groups do you currently teach? *^{†¹²}*Tick all that apply.*

<input type="checkbox"/> 4-8 years

<input type="checkbox"/> 9-12 years

<input type="checkbox"/> 13-15 years

<input type="checkbox"/> 16-18 years

P 28/ PP n.a./ S n.a. - What class do you teach? *[†]*You can select multiple options. If you teach a multi-grade class, tick all that apply.*

<input type="checkbox"/> Junior Infants

<input type="checkbox"/> Senior Infants

<input type="checkbox"/> First Class

<input type="checkbox"/> Second Class

<input type="checkbox"/> Third Class

<input type="checkbox"/> Fourth Class

<input type="checkbox"/> Fifth Class

<input type="checkbox"/> Sixth Class

<input type="checkbox"/> Special Class
--

<input type="checkbox"/> Special Education Teacher (Formerly Learning Support/Resource Teacher)

⁹ Source: <https://www.growingup.ie/pubs/9-Year-Cohort-Teacher-on-Self-Questionnaire.pdf>¹⁰ This question was rephrased on the teacher versions of the questionnaire to: 'Please answer the following questions about your role as a teacher'.¹¹ If the respondent selected 'No' in response to this question they were redirected past the questions relating to the classes/years that they teach.¹² If the respondent selected '13-15 years' or '16-18 years', they were then directed to the question relating to the subjects they teach. Developing an evaluation framework for teachers' professional learning in Ireland: Phase 2 Survey of teachers and principals

P n.a./ PP 28/ S n.a. - Which year levels do you teach? * †*Tick all that apply.* First Year Second Year Third Year Fourth Year (Transition Year) Fifth Year Sixth Year Special Class Special Education Teacher (Formerly Learning Support/Resource Teacher)**P n.a./ PP 29/ S 28 - Which subject(s) do you teach? * †***Tick all that apply.* English Irish Mathematics (including Applied Mathematics) Modern Foreign Languages Ancient Languages (Ancient Greek, Latin) Science (Physics, Chemistry, Biology, Agricultural Science) Geography Home Economics History Technology Subjects (Applied Technology, Engineering, Graphics, Wood Technology, DCG, Construction Studies)

Cultural Subjects (Religious Education, Classical Studies, Jewish Studies, Classics, Environmental Social Studies, Politics and Society, Philosophy)

Personal Subjects (CSPE, SPHE, Physical Education)

Wellbeing

Business Subjects (Accounting, Business Studies, Economics)

Computer Science

Artistic Subjects (Music, Art, Visual Art)

Other (please specify)

P n.a./ PP 30/ S 29 - Do you currently teach one or more of the following subjects with a particular focus on wellbeing on a weekly basis? * †

Tick all that apply.

SPHE

CSPE

Physical Education

Wellbeing (i.e. timetabled curricular learning experiences in the Wellbeing programme)

No - I do not teach any of these subjects

P 29/ PP 31/ S 30 - During your most recent complete calendar week, how many minutes in total did you spend on (a) tasks related to student wellbeing and (b) teaching student wellbeing at your school? * †

Please make sure you give your answer in minutes. For example, 3 hours per week is 180 minutes (3 x 60 minutes).

If you have not spent any time on tasks related to student wellbeing or teaching student wellbeing in the last calendar week, enter '0'.

A 'complete' calendar week is one that was not shortened by breaks, public holidays, sick leave, etc.

Total number of minutes

Tasks related to student wellbeing

Include time spent on teaching, planning lessons, co-curricular activities (Active Schools Flag, Mindfulness minutes etc.), marking, collaborating with other teachers, participating in staff meetings, participating in professional development, and other work tasks.

Also include tasks that took place during evenings, weekends, or other out-of-class hours.

Teaching student wellbeing

Including but not limited to teaching SPHE, CSPE, Physical Education, and Wellbeing.¹³ Include any teaching relating to student wellbeing across any subject/curriculum area.

¹³ This statement was presented as 'including but not limited to teaching SPHE and Physical Education' on the Primary and Special School Principal and Teacher questionnaires.

