



PISA for Development teacher and school contextual questionnaires

- The PISA contextual questionnaires focus on understanding how 15-year-old students' performance is related to certain school and classroom practices, and to other factors, such as students' economic, social and cultural background.
- In addition to the student questionnaire, the school-based component of PISA for Development (PISA-D) includes questionnaires for teachers and the school administration.
- The PISA-D teacher and school questionnaires include many of the questions from the main PISA assessment but enhance these instruments by covering a wider range of risk and protective factors related to student performance.

The framework for the PISA-D contextual questionnaires is based on a concept called Educational Prosperity, which defines a core set of metrics for monitoring children's success at various stages of development, from birth to adolescence. These metrics include key outcomes, called "Prosperity Outcomes", and institutional, family and community factors driving the outcomes, called "Foundations for Success". PISA-D also assesses demographic factors related to equity and equality in education.

Core set of metrics used in PISA-D contextual questionnaires

Prosperity Outcomes	Foundations for Success	Demographic factors
<ul style="list-style-type: none"> Academic achievement (measured through the PISA-D tests) Educational attainment Health and well-being Student engagement 	<ul style="list-style-type: none"> Inclusive environments Quality instruction Learning time Material resources Family and community support 	<ul style="list-style-type: none"> Gender Disability Immigrant background Socio-economic status and poverty Language spoken at home/school

In the context of these metrics, PISA-D's teacher questionnaire asks teachers to provide information about themselves, their school's resources, their teaching practices and their students. PISA-D's school questionnaire asks school principals about their school, its students and teachers, and the learning environment.

PISA-D's teacher and school questionnaires enhance PISA's data collection.

The PISA-D school and teacher questionnaires collect data on the Foundations for Success, and provide some detail about the demographic factors for assessing equality and equity. The questionnaires also include several teacher, school and system-level background measures, many of which come from PISA 2015, providing additional context for the Prosperity Outcomes. Information collected through the teacher and school questionnaires includes, but is not limited to, the following:

Inclusive environments: As with PISA, PISA-D asks principals about school policies concerning how students are admitted to the school and grouped for instruction, and about the diversity of the school. PISA-D also asks school principals about their attitude towards grade retention and asks teachers about their attitude and practices towards teaching less able students.



Quality instruction: PISA-D asks teachers about their practices for teaching less able students. PISA-D also asks school principals about teachers' behaviours that could negatively impact classroom climate and the quality of instruction delivered to students at their school.

Learning time: PISA-D asks school principals about the reasons for and the amount of instructional time lost during the last year, as does PISA. PISA-D adds questions to teachers about the reasons they are absent and to principals about their policies regarding teacher absenteeism.

Material resources: PISA-D asks teachers about the availability and condition of school resources as well as the teacher's use of those resources. PISA-D questions to school principals focus on the availability and condition of school infrastructure and facilities as well as the availability of textbooks, whereas PISA asks whether the school lacks resources and collects information on the availability of ICT resources and internet connectivity.

Family and community support: PISA-D asks teachers about families' involvement at school and asks school principals about how parent and community members or organisations contribute to the school, whereas PISA gathers information about school policies for parental involvement.

PISA-D's five demographic factors for assessing equality and equity are reported on primarily through the student and out-of-school youth questionnaires. However, the PISA-D school questionnaire, like PISA, collects information about school meals as part of the measure of socio-economic status; and PISA-D asks teachers about the *language of instruction* versus the language they use when talking with students.

PISA-D also includes school and system-level background measures that can help explain student outcomes. Some are from PISA, e.g. teacher professional development activities and school resources, management, grade retention policies and academic support services. PISA-D adds new questions about whether the teacher teaches multi-grade classes, holds multiple teaching jobs or works other jobs in addition to teaching, school location and nearby hazards. Also unique to PISA-D, teachers are asked about the proportion of students in their class that lack the necessary literacy skills to acquire the knowledge intended in the curriculum.

References

OECD (forthcoming), *PISA for Development Assessment and Analytical Framework*, PISA, OECD Publishing, Paris.
Willms, J.D. (2015), *Educational Prosperity*, Fredericton: The Learning Bar Inc.

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Visit	Coming next month
www.oecd.org/pisa/aboutpisa/pisafordevelopment.htm	<i>PISA-D out-of-school youth's parent contextual questionnaire</i>

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