



Erasmus+

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SURVEY OF PRIMARY SCHOOLS

Dear Colleague,

The [name of institution] is carrying out research investigating school policy and looks at the relationship between school policy and school improvement. This research is being carried out in a number of schools around the country and in other European countries. We would appreciate it if you could find the time to complete this questionnaire. Your views are very important, as they will inform future policies to assist students, parents/guardians and school staff. All the information you give will be strictly **confidential** and will be used for research purposes only.

This study examines teachers' opinion regarding:

A. Making good use of teaching time:

School policies and systems are reviewed in relation to: management of time, student absenteeism, teacher absenteeism, homework assignment and school time-table scheduling.

B. Provision of learning opportunities:

School policies and systems are reviewed in relation to: the achievement of specific goals set by the school, use of visual material and technological equipment in teaching, working with students who have special educational needs (e.g. gifted children, children with learning difficulties), and long-term planning.

C. Quality of teaching:

School policies and systems are reviewed in relation to: student evaluation, structuring of lessons, orientation of students in achieving specific goals, application exercises, posing and using questions in teaching, use of learning strategies, time management, and the classroom learning environment.

Your views about policies on the broader learning environment of your school will also be examined.

Four aspects of the **School Learning Environment (SLE)** will be explored:

- policy on student behaviour outside the classroom
- teacher collaboration
- relationships with parents/guardians and the wider school community
- use of educational resources

Many thanks for taking the time to fill in this questionnaire.

PART A: THE FORMATION OF SCHOOL POLICY AND THE LEARNING ENVIRONMENT OF THE SCHOOL

Part A is comprised of statements concerned with practices that may occur in your school. After reading each statement carefully, circle the appropriate number:

1: if you strongly disagree with the statement

2: if you disagree with the statement

3: if you agree with the statement

4: if you strongly agree with the statement

		Strongly Disagree	Disagree	Agree	Strongly Agree
Q1.	Whole school records are kept concerning:				
	a. Student absenteeism	1	2	3	4
	b. Teacher absenteeism	1	2	3	4
	c. The different educational needs of individual students	1	2	3	4
	d. Long-term planning by teachers	1	2	3	4
	e. Organization of trips, visits and other extra-curricular activities not included in the formal curriculum	1	2	3	4
	f. Problems that arise among students during break time	1	2	3	4
	g. The use of educational resources for teaching supplied by the school (e.g. maps, software, internet etc.).	1	2	3	4
Q2.	Our school participates in programmes / projects (e.g. Erasmus, action research projects, collaboration with other schools, pilot initiatives) that focus on:				
	a. Making good use of teaching time	1	2	3	4
	b. Providing learning opportunities beyond those offered by the formal curriculum	1	2	3	4
	c. Improving the quality of teaching	1	2	3	4
	d. Student well-being (e.g. resilience, mindfulness)	1	2	3	4
Q3.	Our school takes into consideration the professional experience, skills and aptitudes of each individual teacher in designing and implementing our school policy/policies for teaching.	1	2	3	4
Q4.	The school management team acknowledges (formally/informally) teachers who make extra efforts in implementing our school policy/policies for teaching (e.g. making good use of time)	1	2	3	4

		Strongly Disagree	Disagree	Agree	Strongly Agree
Q5.	At staff meetings we discuss and take decisions on issues concerned with:				
	a. Making good use of teaching time	1	2	3	4
	b. Provision of extra learning opportunities in addition to those offered by the formal curriculum (e.g. extra-curricular activities, festivals, fairs, school trips, clubs)	1	2	3	4
	c. Methods to teach students effectively (e.g. structuring lessons, questioning, application, student assessment etc.)	1	2	3	4
	d. Teacher's role during break time	1	2	3	4
	e. Developing positive relationships between teachers and children	1	2	3	4
	f. Promoting positive behaviour among students inside and outside the classroom	1	2	3	4
	g. How we can connect with the local community in order to enrich teaching and extracurricular activities	1	2	3	4
	h. Ways in which parents can be involved in promoting learning at school and home.	1	2	3	4
Q6.	Our school encourages teachers to increase collaboration with parents/guardians of children who require additional educational support.	1	2	3	4
Q7.	Teacher engagement in implementing policy on improving the school learning environment (e.g. running the library, teaching choir) is acknowledged (formally/informally) by the school management team.	1	2	3	4
Q8.	Our school takes into consideration the professional skills of each individual teacher in designing and implementing school policy for school learning environment .	1	2	3	4
Q9.	The teachers in our school cooperate with each other by exchanging ideas and materials when teaching specific units or series of lessons.	1	2	3	4
Q10.	Teachers observe each other teaching as a way to discuss and share opinions on effective teaching.	1	2	3	4
Q11.	When supervising students on playground, teachers are encouraged to interact with children who may require support (e.g. children who are upset, isolated or display challenging behaviour).	1	2	3	4

