BETTER POLICIES FOR BETTER LIVES

Organisation for Economic Co-operation and Development (OECD)

Teaching and Learning International Survey (TALIS) 2013

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FINAL VERSION
FOR OFFICIAL USE

National Project Manager's Manual

Consortium:

International Association for the Evaluation of Educational Achievement

IEA Secretariat, Amsterdam, The Netherlands
IEA Data Processing and Research Center, Hamburg, Germany

Statistics Canada (Ottawa, Canada)

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1 INTRODUCTION

1. This manual is dedicated to the TALIS 2013 National Project Managers (NPMs). It is the key document for guiding NPMs through all phases of the survey from the Pilot Study in August 2011 to the release of the international reports in summer 2014. The procedures outlined in this and other TALIS 2013 manuals and guidelines are designed to ensure that high-quality and internationally comparable data are available for analyses.

2. TALIS demands hard work and expertise from everyone involved. However, one consistent finding from previous international studies is that national centres which follow the study procedures, produce the highest quality data with the least amount of effort.

3. This manual is structured around the following nine main topics:

- TALIS background, study management and communication (Chapters 2-3)
- Survey phases and milestones (Chapter 3)
- Sampling (Chapter 4)
- Production of national survey instruments (Chapter 5)
- School cooperation (Chapter 6)
- Providing materials to schools (Chapter 7)
- Data collection (Chapter 8)
- Quality control of data collection (Chapter 9)
- Data management (Chapter 10)

Attention Point!

Whenever this document refers to Teacher Questionnaires the reference also includes the TALIS-PISA Link Mathematics Module, which is a separate document to be administered exclusively by those countries participating in the international option of linking TALIS to PISA 2012.

4. Detailed instructions on how to prepare the survey instruments and how to administer the study at different phases will be published in due time in separate guidelines. These documents will be produced separately for the Pilot Study, the Field Trial and the Main Survey and will be uploaded on the TALIS 2013 SharePoint site. Announcements will be sent to all NPMs via e-mail as soon as new materials are uploaded.

Attention Point!

The Consortium asks all NPMs to please keep a record of all problems, unusual happenings, and emergencies or exceptional situations while conducting the study and make the information available to the ISC. The input will contribute to the Consortium's efforts to improve future cycles.

2 TALIS BACKGROUND, STUDY MANAGEMENT AND COMMUNICATION

2.1 Background and purpose of TALIS

5. The Teaching and Learning International Survey (TALIS) is the first international OECD survey to focus on the learning environment and the working conditions of teachers in schools. TALIS aims to fill key international and national data gaps in terms of teachers, teaching, and the impact that teachers can have on student learning. It provides an opportunity for teachers and school principals to give their input into education analysis and policy development in key policy areas. Cross-country analysis from TALIS allows countries to identify other countries facing similar challenges and to learn from other policy approaches.

6. TALIS is governed by a Board of Participating Countries (BPC) as a subsidiary body of the OECD Education Policy Committee. The survey is administered by the OECD secretariat.

2.1.1 The scope, focus and key findings of TALIS 2008

7. The first round of the survey – TALIS 2008 – was conducted in 2007-08 in 24 countries across four continents. TALIS 2008 had a focus on teachers and principals in lower secondary education (ISCED Level 2) and provided policy-relevant data and analysis on the following key aspects of schooling:

- appraisal of and feedback to teachers;
- teachers' attitudes and beliefs and practices about teaching;
- the role and functioning of school leadership; and
- professional development of teachers.

8. Some of the main findings of TALIS 2008 are the following:

- teachers who receive more professional development feel more effective;
- teachers who hold stronger beliefs about teaching methods, report more collaborative behaviour with colleagues, more positive teacher-student relations, and feel more effective;
- teachers who receive recognition for good performance from the principal or colleagues feel more effective; and
- the impact of school leadership on learning is indirect and mitigated through the actions of teachers.

9. The TALIS 2008 reports and the fully-documented international database can be downloaded at no cost from the TALIS website: http://www.oecd.org/edu/talis. This website features the Initial Report *Creating Effective Teaching and Learning Environments – First Results of TALIS*, the TALIS Technical Report, and a thematic report presenting further analyses and interpretation of the results on teachers' professional development published by the European Commission.

2.1.2 The scope and purpose of TALIS 2013

10. OECD countries continue to give high relevance to the improvement of the quality of teachers, teaching and school leadership. In the 2011-12 Programme of Work and Budget rating exercise of the

OECD Education Policy Committee, TALIS received the second highest rating from the OECD countries. As a consequence, the second round of the survey – TALIS 2013 – was launched.

11. The specific goal of TALIS 2013 is to provide participating countries [1]with an internationally comparative perspective that complements information on the teaching workforce and conditions of teaching with an increased emphasis on how these conditions affect the pedagogical aspect of teachers' work, as well as the learning environment of the school.

12. Based on the priority-rating exercise and the decision of the TALIS Board of Participating Countries, the following themes were chosen as policy foci for TALIS 2013:

- Information on teachers, their professional environment and conditions of teaching:
  - Themes and indicators on school leadership, teacher training and professional development, teachers' appraisal and feedback, school climate and ethos, profile of teachers' working time.
- School and teacher effectiveness: Pedagogical aspects of teachers work:
  - Themes and indicators on teachers' instructional beliefs and their pedagogical practices, with focus on their views about school and teacher effectiveness.