Thoughts on teachers' professional learning (TPL) in general¹⁴**For the purpose of this survey:**

'Teachers' Professional Learning' (TPL) is defined as all of the various types of continuing professional learning and development activities for teachers and school leaders which are funded, facilitated, accredited or otherwise supported by the Department, its support services or its agencies (including but not limited to NEPS, NCSE, PDST, JCT, NIPT, CSL, FESS, and the Education Centres). TPL does not include initial teacher education. TPL is continuous and ongoing and ranges from highly informal to structured and formal.

This section includes questions relating to your thoughts about TPL. Some questions ask about informal and self-directed TPL.

P 30/ PP 32/ S 31 - Please indicate your level of agreement with each of the following statements: * †¹⁵

Mark one choice in each row.

	Strongly agree	Moderately agree	Agree slightly more than disagree	Disagree slightly more than agree	Moderately disagree	Strongly disagree
Professional learning activities often help teachers to develop new teaching approaches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I did not have to, I would not attend professional learning activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional learning activities are worth the time they take	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have been enriched by the professional learning activities in which I have participated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional learning activities have not had much impact on my learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional learning activities have not had much impact on my teaching or professional practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional learning activities have not had much impact on my students' outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

¹⁴ Several of the questions in this section were adapted from questions formulated by Goodall, J., Day, C., Lindsay, G., Muijs, D., & Harris, A. (2005). *Evaluating the impact of continuing professional development*. vol. Research Report RR659. U.K.: Department for Education and Skills.

¹⁵ Adapted from a measure by: Torff, B., Sessions, D., & Byrnes, K. (2005). Assessment of teachers' attitudes about professional development. *Educational and Psychological Measurement*, 65(5), 820-830.

P 31/ PP 33/ S 32 - Please select up to five of the following as your most preferred modes of TPL * †

The mode of TPL which you prefer the most should be ranked as number one, the mode which is your second favourite should be ranked as number two and so on.

<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">School based support including school visits from support service personnel</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">Events - Presentations by facilitators, question and answer sessions, and/or panel discussions</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">Events - Single day lectures or seminars</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">Events - Conferences and/or showcases</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">Workshops - Single day workshops</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">Workshops - Series of workshops over multiple days</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">Workshops - Evening workshops</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">Workshops - Residential workshops</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">Workshops - In-school colleague-led workshops</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">Working with others - Team teaching</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">Working with others - Mentoring/coaching</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">Working with others - Professional learning communities</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">Working with others - Lesson study</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">Networking - Informal networking with colleagues</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">Networking - Formal networking with colleagues, e.g. clustering</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">Research (e.g. action research project)</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">Resources online (e.g. webinars, e-zines, blogs, Twitter, Instagram etc.)</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">Reading academic journals/papers/reports</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">Learning through practice</div>	>	<div style="border: 1px dashed black; padding: 5px; margin-bottom: 10px; height: 100px; position: relative;">1.</div>
--	---	---

P 32/ PP 34/ S 33 - Is there any other mode of TPL that we haven't listed that you prefer? If so, please tell us what and why: †

P 33/ PP 35/ S 34 - How effective are the following forms of TPL in informing your professional knowledge, competence, and skills? * † *Mark one choice in each row.*

	Highly effective	Somewhat effective	Somewhat ineffective	Highly ineffective	Never experienced this type of TPL
School based support including school visits from support service personnel	<input type="radio"/>				
Events - Presentations by facilitators, question and answer sessions, and/or panel discussions	<input type="radio"/>				
Events - Single day lectures or seminars	<input type="radio"/>				
Events - Conferences and/or showcases	<input type="radio"/>				
Workshops - Single day workshops	<input type="radio"/>				
Workshops - Series of workshops over multiple days	<input type="radio"/>				
Workshops - Evening workshops	<input type="radio"/>				
Workshops - Residential workshops	<input type="radio"/>				
Workshops - In-school colleague-led workshops	<input type="radio"/>				
Working with others - Team teaching	<input type="radio"/>				
Working with others - Mentoring/coaching	<input type="radio"/>				
Working with others - Professional learning communities	<input type="radio"/>				
Working with others - Lesson study	<input type="radio"/>				
Networking - Informal networking with colleagues	<input type="radio"/>				

Networking - Formal networking with colleagues, e.g. clustering	<input type="radio"/>				
Research (e.g. action research project)	<input type="radio"/>				
Resources online (e.g. webinars, e-zines, blogs, Twitter, Instagram etc.)	<input type="radio"/>				
Reading academic journals/papers/reports	<input type="radio"/>				
Learning through practice	<input type="radio"/>				

P 34/ PP 36/ S 35 - How effective are the following forms of TPL in informing your attitudes, values, and practice? * †

Mark one choice in each row.