		Strongly Disagree	Disagree	Agree	Strongly Agree
Q12.	I feel that I am positively influenced by staff meetings/planning days in relation to:				
	a. Management of teaching time	1	2	3	4
	b. Dealing with student absenteeism	1	2	3	4
	c. Planning, assigning and evaluating homework	1	2	3	4
	d. Making good use of teaching time spent on activities outside of the formal curriculum (e.g. rehearsals)	1	2	3	4
	e. Using of visual aids and technology in teaching (e.g. iPads, computers/laptops, interactive whiteboard)	1	2	3	4
	f. Working with students who have been identified as having special educational needs (e.g. gifted and talented children, children with learning difficulties)	1	2	3	4
	g. Implementing approaches to effective long-term planning	1	2	3	4
	h. Increasing teacher interaction with students during break time	1	2	3	4
	i. Evaluating student performance	1	2	3	4
	j. Structuring of lessons during teaching (e.g. calling attention to main points, linking a lesson with previous or next lessons etc.)	1	2	3	4
	k. Emphasizing learning orientation (i.e., exploring why a lesson/unit is being taught with the students)	1	2	3	4
	l. Using tasks/activities to help students apply their learning (i.e., giving them tasks which apply the concepts taught to a situation in everyday life)	1	2	3	4
	m. Using effective questioning techniques	1	2	3	4
	n. Encouraging the use of learning strategies (e.g. mind mapping, brainstorming, etc.)	1	2	3	4
	o. Improving the learning environment of the classroom (e.g. promoting interaction among students, dealing with misbehaviour).	1	2	3	4
Q13.	Our school has formed a specific policy for promoting positive student behaviour during break time.	1	2	3	4
Q14.	In our school, we organize fun activities during break time that may help students to achieve specific learning goals (e.g. games, dance, sports).	1	2	3	4

		Strongly Disagree	Disagree	Agree	Strongly Agree
Q15.	We take into account research findings (e.g. recently published articles in education journals, results of research studies, national policy documents) when we (re)formulate school policy related to:				
	a. Making good use of teaching time	1	2	3	4
	b. Provision of learning opportunities	1	2	3	4
	c. Quality of teaching	1	2	3	4
	d. Parental involvement	1	2	3	4
	e. Teacher collaboration	1	2	3	4
	f. Use of resources for teaching	1	2	3	4
	g. Student behaviour outside the classroom.	1	2	3	4
Q16.	Discussions at staff meetings/planning days help me to improve my practice in:				
	a. Making effective use of teaching time	1	2	3	4
	b. Providing learning opportunities to students beyond those offered by the formal curriculum	1	2	3	4
	c. Classroom teaching	1	2	3	4
	d. Supervising students during break time	1	2	3	4
	e. Using a variety of educational resources	1	2	3	4
	f. Collaborating with parents/guardians to improve teaching and learning.	1	2	3	4
Q17.	At staff meetings we make decisions on how parents/guardians can be involved in learning activities.	1	2	3	4
Q18.	Our school encourages students to develop conflict resolution skills through peer mentoring activities.	1	2	3	4
Q19.	During break time, teachers spend more time with students who face learning difficulties than with other students.	1	2	3	4
Q20.	Parents/guardians are informed about the teaching practices adopted by their child's teacher.	1	2	3	4
Q21.	Discussions at staff meetings lead to an improvement in the way in which the school facilitates teachers for professional development and training.	1	2	3	4