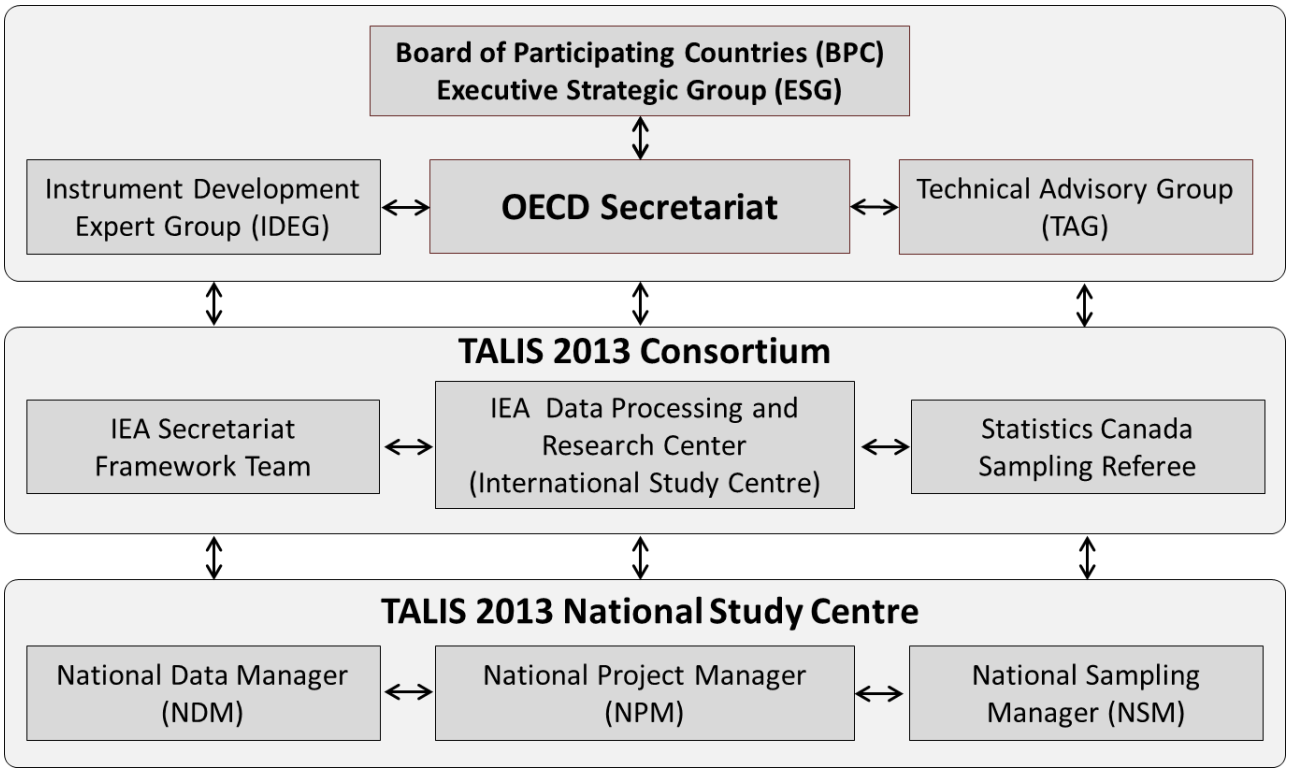
13. In TALIS 2013, all participating countries take part in the core survey that focuses on lower secondary education (ISCED Level 2). Countries have also been offered an opportunity to expand the survey to elementary and upper secondary schools (ISCED Levels 1 and 3) and to link TALIS to PISA 2012 schools as international options.

2.2 Project governance

14. Figure 2.1 outlines the project management structure at all different levels of the survey, from the BPC as overseeing body, to the national centres as institutions that are responsible for proper administration of the survey according to the TALIS 2013 Technical Standards in their respective countries.

[1] In TALIS the term participating countries or TALIS participants refers to OECD countries, partner economies and regions

Figure 2.1: TALIS 2013 project management structure



2.3 International Consortium

15. With its variety of international options, TALIS is a challenging project that requires the expertise of qualified staff dedicated to all aspects of an international survey. The Consortium, which has already successfully managed TALIS 2008, is constituted of three partners with over 50 years of experience in conducting international large scale surveys. It includes members from the IEA Secretariat (Amsterdam, Netherlands), Statistics Canada (Ottawa, Canada) and the IEA DPC (Hamburg, Germany), where the International Study Centre (ISC) is located.

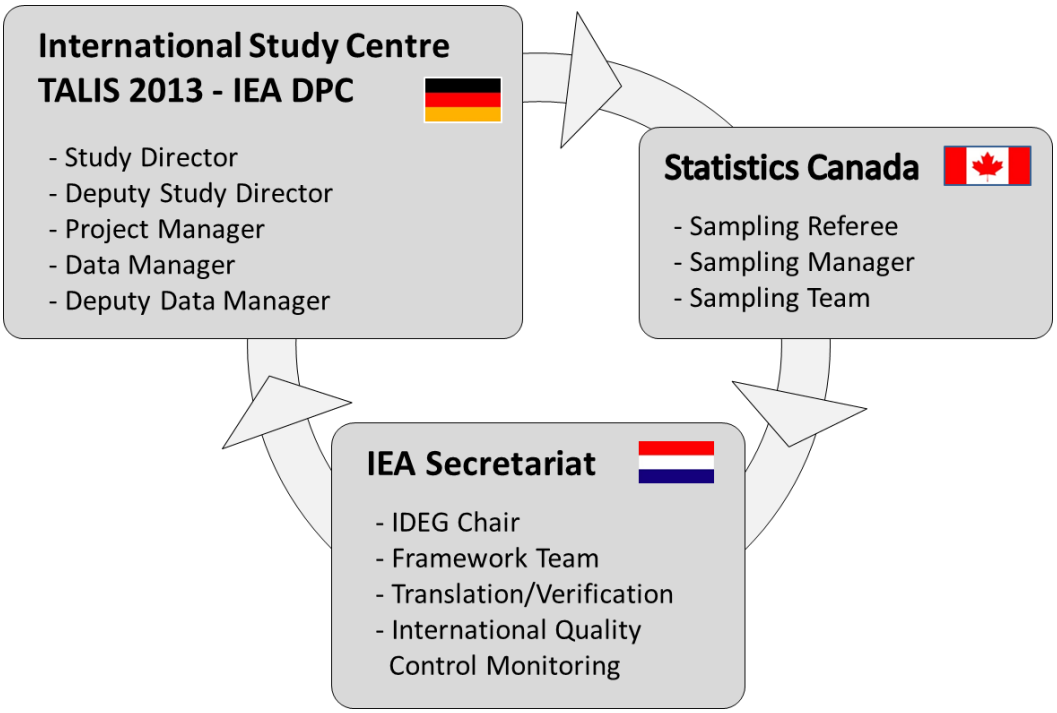
16. The ISC is responsible for the overall survey planning, survey administration, the international data management and is also involved in the analysis of the TALIS data. It is the institution that should always be contacted regarding all survey issues; either directly or copied in on all correspondence NPMs may have with other Consortium partners or the OECD secretariat.

17. The IEA Secretariat is responsible for international translation verification and for international quality control. Furthermore, the chairing of the Instrument Development Expert Group (IDEG) is led by the IEA Secretariat.

18. The tasks of Statistics Canada are dedicated to all sampling-related activities of the survey, including weighting and adjudication.