	Highly effective	Somewhat effective	Somewhat ineffective	Highly ineffective	Never experienced this type of TPL
School based support including school visits from support service personnel	<input type="radio"/>				
Events - Presentations by facilitators, question and answer sessions, and/or panel discussions	<input type="radio"/>				
Events - Single day lectures or seminars	<input type="radio"/>				
Events - Conferences and/or showcases	<input type="radio"/>				
Workshops - Single day workshops	<input type="radio"/>				
Workshops - Series of workshops over multiple days	<input type="radio"/>				
Workshops - Evening workshops	<input type="radio"/>				
Workshops - Residential workshops	<input type="radio"/>				
Workshops - In-school colleague-led workshops	<input type="radio"/>				
Working with others - Team teaching	<input type="radio"/>				
Working with others - Mentoring/coaching	<input type="radio"/>				
Working with others - Professional learning communities	<input type="radio"/>				

Working with others - Lesson study	<input type="radio"/>				
Networking - Informal networking with colleagues	<input type="radio"/>				
Networking - Formal networking with colleagues, e.g. clustering	<input type="radio"/>				
Research (e.g. action research project)	<input type="radio"/>				
Resources online (e.g. webinars, e-zines, blogs, Twitter, Instagram etc.)	<input type="radio"/>				
Reading academic journals/papers/reports	<input type="radio"/>				
Learning through practice	<input type="radio"/>				

P 35a/ PP 37a/ S 36a - In your opinion, how useful is it to evaluate the impact of TPL against the following criteria? * †

Mark one choice in each row.

In the following questions, we use the term 'participant' for the teacher/school leader participating in the TPL.

	Very useful	Somewhat useful	Not very useful	Not useful at all
Participant satisfaction with TPL experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participant views, attitudes, and values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participant knowledge, skills, and competence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Changes in participant practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Changes at whole school level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student learning outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Value for money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relevance to classroom practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Alignment to the curriculum

P 35b/ PP 37b/ S 36b - Is there any other criteria which you find useful when evaluating the impact of TPL? †**P 36/ PP 38/ S 37 - In your opinion, how useful are the following instruments in evaluating the impact of TPL? * †***Mark one choice in each row.**In the following questions, we use the term 'participant' for the teacher/school leader participating in the TPL.*

	Very useful	Somewhat useful	Not very useful	Not useful at all
Participant questionnaires/surveys	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participant interviews	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reflective learning logs and journals completed by participants (either online or paper)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom observation of participants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student learning outcome measures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interviews with students/student questionnaires	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collection of documentary evidence (minutes/planning materials)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Follow up emails from the service provider	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

P 37a/ PP 39a/ S 38a - Please describe the most effective TPL that you have experienced: †

You may wish to include the following information: course name, content, provider, mode of facilitation (i.e. lecture, workshop etc.), or any other feature of the TPL that made it effective in your opinion.

P 37b/ PP 39b/ S 38b - How did this TPL impact on your own professional practice? How did you know it had an impact? †

P 37c/ PP 39b/ S 38c - How did this TPL impact on the outcomes of your students? How did you know it had an impact? †

P 37d/ PP 39d/ S 38d - How did this TPL impact on practice and policy within the school? How did you know it had an impact? †

TPL since September 2018

For the purpose of this survey we define Teachers' Professional Learning (TPL) as:

all of the various types of continuing professional learning and development activities for teachers and school leaders which are funded, facilitated, accredited or otherwise supported by the Department, its support services or its agencies (including but not limited to NEPS, NCSE, PDST, JCT, NIPT, CSL, FESS, and the Education Centres). TPL does not include initial teacher education. TPL is continuous and ongoing and ranges from highly informal to structured and formal.