		Strongly Disagree	Disagree	Agree	Strongly Agree
Q22.	Teachers in our school are encouraged to participate in training (e.g. workshops, seminars, mentoring programmes) that:				
	a. Aims to improve specific teaching skills	1	2	3	4
	b. Is cumulative (e.g. involves multiple sessions over a period of time).	1	2	3	4
Q23.	Parental/guardian role in relation to the following is discussed in parent/guardian-teacher meetings:				
	a. Reducing student absenteeism	1	2	3	4
	b. Supervising homework	1	2	3	4
	c. Supporting the needs of pupils with special educational needs (e.g. gifted children, children with learning difficulties, children with special interests).	1	2	3	4
Q24.	There is material on notice-boards in the school relevant to:				
	a. Effective use of teaching time (e.g. reminders regarding punctuality for teachers and students)	1	2	3	4
	b. Provision of learning opportunities beyond those provided by the formal curriculum	1	2	3	4
	c. Characteristics of effective teaching	1	2	3	4
	d. The effective use of a range of educational resources for teaching.	1	2	3	4
Q25.	In our school, there is an opportunity for different groups/people outside the school to become involved with, and cooperate in, the learning process (e.g. collaboration between a local basketball player and teachers).	1	2	3	4
Q26.	Our school invites specialists in to conduct in-service training for teachers (e.g. a workshop supporting development of an anti-bullying policy).	1	2	3	4
Q27.	The management team in our school (principal and deputy heads) organizes in-service seminars or workshops to address needs of <i>specific groups of teachers</i> (e.g. newly qualified teachers, learning support teachers) as required.	1	2	3	4

		Strongly Disagree	Disagree	Agree	Strongly Agree
Q28.	Student performance results are used to develop the school's educational goals.	1	2	3	4
Q29.	Our school designs effective forms of school-to-home and home-to-school communications about school programmes and children's progress.	1	2	3	4
Q30.	The management team in our school makes sure that the professional development activities of teachers are in accordance with the teaching goals of the school.	1	2	3	4
Q31.	In our school we provide a replacement for the absent teacher on time when the class is not held.	1	2	3	4
Q32.	In our school we take care that new technologies that are available to us are used to satisfy our educational goals.	1	2	3	4
Q33.	In our school, we additionally analyse the aspects of the school in which we encounter problems.	1	2	3	4
Q34.	In our school there is a practice that teachers who attended a seminar transfer their knowledge to other teachers.	1	2	3	4

PART B: EVALUATION OF SCHOOL POLICY

Section B is comprised of statements concerned with the evaluation of school policy. After reading each statement carefully, circle the appropriate number:

- 1: if you strongly disagree with the statement**
- 2: if you disagree with the statement**
- 3: if you agree with the statement**
- 4: if you strongly agree with the statement**

		Strongly Disagree	Disagree	Agree	Strongly Agree
Q35.	The way the teaching policy is put into practice is monitored.	1	2	3	4
Q36.	Information collected during evaluation of school policy on teaching is used in improving existing policy.	1	2	3	4
Q37.	Our school regularly reviews and revises school policy on teaching .	1	2	3	4

		Strongly Disagree	Disagree	Agree	Strongly Agree
Q38.	Teachers' capacity to implement school policy on teaching (e.g. quantity of education, quality of education, provision of learning opportunities for students) is evaluated within the school.	1	2	3	4
Q39.	To evaluate the implementation of the school policy on teaching , we collect information from:				
	a. Teachers	1	2	3	4
	b. Students	1	2	3	4
	c. Parents/guardians.	1	2	3	4
Q40.	The monitoring of the implementation of the teaching policy :				
	a. Is focused on specific aspects requiring special attention	1	2	3	4
	b. Involves presentation of findings to staff.	1	2	3	4
Q41.	School policy evaluation results are used to pinpoint areas in teaching for which we need support and/or further training.	1	2	3	4
Q42.	Staff are presented with the findings from the monitoring of how policies concerned with teaching are implemented.	1	2	3	4
Q43.	The principal and/or other members of the school staff monitor the way the policy concerned with the broader school learning environment is put into practice.	1	2	3	4
Q44.	To evaluate the implementation of the policy on school learning environment , we collect information from:				
	a. Teachers	1	2	3	4
	b. Students	1	2	3	4
	c. Parents/guardians.	1	2	3	4
Q45.	Teachers' capacity to implement policy on school learning environment (e.g. student behaviour outside the classroom, collaboration and interaction between teachers) is evaluated within the school.	1	2	3	4
Q46.	To evaluate school policy we examine the extent to which student behaviour during break time has improved.	1	2	3	4
Q47.	Staff are presented with the findings from the monitoring of how policies concerned with the broader school learning environment are implemented.	1	2	3	4
Q48.	Our school regularly reviews and revises policies concerned with the broader learning environment of school .	1	2	3	4
Q49.	Our school identifies the professional development/further education needs of its teachers.	1	2	3	4
Q50.	Information collected during evaluation of school policy on the broader learning environment is used in improving existing policy.	1	2	3	4
Q51.	School policy evaluation results are used to pinpoint areas in school learning environment for which we need support and/or further training.	1	2	3	4