19. Figure 2.2 outlines the TALIS 2013 project management structure at the Consortium level:-

Figure 2.2: TALIS 2013 Consortium structure



2.4 National Project Managers (NPM)

20. Within each participating country, a national study centre will be established. The experience and expertise of the NPM and their staff within this institution will influence how the range of tasks is apportioned at the national centre.

21. The roles and responsibilities of the NPMs as defined by the ISC and as handed over to all BPC members during the January 2011 meeting in Paris, France, are appended to this manual as Annex F. This section only summarises the key tasks as outlined in the Annex.

22. The NPM position is crucial for the success of the survey at country level and requires constant attention to detail, with overall responsibility for ensuring that all required tasks are carried out on schedule, according to the international standards, and as specified in the operational manuals and guidelines.

23. In the case that the NPM should be responsible for the development of a national TALIS report, they should desirably have advanced statistical knowledge, knowledge about the country's relevant policy questions and the ability and experience to write a policy-related report.

24. The position of NPM will desirably be full-time under stable conditions for continuity of activities over the course of the project, i.e. minimally until June of 2014. If a NPM resigns or is replaced before June 2014, a systematic and comprehensive knowledge transfer needs to take place in order to prevent the national centre from losing information or falling behind with respect to the project's timeline and tasks.

25. Unless one or more international survey options (ISCED Level 1, ISCED Level 3 or the TALIS-PISA link) are taken up, the NPM's time commitment could be less than full-time depending on the availability of administrative assistants and senior staff for data management, sampling activities and/or field operations. However, it is recommended that the NPM commits no less than 50 percent of their working time to the project.

2.5 National centres

26. Depending on the country's situation (political as well as geographical) and also on the number of international options that are administered within one country, the amount of workload can differ significantly between the participating countries. This section only describes key qualifications that should be available at the national centre, without detailing how many persons are required to fulfil these tasks.

2.5.1 National Data Manager

27. It is recommended to appoint a National Data Manager (NDM) whose task is dedicated solely to the data management at the national level.

28. NDMs should desirably have the following qualifications:

- The required knowledge and skills with respect to survey research in general and specifically the TALIS sample design, instruments and variables;
- The required technical skills with respect to (relational) databases;
- Experience in planning, conducting and supervising data capture, and management of large-scale surveys of this kind;
- Basic statistical knowledge as well as familiarity with statistical packages such as SPSS or SAS;
- Familiarity with standard Microsoft applications such as Word and Excel; and
- Proficiency in English to reliably engage in data-related communication with the Consortium.

2.5.2 National Sampling Manager

29. If a country has signed-up for one or more of the international options, the ISC recommends also the nomination of a National Sampling Manager (NSM).

30. NSMs should have the following qualifications:

- Knowledge of the country's school education system;
- Experience in stratified probability sample design and selection;
- Familiarity with weighting and, desirably, non-response bias analysis procedures;
- Familiarity with design-based estimation; and
- Proficiency in English to reliably engage in sampling-related communication with the Consortium.

2.5.3 Support and other staff working at the national centre

31. NPMs should work closely together with experienced translators for national instrument production as well as for translating the School Coordinator Manual into the national survey language(s).

32. Further, staff may be needed for contacting schools, training School Coordinators, maintaining ongoing communication with the above, for public relations, monitoring field operations and data entry. The number of support staff required for conducting TALIS at the national level depends on the country specific situation as well as on the number of international options the country has signed up for.

33. It is also expected that experienced IT staff are available for maintaining the necessary computers and software.

2.5.4 Technical equipment

34. TALIS does not require extraordinarily technical equipment at the national centres, but reliable up-to-date computers with Windows XP or higher, including the standard Microsoft Office packages: MS Word; MS Excel; and MS PowerPoint. Web browsers such as Internet Explorer, Opera or Mozilla, plus E-mail and Internet connection for communication and material download will be needed. The SPSS package is required for data analysis.

35. With respect to the number of computers required, NPMs should consider the staff situation at their national centres and also whether the survey will be administered online or if computers for data entry will be necessary for the data entry period of the Field Trial and the Main Survey.

36. All the materials and tools provided by the Consortium are designed to work on Windows PCs.

37. The following operating systems and software are required:

- Microsoft Windows XP with Service Pack 3, Windows Vista or Windows 7; and
- Microsoft Office 2007 or 2010, minimally including Word and Excel, ideally also PowerPoint.

38. A small number of fonts (*e.g.*"Tahoma") will be needed that are usually pre-installed with the above-named Microsoft Windows and Office versions.

Attention Point!

The typefaces used are an important part of the overall design of the TALIS questionnaires. If any of these pre-installed fonts are missing, NPMs should use the provided file (downloadable from the TALIS SharePoint website) to install them. The ISC should be contacted in the event that there are problems installing or using these fonts. This may especially be the case for countries whose national language uses a script that is not based on Latin characters, for instance, Hebrew, Japanese, or Korean. In these cases, the nearest possible approximation of the fonts should be used in the international questionnaires.

39. For TALIS 2013, Online Data Collection (ODC) has become an international option that countries need to register for with the OECD Secretariat. If NPMs are interested in using ODC as a convenient method of data collection, it is mandatory that countries firstly administer the Field Trial using the online mode.

40. This section outlines the necessary requirements that enable countries to work with the Online SurveySystem. Instructional details on a step-by-step basis are given in the Data Management Manual (to be released in November 2011).

41. The Online SurveySystem Designer application, necessary for preparing the Principal and/or Teacher Questionnaires for online administration, is designed to work on a Windows PC only.

42. The Online SurveySystem is built on the Microsoft .NET Framework .NET 4 for the Field Trial and Main Survey, which will be automatically installed during the setup. The Online SurveySystem Web application, for school principals and teachers completing the questionnaires, is designed to work on both PC and Mac systems. The system requirements for users of the Web application are lower than for users of the Designer application.

43. The Web application users (i.e. the respondents) will need any one of the following:

- Internet Explorer 5.0 or above;

- Mozilla Firefox 1.0 or above;
- Apple Safari/WebKit 1.0 or above;
- Opera 7.0 or above; and
- Any version of Konqueror.

2.6 Communication

44. The working language of the project is English. This is true for the release of all international materials (instruments, manuals, guidelines, reports, etc.) as well as for communication with the Consortium and for all meetings. It is expected that NPMs are fluent in oral and written English. However, all instruments and manuals will also be released in French, the other working language of the OECD. These documents will be translated by experienced translators based on the generic English source.

2.6.1 E-mail

45. Reliable and transparent communication strategies support the success of an international survey such as TALIS which involves many experts in many countries. Annex A of this manual lists the contact details of: (1) the ISC, (2) the IEA Secretariat and (3) Statistics Canada.