This section includes questions about the TPL you have participated in since September 2018. Some questions ask about informal and self-directed TPL.

P 38/ PP 40/ S 39 - In general, which of the following is most important in determining your school's TPL priorities:*

Changes to curriculum	1.
Changes to policy	
Developing and promoting teacher knowledge and skills	
Perceived needs of students	
Identified school need	

P 39/ PP 41/ S 40 - At your school, is it generally possible to facilitate all requests from teachers for TPL participation?*

<input type="radio"/> Yes	<input type="radio"/> No
---------------------------	--------------------------

P 40/ PP 42/ S 41 - What factors determine decisions on TPL participation? * †*You can select multiple options.*

- Changes to curriculum
- Changes to policy
- Teachers who had fewer TPL opportunities
- Development and promotion of teacher knowledge and skills
- Cost
- Availability of a substitute teacher or teacher cover
- Location of TPL
- Overall school plan/priorities
- Teacher's own interest
- Time of year, e.g. summer courses
- Time available inside of school hours
- Time available outside of school hours
- Other

P 41/ PP n.a./ S 42 - Approximately how many days (one day is about 5 hours) did you spend on teachers' professional learning since September 2018? * †

The purpose of this question is to gain a broad idea of levels of teacher professional learning. This will help us to better contextualise the levels of need and challenges experienced in engaging in professional learning. Do not count undergraduate or postgraduate courses.

Mark one choice on each row.

Professional learning activities.....

	None	Up to half a day	1-3 days	4-8 days	9-14 days	15 or more days	Prefer not to say
Over the summer holidays	<input type="radio"/>						
At other times of the year	<input type="radio"/>						

P n.a./ PP 43/ S n.a. - Approximately how many days (one day is about 5 hours) did you spend on teachers' professional learning since September 2018? * †

The purpose of this question is to gain a broad idea of levels of teacher professional learning. This will help us to better contextualise the levels of need and challenges experienced in engaging in professional learning. Do not count undergraduate or postgraduate courses.

Mark one choice on each row.

Professional learning activities...

	None	Up to half a day	1-3 days	4-8 days	9-14 days	15 or more days	Prefer not to say
Relating to the Junior Cycle	<input type="radio"/>						
All other professional learning	<input type="radio"/>						

P 42/ PP 44/ S 43 - For the TPL that you have completed since September 2018, did you receive scheduled time (i.e. were you permitted to be absent from classes/duties) to undertake the TPL that took place during regular work hours? * †

Yes

No

N/A, I did not participate in any TPL since September 2018

P 43/ PP 45/ S 44 - For the TPL that took place during work hours, was a substitute teacher/school leader provided in your absence? * †

Yes

No

N/A, I did not participate in any TPL since September 2018

P 44/ PP 46/ S 45 - Which of the following types of TPL have you participated in since September 2018? * †

You can select multiple options.

N/A, I did not participate in any TPL since September 2018

External workshop (i.e. held away from school premises, e.g. in an Education Centre)

External lecture or seminar

In-school support (e.g. support from a PDST facilitator, NEPS psychologist, or NCSE advisor)

School-based workshop

Webinar

Online course (e.g. approved online summer course)

Mentoring/coaching

Research (e.g. an action research project)

Formal networking with colleagues (e.g. clustering)

Team teaching

P 45/ PP 47/ S 46 - What, in your opinion, was the main purpose of the TPL that you participated in since September 2018? * †
You can select multiple options.

N/A, I did not participate in any TPL since September 2018

Subject knowledge (content knowledge)

Knowledge about the teaching and learning of a particular subject (pedagogical knowledge)

Knowledge about teaching methods

Classroom management and organisation

Personal learning and development (e.g. professional development, teacher wellbeing)

Professional collaboration and support of colleagues

Working with parents

Planning for inclusion

School self-evaluation and planning

Planning and preparation

Other

P 46/ PP 48/ S 47 - In your opinion, how much of an impact did the TPL you participated in since September 2018 have on your development as a teacher/school leader? * †

Mark one choice in each row.

You may have noted an impact on your own learning, your use of new knowledge and skills, and/or student learning outcomes.