		Strongly Disagree	Disagree	Agree	Strongly Agree
Q52.	The monitoring of the implementation of the school learning environment policy:				
	a. Is focused on specific aspect requiring special attention	1	2	3	4
	b. Involves presentation of findings to staff.	1	2	3	4

PART C: ABOUT YOU

Put a \surd in the appropriate box or fill where necessary:

Q53. Are you male or female?

Male..... Female.....

Q54. What is your teaching position in this school?

Head Teacher/Principal

Deputy Head Teacher/Deputy Principal

Teacher.....

Q55. How many years have you been teaching at primary school level? (Please count this school year and exclude career breaks)

(a) in this school....._____years

(b) in other primary schools....._____years

(c) Total....._____years

In the space provided below, please feel free to report anything you consider important for the development and the evaluation of a school policy concerned with teaching and the learning environment of your school.

Thank you very much for your cooperation.

GUIDELINES FOR THE ANALYSIS OF THE TEACHER QUESTIONNAIRE DATA FOR THE IDENTIFICATION OF IMPROVEMENT PRIORITIES

The teacher questionnaire should be administered anonymously to all teachers in your school so as to examine their opinions regarding the different policies that may exist in regard to the school policy for the quality of teaching and for creating a learning environment at the school as well as for the evaluation of these aspects; as they are described in the *Dynamic Model of Educational Effectiveness* (Creemers & Kyriakides, 2008). The following four factors at the school level are included in the model and are described below:

- a) school policy for teaching and actions taken for improving teaching practice,
- b) policy for creating the school learning environment (SLE) and actions taken for improving the SLE,
- c) evaluation of school policy for teaching and of actions taken to improve teaching, and
- d) evaluation of the SLE.

These four overarching factors are described in more detail below.

School Policy on Teaching and Actions Taken to Improve Teaching

Since the definition of the dynamic model at the classroom level refers to factors related to the key concepts of quality, time on task and opportunity to learn, the model attempts to investigate aspects of school policy on teaching associated with quantity of teaching, provision of learning opportunities and quality of teaching. Actions taken to improve the above three aspects of teaching practice, such as the provision of support for teachers to help them improve their teaching skills, are also taken into account. Specifically, the following aspects of school policy on quantity of teaching are considered:

- School policy on the management of teaching time (e.g. lessons starting and finishing on time; there is no interruption of lessons for staff meetings and/or for preparation of school festivals and other events)
- Policy on student and teacher absenteeism
- Policy on homework
- Policy on lesson schedule and timetable

School policy on provision of learning opportunities is measured by looking at the extent to which the school has a mission concerning the provision of learning opportunities, which is reflected in its policy on curriculum. We also examine school policy on long-term and short-term planning and on providing support for students with special needs. Furthermore, the extent

to which the school attempts to make good use of school trips and other extracurricular activities for teaching/learning purposes is investigated. Finally, school policy on the quality of teaching is seen as closely related to the classroom-level factors of the dynamic model, which refer to the instructional role of teachers.

Therefore, the way school policy on teaching is examined reveals that effective schools are expected to make decisions regarding maximising the use of teaching time and the learning opportunities offered to their students. In addition, effective schools are expected to support their teachers in their attempt to help students learn by using effective teaching practices. In this context, the definition of this factor implies that we should measure the extent to which: (a) the school makes sure that teaching time is provided for students, (b) learning opportunities beyond those offered by the official curricula are made available for the students and (c) the school attempts to improve the quality of teaching practice.