46. The most convenient method of day-to-day communication is to rely on e-mail exchange. The Consortium sets high communication standards and NPMs can expect that all e-mails addressed to the ISC project e-mail account talis@iea-dpc.de will usually be answered within one working day. This e-mail account is accessible to all staff working on TALIS at the ISC in Hamburg, Germany. The ISC expects NPMs to respond at their earliest convenience to all ISC e-mails, i.e. usually within one day, as well.

47. NPMs should avoid addressing TALIS related e-mails to the personal e-mail accounts of the TALIS staff at the ISC to ensure that their issues can be answered by experts and in a timely manner. Only in case of highly confidential topics like budget issues, the study director, his deputy and the IEA DPC co-director should be contacted simultaneously via their personal e-mail accounts (see Annex A).

Attention Point!

The ISC expects NPMs to be the main contact person for all study-related issues. For the sake of smooth and on-going communication between the ISC and participating countries it is important to maintain continuous cooperation including absences. It is therefore highly recommended that NPMs install a project e-mail address such as: talis@inst.edu as soon as the project starts officially at the national centre. The project e-mail account should be accessible to all staff working on TALIS at the NPM's institution. Usually, institutional IT departments know best how to set up project e-mail accounts.

48. If NPMs are contacting Statistics Canada, the IEA Secretariat or the OECD Secretariat via e-mail directly, they are kindly asked to always put talis@iea-dpc.de on copy of correspondence. This is to ensure that all TALIS related communication can be fully archived and accounted for.

49. The use of proper and meaningful e-mail subjects eases the communication between the Consortium and the NPMs in both directions. The ISC therefore asks NPMs to put the three letter country ISO Code (details in Annex C) at the beginning of the subject line of each e-mail addressed to the Consortium. If possible only one subject should be treated under one e-mail heading. This is to structure e-mail communication and for better archiving purposes.

50. Good examples of e-mail subject lines are:

- "DEU: question on TQ17"
- "AUT: sampling form 1 issues"
- "ZAF: problems with the teacher listing for ISCED Level 3"

2.6.2 SharePoint – The TALIS 2013 internet platform

51. TALIS 2013 uses Microsoft SharePoint 2010 as exclusive website for document exchange between the ISC and the participating national centres. The system is maintained by the ISC and contains highly confidential materials. Only authorised personnel can access the information on this site, using log-in usernames and passwords.

52. Indicative information, documents and software to be placed on SharePoint are:

- software packages: for within-school sampling, data entry and online data collection;
- international Principal and Teacher Questionnaires in English and French;
- manuals (in English and French) for survey operations;
- guidelines (in English only) for survey operations;
- Technical Standards;
- national databases;
- project timelines including key milestones as well as key dates for meetings;
- online questionnaire for gathering country feedback on the item pilot;
- all relevant meeting documents;
- facilities for meeting registration; and
- contact details of all parties involved in the project.

53. NPMs can access the TALIS SharePoint site at https://talis.iea-dpc.org. The ISC will provide NPMs and – if requested by the NPM – other key staff working at the national centres with their personal log-in information and detailed instructions on how to use the system. All passwords have to be changed at least once a year to maintain website security. Passwords must be at least eight characters long. They must include a combination of numbers, special characters and letters, and at least one letter must be capitalised. Links and clear instructions on how to change passwords are given on the Home site.

54. If NPMs are unable to log to the SharePoint website, or in cases of misplaced passwords, please contact the ISC at talis@iea-dpc.de to seek help or to retrieve a new password. This e-mail must come from the national centre's primary e-mail address and be signed by the NPM.

Attention Point!

If further members of the NPM's team need access to the SharePoint server, please convey all relevant contact details to the ISC by filling in the TALIS2013_sharepoint_access_permission_19APR2011 form that is stored in the key and general documents folder on the NPM site. Please be aware that it is under the NPM's responsibility that confidential information stored on the server cannot be misused by third parties.

55. The overall aim is to provide NPMs with a user-friendly and well-structured platform for document and data exchange. In the context of TALIS, SharePoint will not to be used to work simultaneously on the same online documents, but rather to provide a common platform where NPMs can conveniently up- and download study-related materials. This is to avoid overloaded e-mail attachments which in some cases cannot be delivered to the addressees.

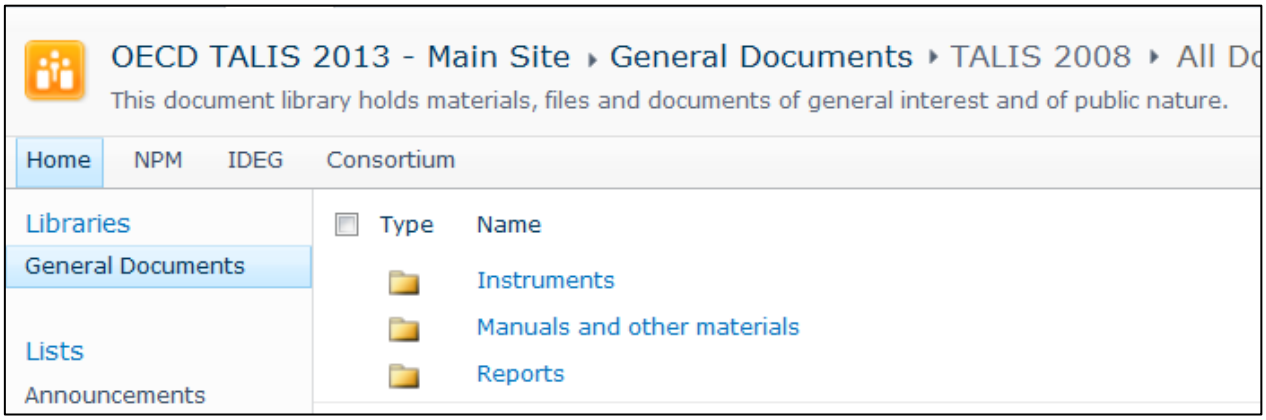
Attention Point!

The ISC does not intend to work on the same online documents simultaneously with NPMs. It is recommended to download, edit, then upload documents, notifying the partners as soon as a document is ready for review.

56. Every NPM will receive his own personal login information to access the SharePoint site. All NPMs have access to the main site as well as to the NPM sub-site. On the main site, only general TALIS related information is stored, since it can also be accessed by other groups involved in the survey such as the IDEG or (later on) the analysis group(s).