	A large impact	A moderate impact	A small impact	No impact	Did not attend this type of TPL
External workshop (i.e. held away from school premises, e.g. in an Education Centre)	<input type="radio"/>				
External lecture or seminar	<input type="radio"/>				
In-school support (e.g. support from a PDST facilitator, NEPS psychologist, or NCSE advisor)	<input type="radio"/>				
School based workshop	<input type="radio"/>				
Webinar	<input type="radio"/>				
Online course (e.g. approved online summer course)	<input type="radio"/>				
Mentoring/coaching	<input type="radio"/>				
Research (e.g. an action research project)	<input type="radio"/>				
Formal networking with colleagues (e.g. clustering)	<input type="radio"/>				
Team teaching	<input type="radio"/>				

P 47/ PP 49/ S 48 - How do you know that these professional learning activities had this level of impact on your development as a teacher/school leader? †

Examples of this could include (but are not limited to) development of your skills, knowledge and competencies, changes to your attitudes, beliefs and values, changes to your practice, organisational level changes within your school, improvements or lack of improvements in student outcomes.

P 48/ PP 50/ S 49 - Were the professional learning activities that you participated in evaluated by the facilitator? * †

Choose only one option. Evaluation methods can include but are not limited to questionnaires, interviews, classroom observation etc.

- Yes - all professional learning activities I participated in were evaluated
- The majority of the professional learning activities I participated in were evaluated
- The majority of the professional learning activities I participated in were not evaluated
- No - all professional learning activities I participated in were not evaluated
- I don't know whether the professional learning activities I participated in were evaluated or not

P 49a/ PP 51a/ S 50a - Since September 2018, did you want to participate in more TPL than you actually did? * †

- Yes
- No

P 49b/ PP 51b/ S 50b - If yes, which of the following reasons explain what prevented you from participating in more TPL than you did? * †

You can select multiple options.

- Limited/no availability of activities which suited my professional learning needs
- Limited/no employer support (e.g. lack of encouragement or inability to get approved time off work)
- Limited/no time during school hours
- Limited/no time due to family responsibilities and/or other commitments
- Limited/no information provided surrounding professional learning courses and when they were on
- Professional learning activities were not available in a geographically accessible location
- It would have cost too much to travel to the location of the professional learning activity
- Suitable professional learning activities were held outside of school hours, and I did not believe that this was appropriate
- No personal interest in professional development

Linguistic accessibility (e.g. not available through Irish)

None of the above (i.e. nothing prevented me)

Other

P 50a/ PP 52a/ S 51a - Was there anything which prevented you from integrating what you learned at these TPL activities into your day-to-day practice as a teacher/school leader? * †

Yes

No

P 50b/ PP 52b/ S 51b - If yes, what prevented you from integrating what you had learned at professional learning activities into your day to-day practice as a teacher/school leader? * †

You can select multiple options.

Limited/no resources

Financial issues

Limited/no time

Limited/no support from school management

Limited/no understanding of what I had learned during the TPL activity

None of the above (i.e. nothing prevented me)

Lack of sustained support from TPL provider

Other

P 51/ PP 53/ S 52 - Thinking about your own role, what in your view works well in terms of TPL? †

P 52/ PP 54/ S 53 - How in your view does TPL need to be changed/improved? †

Your understanding of student wellbeing

For the purpose of this survey:

Wellbeing can be defined as being present when a person realises their potential, is resilient in dealing with the normal stresses of their life, takes care of physical wellbeing and has a sense of purpose, connection and belonging to a wider community. Wellbeing occurs on a continuum, it is a fluid way of being and needs nurturing throughout life. Although the definition of wellbeing is based on individuals, the present study recognises that wellbeing is in part determined by the person's environments and interpersonal relationships within those environments.

P 53a/ PP 55a/ S 54a - Has the introduction of the *Wellbeing Policy Statement and Framework for Practice* had an influence at a whole school level in your school?* †¹⁶

No, too soon to say

Yes, a lot of influence

Yes, some influence

Yes, a little influence

No, none

P 53b/ PP 55b/ S 54b - If so, please describe how it has influenced whole school policy or practice: †¹⁷

P 54/ PP 56/ S 55 - Please describe how your school supports the physical and emotional/psychological wellbeing of its students: * †

¹⁶ This question was rephrased on the teacher versions of the questionnaire to: 'Has the introduction of the *Wellbeing Policy Statement and Framework for Practice* had an influence on your role as a teacher?'