School Policy on Creating the SLE and Actions Taken for Improving the SLE

School climate factors have been incorporated in effectiveness models in different ways. The dynamic model refers to the extent to which a learning environment has been created in the school. This element of school climate is seen as the most important predictor of school effectiveness since learning is the key function of a school (Linnakyla, Malin, & Taube, 2004). Moreover, educational effectiveness research (EER) has shown that effective schools are able to respond to the learning needs of both teachers and students and to be involved in systematic changes in the school's internal processes in order to achieve educational goals more effectively in conditions of uncertainty (Harris, 2001). In this context, the following five aspects which define the SLE are taken into account:

- a. Student behaviour outside the classroom
- b. Collaboration and interaction between teachers
- c. Partnership policy (i.e. relations of school with community, parents and advisors)
- d. Provision of sufficient learning resources for students and teachers
- e. Values in favour of learning

The first three aspects refer to the rules which the school has developed in order to establish a learning environment inside and outside the classroom. Here the term 'learning' does not refer exclusively to student learning. For example, collaboration and interaction between teachers may contribute to their professional development (i.e. learning of teachers) but may also have an effect on their teaching practice and thereby may improve student learning. The fourth one refers to the policy on providing resources for learning. The availability of learning resources

in schools may not only have an effect on student learning but may also encourage the learning of teachers. For example, the availability of computers and software for teaching geometry may contribute to teacher professional development since it encourages teachers to find ways to make good use of the software in their teaching practice and thereby to become more effective. The last aspect of this factor is concerned with the strategies which the school has developed in order to encourage teachers and students to develop positive attitudes towards learning.

Following a similar approach to the one concerned with school policy on teaching, the dynamic model attempts to measure school policy on creating an SLE. Actions taken to improve the SLE beyond the establishment of policy guidelines are also taken into account. Specifically, actions taken to improve the SLE can be directed at (a) changing the rules in relation to the first three aspects of the SLE factor mentioned above, (b) providing educational resources (e.g. teaching aids, educational assistance, new posts) and/or (c) helping students/teachers develop positive attitudes towards learning. For example, a school may have a policy on promoting teacher professional development, but this may not be enough, especially if some teachers do not consider professional development to be an important issue. In this case, actions should be taken to help teachers develop positive attitudes towards learning, which may help them become more effective.

Evaluation of Policy for Teaching and Evaluation of the SLE

The last two overarching school factors of the dynamic model refer to the mechanisms used to evaluate the functioning of the first two such factors. Creemers (1994) claims that control is one of the major principles operating in the generation of educational effectiveness. This implies that goal attainment and the school climate should be evaluated (Grosin, 1993; Torres & Preskill, 2001). It was therefore considered important to treat evaluation of policy on teaching and of other actions taken to improve teaching practice, as well as evaluation of the SLE, as overarching factors operating at school level. Data which have emerged from these evaluation mechanisms are expected to help schools develop their policies and improve teaching practice at the classroom level as well as their SLE (see Creemers & Kyriakides, 2008).

The above factors are examined in order to identify priorities for improvement in each school based on their existing policies and practices and determine an action plan based on which improvement actions may be undertaken.

Before analyzing the data from the teacher questionnaires, the first step is to enter the data in the Excel software following the guidelines below. Along with the guidelines provided below an excel file is also provided where you can find the data that were collected from the teacher questionnaires in one school. This excel file named “Teacher_questionnaire_PROMQE_example_with ScID” will be used as an example for understanding the analyses processes that can be followed to demonstrate improvement priorities as these are indicated below.

Guidelines for the coding of the teacher questionnaire data

Part A of the questionnaire aims at collecting information on the formation of the school policy and the learning environment of the school. The teachers are asked to circle one of the following options based on the practices that may occur in their school.

- 1: if you strongly disagree with the statement**
- 2: if you disagree with the statement**
- 3: if you agree with the statement**
- 4: if you strongly agree with the statement**

Columns B-CD represent the teachers’ answers for the statements 1-34 in the questionnaire.

For example column B named “1A” represents question 1a of the questionnaire: “*Our school keeps records concerned with student absenteeism*”, column C named “1B” represents question 1b of the questionnaire: “*Our school keeps records concerned with teacher absenteeism*” etc.

In these columns the coding should be:

- 1 → If the teacher chose number 1 (Strongly Disagree)**
- 2 → If the teacher chose number 2 (Disagree)**
- 3 → If the teacher chose number 3 (Agree)**
- 4 → If the teacher chose number 4 (Strongly Agree)**

Note: In case the teacher doesn’t answer something, do not note anything for that statement/question during the coding. For example, in the excel file that is provided you can see that the teacher that completed questionnaire 16 did not answer statements 4, 5a, 5b, 44B,

44C, and 45 and therefore the corresponding cells are empty. This should be done for all missing data (This also applies for Part B and C).