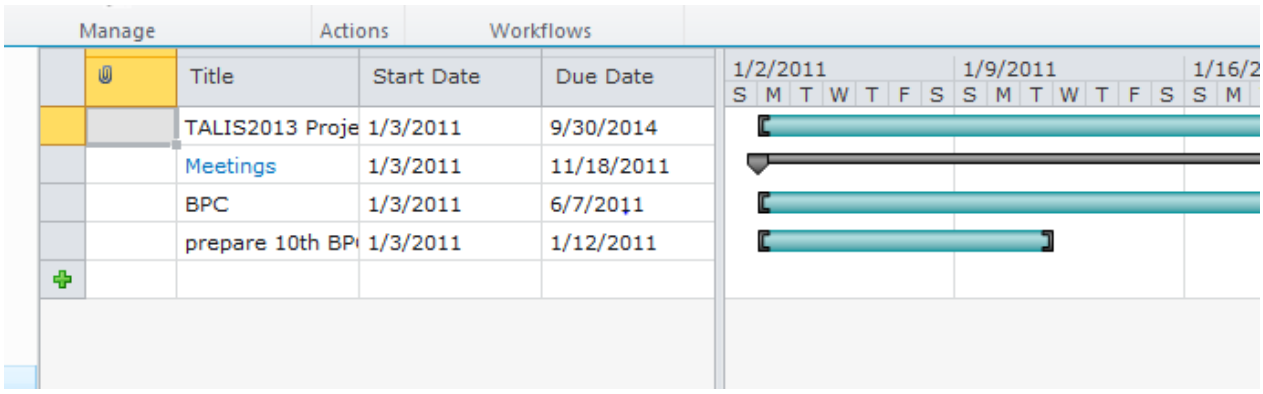
57. The quick-launch bar on the left-hand side is organised into "Libraries" and "Lists". General documents are stored under the library section and are linked to TALIS 2008 and TALIS 2013 folders. In the TALIS 2008 folder, three subfolders containing the instruments, manuals and other materials, and the international reports are stored for reference purposes. The TALIS 2013 folder is initially empty and will be filled with public materials during and after the successful conduct of TALIS 2013.

Figure 2.3: TALIS 2008 document folder on SharePoint



58. Key milestones are linked to a list of project tasks in a similar way to MS Project (*i.e.* a Gantt chart). The ISC is responsible for keeping this list always up-to-date and for informing all SharePoint users about the current survey schedules and meeting dates. Changes to the schedule will be announced by the ISC via e-mail to all NPMs and NPMs are asked to use this list for reference purposes.

Figure 2.4: Example of the "Key milestones" list on SharePoint



59. The main working site for NPMs is the "NPM" sub-site. It is accessible to all NPMs, authorised national centre staff, the Consortium and the OECD. All study-relevant materials will be uploaded to these folders by the Consortium and can be downloaded by NPMs.

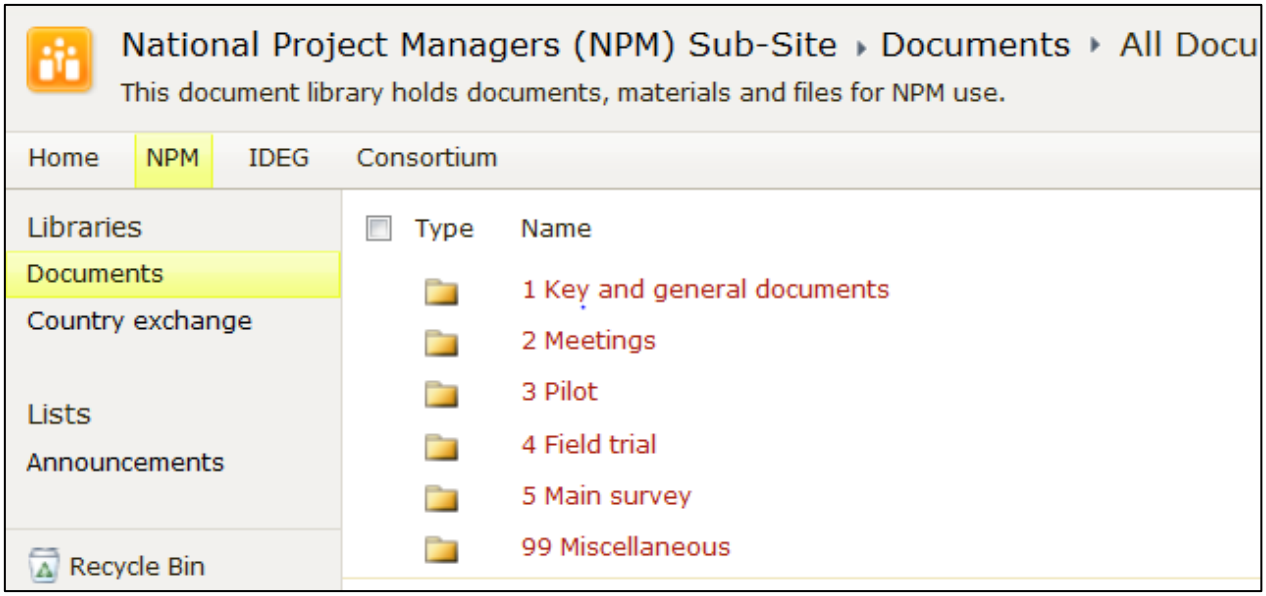
60. The contents and structure of the six main working folders are organised as follows:

- Key and general documents
  - Confidentiality and Privacy Agreements Templates;
  - NPM Manual; and
  - Technical Standards
- Meetings
  - NPM meeting folders
  - Data management training folders
  - IDB analysis training folders
- Pilot
  - Instruments and National Adaptation Forms
  - Manuals and Guidelines
- Field Trial
  - Instruments and National Adaptation Forms
  - Manuals and Guidelines
  - Software
- Main Survey
  - Instruments and National Adaptation Forms
  - Manuals and Guidelines