¹⁷ This question was rephrased on the teacher versions of the questionnaire to: 'If so, please describe how it has influenced your role as a teacher'.

Student wellbeing in your school

This section includes further questions relating to your level of involvement in extra-curricular activities which relate to student wellbeing.

For the purpose of this survey:

Wellbeing can be defined as being present when a person realises their potential, is resilient in dealing with the normal stresses of their life, takes care of physical wellbeing and has a sense of purpose, connection and belonging to a wider community. Wellbeing occurs on a continuum, it is a fluid way of being and needs nurturing throughout life. Although the definition of wellbeing is based on individuals, the present study recognises that wellbeing is in part determined by the person's environments and interpersonal relationships within those environments.

P 55a/ PP 57a/ S 56a - How would you classify your level of involvement in extra-curricular student wellbeing activities in your school? * †

Exclude the teaching of curriculum relating to student wellbeing, i.e. exclude teaching in SPHE, CSPE, Physical Education, or Wellbeing.¹⁸

Include, for example: organising wellbeing events such as class retreats; coaching of sports outside of PE class; holding a specific student wellbeing role (e.g. child protection, mental health promotion); or involvement in school evaluation relating to the area of student wellbeing.

Very involved

Somewhat involved

Not involved

P 55b/ PP 57b/ S 56b - Please tell us why: †

P 56a/ PP 58a/ S 57a - Do you have any additional responsibilities for student wellbeing in your school? * †

(e.g. promoted post, voluntary duties)

Yes

No

¹⁸ The Primary and Special School Principal and Teacher questionnaires stated 'exclude teaching in SPHE and Physical Education' only. Developing an evaluation framework for teachers' professional learning in Ireland: Phase 2 Survey of teachers and principals

P 56b/ PP 58b/ S 57b - If yes, please describe your additional responsibilities: †

P 57/ PP 59/ S 58 - How many minutes did you spend on extra-curricular activities relating to student wellbeing during your most recent complete calendar week? * †

Please make sure you give your answer in minutes. For example, 3 hours per week is 180 minutes (3 x 60 minutes). If you have not spent any time on extra-curricular activities relating to student wellbeing in the last calendar week, enter '0'.

Your needs in relation to TPL in the area of student wellbeing

P58 / PP 60/ S 59 - Of the TPL that you have undertaken since September 2018, what percentage of it focused on student wellbeing? * †

0% (I did not participate in any TPL in the area of student wellbeing since September 2018)

up to 25%

26-50 %

51-75 %

More than 75%

P 59/ PP 61/ S 60 - Did the professional learning activities that you have participated in since September 2018 meet your learning needs, in the area of student wellbeing? *†

Yes

No

N/A, I did not participate in any TPL in the area of student wellbeing since September 2018

P 60/ PP 62/ S 61 - Please indicate the extent of your professional learning needs in relation to the following areas of student wellbeing: *†

Mark one choice in each row.

No need at all

Low level of need

Moderate level of need

High level of need

Leadership support for principals¹⁹

Whole school TPL to implement curriculum changes

Whole school TPL to implement policy changes

Child protection

¹⁹ This item was not included on the teacher versions of the questionnaire.

Critical incident	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SPHE curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CSPE curriculum ²⁰	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical Education curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wellbeing at Junior Cycle ²¹	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social and emotional skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mental health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student discipline and behaviour management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching students with special learning needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Including students with special needs in the wider school community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing positive relationships between parents and teachers/principals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching in an inclusive manner in a diverse setting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responsible use of digital technologies/cyber bullying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

P 61/ PP 63/ S 62 - If you have any further wellbeing needs that have not been mentioned above, please outline you specific needs below: †

²⁰ Not included on the Primary and Special School versions of the questionnaire.

²¹ Not included on the Primary and Special School versions of the questionnaire.

Developing an evaluation framework for teachers' professional learning in Ireland: Phase 2 Survey of teachers and principals