Part B of the questionnaire is comprised of statements concerned with the evaluation of school policy. The teachers are again asked to circle one of four options based on the practices that may occur in their school. The four options in Part B are the same as in Part A therefore the coding should be done in a similar way.

Columns CE-DB represent the teachers' answers for the statements 35-52 in the questionnaire. In these columns the coding should be:

1 → If the teacher chose number 1 (Strongly Disagree)

2 → If the teacher chose number 2 (Disagree)

3 → If the teacher chose number 3 (Agree)

4 → If the teacher chose number 4 (Strongly Agree)

In **Part C** the teachers are asked to complete some personal information in regard to their gender, teaching position and years of employment. The coding for the questions in this part should be done as follows:

In column DC, named "Gender" (for Q53: "Are you male or female?") the coding is:

1 → If the teacher is male

2 → If the teacher is female

In column DD, named "Teaching_position" (for Q54: "What is your teaching position in this school?") the coding is:

1 → If the person is a Teacher

2 → If the person is a Deputy Head Teacher

3 → If the person is a Head Teacher/Principal

In column DE, named “CurrentYears” (for Q55a: “How many years have you been teaching at primary school level? - (a) in this school”) write the **teaching years** of the teacher in his/her **current school**.

In column DF, named “OtherYears” (for Q55b: “How many years have you been teaching at primary school level? – (b) in other primary schools”) write the **teaching years** of the teacher in **other primary schools**.

In column DG, named “Total_Years” (for Q55c: “How many years have you been teaching at primary school level? – (b) total”) write the **total teaching years** of the teacher.

In column DH, named “Comments” (for teachers’ comments on the development and the evaluation of a school policy concerned with teaching and the learning environment) the coding is:

0 → If the teacher didn’t note any comments

1 → If the teacher noted some comments

Guidelines for the analysis of the teacher questionnaire data

The first step in analyzing the data is to determine which statements of the questionnaire belong to each factor based on the specification table of the questionnaire (see Appendix).

Then, the next step is to calculate the mean of these statements so as to create a factor score for each of the school level factors measured by the teacher questionnaire (e.g., quality of teaching, partnership policy, collaboration with the community etc.).

For example, statements: 1f, 5d, 13, 15g and 16d were used to measure “Student behavior outside the classroom”. To calculate the mean of these items the following calculation needs to be done: $(1f + 5d + 13 + 15g + 16d)/5$ to create the corresponding factor. This procedure should be followed to develop a factor score for all the factors measured by the teacher questionnaire.

In the excel file that is provided you can see that the factor scores have been calculated using the mean of each factor’s items (columns DI-DQ). Specifically, column DI shows the mean scores for the factor concerning Quantity of teaching, DJ concerns Provision of learning opportunities, DK concerns Quality of teaching, DL concerns policy regarding student

behavior outside the classroom, DM concerns Teacher collaboration, DN concerns Partnership policy, DO concerns provision of resources and columns DP and DQ concern the two overarching factors regarding the Evaluation of Teaching policy and the Evaluation of the SLE, respectively. The function for calculating each factor has already been entered in these columns and therefore by replacing the data in the excel file with the data from the teacher questionnaires in your school you can create your own factor scores without having to enter again the functions.

Then, after all the factor scores are created, two alternative approaches can be followed to help us identify the factors that can be set as priority for policy development and improvement.