  - Software

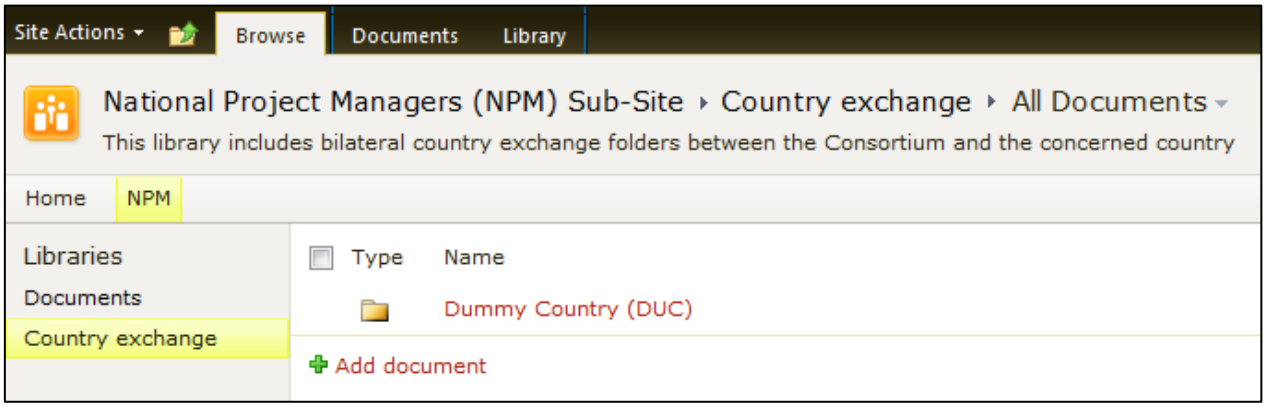
- Miscellaneous

Figure 2.5: NPM sub-site, main working document library ("Documents") on SharePoint



61. The Country exchange folder offers NPMs the opportunity to share country specific information with the Consortium. These folders can only be accessed by the concerned country, the Consortium and the OECD. It is the only folder where NPMs have upload permission. It is expected that countries use this folder to upload sampling information, national instruments for translation verification as well as for layout verification, forms, data, country reports and other study-relevant information.

Figure 2.6: "Country exchange" document library on SharePoint



62. Detailed instructions on the organisation of SharePoint and the expected use of the NPM sub-sites are given in separate SharePoint guidelines, which will be made available to users when they get their login information.

63. NPMs are asked to contact the ISC if they have any questions, comments or suggestions about the operation and information organisation of TALIS SharePoint.

3 SURVEY PHASES AND KEY MILESTONES

3.1 Overview

64. TALIS 2013 is organised in three main phases: 1) The item Pilot Study starting with the release of the international pilot instruments on 15 July 2011 and ending with the analysis of the pilot data in October 2011; 2) the Field Trial, starting with the release of the international Field Trial instruments in November 2011 and ending with the data analysis in July 2012; and 3) the Main Survey, starting with the release of the final international Main Survey instruments in August 2012 and ending with the release of the international reports and the international database in June 2014. To best prepare NPMs for the upcoming tasks for each of the survey phases and to get feedback at first-hand for the current survey phase, NPM meetings will be organised prior to the release of the Field Trial instruments on 14-15 November 2011 in Cancun, Mexico and the Main Survey instruments in July 2012. Furthermore, there will be one NPM meeting after the Main Survey data collection in autumn 2013 to discuss raw data as well as entries in the National Adaptations Database and to review the overall data collection activity. Data Management training is scheduled for 16-18 November 2011 in Cancun, Mexico in preparation for the Field Trial and as an update in July 2012. The international database analysis workshop will be held in spring 2014 to train NPMs in the use of the international database for the production of national and international reports.

65. Each participating country is requested to administer the ISCED Level 2 Core survey during the Field Trial as well as during the Main Survey. However, at the international level TALIS also offers the opportunity to survey ISCED Level 1 and 3 populations as well as linking TALIS to PISA 2012 schools. All international options have to follow the same standards and procedures as the Core survey and to obey the same quality control measures.

66. A number of different and complex tasks need to be performed prior to and during each of the survey phases: to review and comment on the draft survey instruments and the draft survey framework; to draw the national sample(s); to prepare the national survey instruments and to collect and enter the survey data according to the international standards. These tasks are condensed in checklists that are part of the detailed survey preparation guidelines that will be published on SharePoint prior to each new phase of the survey.

67. The overall survey schedule, including key milestones, can be accessed via the quick launch bar of the SharePoint home-site. This NPM manual summarises the important deadlines of the survey phases at the end of the respective sections.

3.2 Item pilot with focus group reviews

68. The original plan for the TALIS Pilot Study as stipulated by the TALIS 2013 Terms of Reference and in line with the TALIS 2008 approaches was to request that a certain number of Participants recruit a small number of teachers (*e.g.* perhaps 5 teachers) in a small number of schools (*e.g.* perhaps 5 schools) to administer the pilot questionnaires. The resulting quantitative data would have been analysed to determine the appropriateness of the items for their inclusion in the questionnaires destined for the Field Trial.

69. After careful consideration for TALIS 2013, it is now agreed that as many countries as possible contribute to the pilot by translating the generic international English or French source versions of the questionnaires into the national target language and by reviewing the items with a group of target population members under the auspices of the NPM. However, if the schedule is too tight it will also be possible to use one of the international source versions and to make only the requested national adaptations as long as all focus group members are bilingual.

70. Detailed instructions on how to conduct the item pilot with focus group reviews are given in the TALIS 2013 Pilot Study Guidelines, which are available on SharePoint in the following folder: NPM subsite - Documents - 3 Pilot-Manuals and Guidelines

Attention Point!

The ISC encourages **all** NPMs to review and contribute to the pilot instruments for accuracy of information, national compatibility, possible translation issues, and functionality. NPMs are responsible for organising focus groups to contribute to the review of the instruments, in light of the conceptual framework; arrange meetings of these groups to prepare their country's position on the materials reviewed; and, communicate this to the members of the Consortium and the Instrument Development Expert Group (IDEG) who develop the international framework and the instruments.

71. Key materials for the Pilot Study will be released for the English instruments and materials successively at the beginning of July but no later than 15 July 2011.

72. Instruments and materials to be released successively on SharePoint are:

- **Pilot questionnaires**: one international Principal Questionnaire and one international Teacher Questionnaire (with minor modifications) and the TALIS-PISA Link Mathematics Module in English for piloting the ISCED Level 2 core, the international options ISCED Level 1 and 3 as well as the TALIS-PISA link;

- **Background documents**: Pilot guidelines on how to moderate the focus group sessions, probing questions as developed by the IDEG and a glossary of terms used in the questionnaires that require special attention.

- **National Adaptations Forms**: Excel document indicating the mandatory adaptations that need to be performed by each participating country.