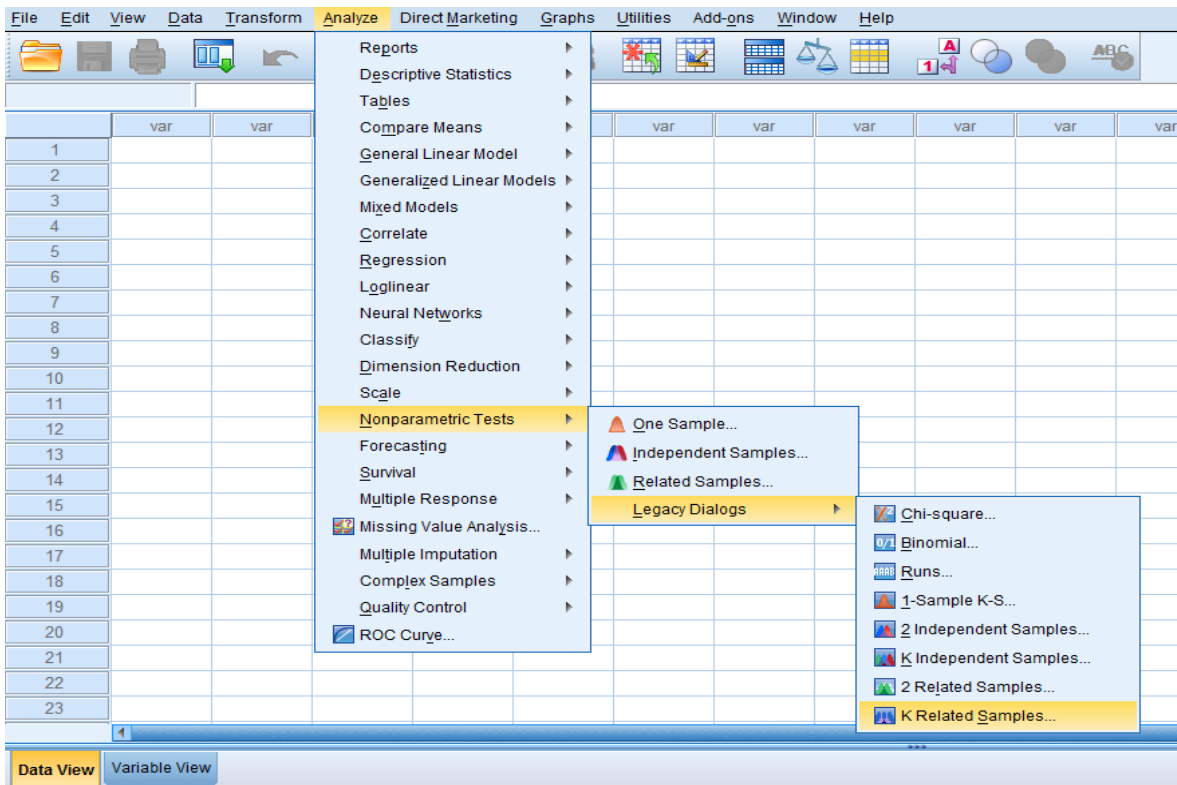
For the first approach the SPSS software will be used and therefore in order for a school to use it, it should either have access to it or download a free trial version that can be found at the internet. Alternatively you can use this approach in collaboration with a research center which can help you in performing this analysis. For this first type of analysis, the Kendall's W non-parametric test should be applied to provide us with a ranking of all the factors based on their functioning. Kendall's W test is used to determine whether there is consensus among the teachers' perceptions in regard to the functioning of the factors. To use this test someone should copy the factor scores in a new file in SPSS. Then the Kendall's W test can be found in the Analyze menu under:

Non parametric tests →

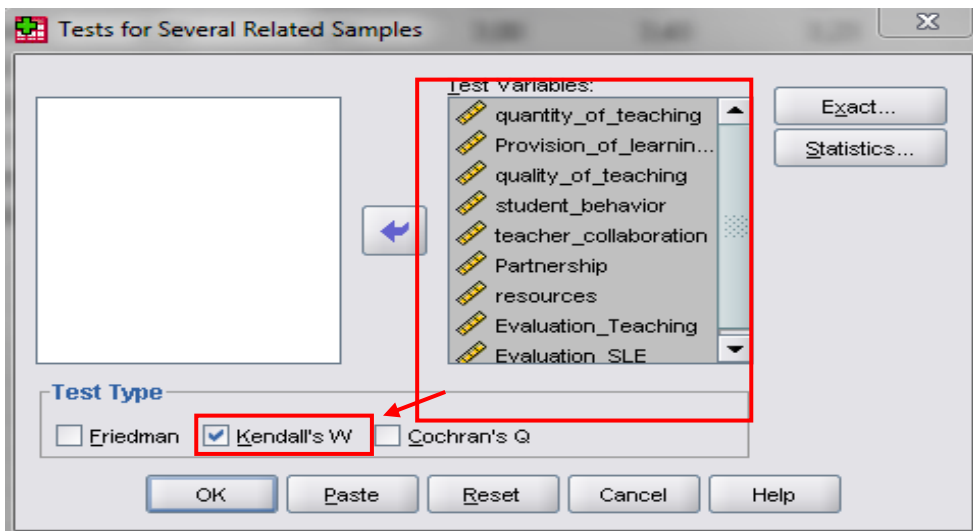
Legacy dialogs →

K related samples

Below you can see the window in SPSS which appears when someone selects the Analyze menu and the steps that should be followed to find the Kendall's W test.