73. All pilot materials will be available on SharePoint in the following folder: NPM sub-site – documents – 3 Pilot - Instruments and Materials and National Adaptation Forms. The ISC will alert NPMs as soon as new instruments or materials will have been uploaded on SharePoint.

74. However, countries that wish to get one final package of instruments and materials will receive it on 15 July 2011 for the English as well as for the French version.

75. In preparation of the pilot pretesting, all pilot participants are asked to attend a web-based seminar (webinar) hosted by the International Study Centre on 21 July 2011 at 10.00 AM and a repeat session at 15.00 PM (CET). To resolve possible technical issues, practice sessions will be conducted on 19 July 2011 at the same times.

76. The webinar will include an overview of the goals, procedures and expected products of the pilot study's focus group work, as well as live demonstrations on using the National Adaptation Forms (NAFs) and on how to report the results using the respective surveys in SharePoint. The logistical details will be communicated to NPMs in due course.

Table 3.1 Key milestone Pilot Study (June 2011 - November 2011)

Step	Date	Task
1	15 June 2011	Consortium releases Pilot Guidelines to NPMs
2	June – July 2011	NPMs recruit participants for focus groups
3	June – July 2011	NPMs prepare focus group sessions according to the pilot guidelines and the annotated pilot questionnaires
4	30 June 2011	Consortium releases Technical Standards and the final NPM Manual to NPMs
5	15 July 2011	Consortium releases pilot questionnaires and materials to NPMs
6	15-31 July 2011	NPMs prepare national questionnaire versions (translation and internal verification)
7	19 July 2011	Consortium holds optional training session Webinar for all pilot countries (10 a.m. CET and 3 p.m. CET)[2]
8	21 July 2011	Consortium holds pilot webinars for all pilot countries; 2 training sessions (10 a.m. to 1 p.m. CET and 3 to 6 p.m. CET)[3]
9	1August – 9 September 2011	NPMs conduct pilot by means of focus groups
10	**9 September 2011; 12:00 a.m. CET**	**DEADLINE FOR NPMs to submit pilot results and documentation**
11	9-12 September 2011	Consortium collates results
12	12 September 2011	Consortium submits pilot results to IDEG

3.3 Field Trial

77. Administering the Field Trial is mandatory for all countries participating in the survey. Countries that have signed-up for one or more of the international options are obliged to test them under real conditions during the Field Trial.

[2] This is a practice session to iron out issues with access to the webinar, audio or other issues.

[3] This earlier session will be repeated in the afternoon to allow for participation aligned to local time zones. Both sessions will be recorded.

Attention Point!

In TALIS 2013, countries prepare in advance their Field Trial instruments on individualised schedules within the pre-defined international time-frame. This allows in particular English and French speaking countries to speed up the process of national instrument preparation, avoids peak times at the ISC and leads into smooth workflows at the national centres as well as at the ISC. NPMs are requested to communicate their individual survey preparation schedule with the ISC at the earliest convenience, but at the latest during the 2nd NPM meeting in November 2011.

78. The purpose of the Field Trial is to gather as much data as possible to fine-tune the instruments for the Main Survey. Furthermore, sampling procedures for within-school sampling, national instrument production, survey operations, data collection and data entry will be tested during the Field Trial, and NPMs will be asked to report their feedback to the ISC and to share their experiences with other NPMs during the 3rd NPM meeting in July 2012 (tentative).

79. Strategies for achieving high participation rates have also to be applied during the Field Trial period and it is highly recommended that NPMs start public relation campaigns for TALIS in early autumn 2011, especially in those countries in which participation in the survey is voluntary.

80. As for TALIS 2008, the Consortium will prepare a two-page leaflet about TALIS, which can be used by countries to prepare their own leaflets about the survey. This has proven to be a helpful tool to introduce the survey to the sampled principals and teachers.

81. The standard sample sizes for the Field Trial are for the Core survey 20 schools per country and within each school a sample of 20 teachers, which ideally leads to data from 20 principals and 400 teachers per country. Depending on the country's educational system and the number of international options that will be administered, sample sizes for the Field Trial may range to up to 75 schools and 1500 teachers. This needs to be taken into account especially when NPMs plan for staff resources at the national centres and for the training of School Coordinators.

82. School samples are drawn by Statistics Canada based on the sampling frame information provided by the NPMs. Within-school-sampling will be performed by the IEA WinW3S software based on Teacher Listing Forms, which are completed by School Coordinators. Details about the sampling procedures applicable in TALIS 2013 are given in the Sampling Manual.

83. All procedures for national instrument production and survey operations as outlined in chapters 5 onwards of this manual apply to the Field Trial as well as for the Main Survey and have to be followed as strictly as possible. Deviations from the standards have to be properly documented and may lead to the loss of data.

84. The ISC requests standardised quality control to be implemented at the national level. Detailed instructions on the expectations of national quality control are given in the National Quality Control Monitoring Manual and Quality Control Check List.

85. Key materials for the Field Trial to be released on **25 November 2011** are:

- **Questionnaires:** international survey instruments in English for the ISCED Level 2 core as well as for the three international options
- **Manuals**: in English
  - Data Management Manual
  - School Coordinator Manual

- **Guidelines**: in English only
  - Translation and cultural adaptations
  - Preparation and layout of paper and pencil instruments
  - Preparation and layout of online data collection instruments
  - Strategies for achieving high participation rates
  - Quality Control Checklist
- **Software packages:**
  - IEA Within-School-Sampling-Software (WinW3S)
  - IEA Data Management Expert (DME) Software
  - IEA Online SurveySystem Designer Software

86. The release date of the French instruments and the French version of the manuals is 2 December 2011, since the French versions will be translated from the generic English sources by professional translators and need to undergo the same layout procedure at the ISC to appear as similar as possible to the English versions.