After selecting the K Related Samples option the following window will appear. You should then move all the variables in the window to the right (as indicated below) and choose Kendall's W test.



Below the results of the Kendall's W test are provided based on the factor scores that have been created in excel using the instructions above. As someone can see all 9 factors have been ranked based on their functioning.

Specifically, the results of Kendall's W test which are presented below reveal that the factors with the lowest total mean rank are teacher collaboration (M=2.53) and partnership policy (M=2.87). These results indicate that the two areas of priority for improvement in this school are therefore school's policy for teacher collaboration and school's policy for partnership and this school may decide to develop an action plan for the improvement of these two aspects.

```
GET DATA /TYPE=XLSX
NPAR TESTS
  /KENDALL=QuantityofTeaching ProvisionofLearningOpportunities
QualityofTeaching StudentBehavior TeacherCollaboration PartnershipPol
  icy ProvisionofResources EvaluationofTeachingPolicy EvaluationoftheSLE
  /MISSING LISTWISE.
```

NPar Tests

[DataSet1]

Kendall's W Test

Ranks	
	Mean Rank
Quantity of Teaching	3,53
Provision of Learning Opportunities	6,03
Quality of Teaching	5,63
Student Behavior	7,10
Teacher Collaboration	2,53
Partnership Policy	2,87
Provision of Resources	5,63
Evaluation of Teaching Policy	7,87
Evaluation of the SLE	3,80

Test Statistics	
N	15
Kendall's W ^a	,489
Chi-Square	58,655
df	8
Asymp. Sig.	,000

a. Kendall's Coefficient of Concordance

In case a school does not have the opportunity to perform the Kendall's test either due to lack of specific software knowledge or because it is difficult to get assistance from a research center the second approach can be followed where the excel program is used to rank the means.

Therefore, by using the mean scores of each factor we can then calculate a total mean of each factor separately as it is indicated in the example excel file in the highlighted row below the factors. Then by sorting the factors based on the mean indicated in the highlighted row someone can see the factors that have the lowest mean. In the excel file we can see that the factors with the lowest total mean score are teacher collaboration (M=2.64) and partnership policy (M=2.69). As someone may notice these results reveal similar priorities for improvement as with the ones indicated by the first approach where the Kendall's W test used. Therefore also the implications for the use of these results are similar to the ones previously discussed.

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Appendix

Specification Table: Items of the teacher questionnaire by school factor

School Factors	
A. School Policy on teaching	
Quantity of teaching	1a, 1b, 2a, 5a, 12a, 12b, 12c, 15a, 16a, 24a, 31
Provision of learning opportunities	1c, 1d, 1e, 2b, 2d, 5b, 5d, 5e, 12d, 12f, 12g, 15b, 16b, 18, 24b
Quality of teaching	2c, 3,4, 5c, 12i, 12j, 12k, 12l, 12m, 12n, 12o, 15c, 16c, 24c, 30
B. Policy on the school learning environment	
Student behavior outside the classroom	1f, 5f, 11, 12h, 13, 14, 15g, 16d, 19
Collaboration and interaction between teachers for professional development reasons	7, 8, 9, 10, 15e, 21, 22a, 22b, 34
Partnership policy	5g, 5h, 6, 15d, 16f, 17, 20, 23a, 23b, 23c, 25, 26, 27, 29
Provision of sufficient learning resources	1g, 12e, 15f, 16e, 24d, 32
C. Evaluation of the school policy on teaching	
28, 33, 35, 36, 37, 38, 39a, 39b, 39c, 40a, 40b, 41, 42, 49	
D. Evaluation of the school learning environment	
33, 43, 44a, 44b, 44c, 45, 46, 47, 48, 50, 51, 52a, 52b	