87. All instruments and materials for the Field Trial will be released on SharePoint in the following folder: NPM sub-site – documents – 4 Field Trial

Table 3.1 Key milestones Field Trial (November 2011 - June 2012)

Step	Date	Task	Action required
1	14-15 November 2011	2nd NPM meeting in Cancun, Mexico	All countries are asked to send at least one representative to the meeting
2	16-18 November 2011	Data Management Training in Cancun, Mexico	All countries are asked to send at least one representative to the meeting
3	25 November 2011	ISC releases final FT instruments in English to NPMs	ISC uploads English instruments on SharePoint and sends release note to NPMs via e-mail. - countries start preparing national FT instruments on individual schedules
4	30 November 2011	Receive list of sampled schools from Statistics Canada	Establish school contacts
5	2 December 2011	ISC releases final FT instruments in French to NPMs	ISC uploads French instruments on SharePoint and sends release note to NPMs via e-mail.
6	25 November - 23 December 2011	Prepare NAFs and submit to ISC for approval	NPMs send NAFs to ISC for approval according to the agreed-upon individual survey preparation schedule.
7	1 December – 9 January 2012	Translate and adapt questionnaires	NPMs send translated and adapted instruments with approved NAFs to the IEA Secretariat for translation verification.
8	9 January 2012	Deadline for submitting instruments for translation verification	For early countries: layout verification can already start
9	23 January 2012	Deadline for getting back verified instruments	For early countries: ODC verification can already start

10	6 February 2012	Deadline for submitting instruments for layout verification	NPMs prepare final instruments for layout verification
11	20 February 2012	Deadline layout verification for late countries	
12	20 February 2012	Deadline for submitting ODC files for verification	NPMs prepare and submit ODC instruments
13	28 February 2012	Deadline for ODC file finalisation	
14	**1 March-15 April 2012**	**Field Trial Administration**	**Early countries can submit their paper and pencil data as soon as they are available**
15	30 April 2012	Deadline for data submission and documentation	
16	1 April-31 May 2012	FT data processing at ISC	NPMs should stay in close contact with the ISC in case of questions during data processing
17	31 May 2012	FT data submission to IDEG	
18	1 June - 20 July 2012	FT data analysis by IDEG	
19	July 2012	3rd NPM Meeting	Discuss MS instruments, sampling and survey operations and get NPM feedback on the Field Trial
20	1 August 2012	Release of Main Survey instruments in English	

3.4 Main Survey

88. The Main Survey period starts with the revision and fine-tuning of the Field Trial instruments by the IDEG in July 2012 and ends with the release of the international reports and the international database(s) in June 2014. It is the phase of the survey that is most demanding for all parties involved.

89. If not agreed otherwise with Statistics Canada, sample sizes for the Main Survey are 200 schools per country and within each school a sample of 20 teachers, which ideally leads to data from 200 Principal and 4000 Teacher Questionnaires per country for the Core. Depending on the educational system and the number of international options that are considered, sample sizes can range up to 750 schools and 15,000 teachers per country. NPMs should be aware that this maximum number of schools requires careful planning and the provision of sufficient resources at the national study centre.

90. The preparation of the Main Survey instruments follows the same standards as for the Field Trial. It is expected that most of the questions will remain the same, which diminishes the effort of translation and national adaptations of the Main Survey instruments. The ISC releases guidelines for the preparation of the Main Survey instruments, which also include indications on translation issues.

91. To ensure high data quality, and as a further means of quality control, the Consortium contracts independent International Quality Control Monitors (IQCM) who monitor the survey implementation on site and who report exclusively to the ISC. It is highly appreciated if NPMs propose some IQCM candidates to the Consortium, because it is assumed that NPMs know who has the authority to visit schools and to interview School Coordinators without offending the randomly selected target group. For countries that have already participated in TALIS 2008, it might be an opportunity to appoint the same IQCM if appropriate. Key qualifications of the IQCMs are discussed in more detail in section 9.3.

92. Since several questions in the questionnaires make reference to the past 18 months it is important that all data are collected during the proposed data collection windows, for southern hemisphere participants October – December 2012, for northern hemisphere participants March – May 2013.

93. As for TALIS 2008, the ISC provides the opportunity for national study centres to develop their own individualised national survey schedule(s) for the implementation of the Main Survey within the pre-defined international timeline. The ISC will support NPMs in planning their individualised national survey schedules, advise on expected workloads and provide guidelines for planning the necessary resources. For example, a country can choose two weeks for layout verification at the ISC within a pre-defined period of, presumably, 1 to 2 months when layout verification according to the international schedule needs to be performed for all participating countries. As experience in TALIS 2008 has shown, individualised survey schedules will help to avoid peaks of extremely high workload and phases of simultaneous activities at the national centres as well as at the ISC.

94. The internationally agreed-upon survey windows are defined separately for northern hemisphere and southern hemisphere countries. Based on the definition of the national survey windows, countries will organise their national survey schedule and activities around their respective survey window. This will also help the ISC to balance phases of intensive work and ensure that data can be processed according to the international schedule without delay. Individual instrument preparation and survey windows have also proven to be an efficient tool for monitoring countries individually. These management tools, together with direct communication on a regular basis between the ISC and the national study centres, will function as an 'early warning system' in case unexpected changes or delays take place at the national study centres. This will enable the ISC, together with the national study centre, to undertake appropriate steps to resolve such challenging situations.

Attention Point!

NPMs are asked to discuss individualised survey schedules for the Main Survey with the ISC at the earliest convenience but at the latest at the 3rd NPM meeting in July 2012.

Table 3.2 Key milestones Main Survey – southern hemisphere (July 2012 - June 2014)

Step	Date	Milestone	Action required
1	July 2012	Revision of MS instruments by OECD, IDEG, Consortium	
2		3rd NPM meeting	NPMs and NDMs attend the 3rd NPM meeting and contribute to the Field Trial review, the Consortium presents the Main Survey tasks, timeline and materials
3	1 August 2012	Release of Main Survey instruments in English	National centres start preparing National Adaptation Forms and translation of questionnaires simultaneously.
4	15 August 2012	Release of Main Survey instruments in French	
5	August 2012	Submit NAFs to ISC for approval	National centres establish school contacts and start training of School Coordinators
6		ISC approves NAFs	National centres finish translation and submit approved NAFs together with translated questionnaires for translation verification to the IEA Secretariat, Amsterdam
7	September 2012	NPMs receive feedback from translation verification	NPMs implement changes to the instruments and finalise the layout of instruments
8		NPMs submit final instruments for layout verification to ISC	ODC Option: national centres prepare ODC instruments using the Online SurveySystem software
9		IEA Secretariat conducts training for International Quality Control Monitors (IQCM) in Amsterdam	National centre conducts training for National Quality Control Monitors
10	until 15 September 2012	ISC performs layout verification	NPMs finalise paper instruments, start printing process and send materials to schools
11		NPMs submit ODC instruments for approval to ISC	ODC Option: national centres finalise ODC instruments
12	End of September 2012	ISC approves ODC instruments	ODC Option: receive ISC approval and login information and print ODC cover letters
13	**1 October – 31 December 2012**	**SH countries administer Main Survey**	**National centres start preparing for data entry and data processing**
14		**IQCMs visit national study centres and selected schools**	**NPMs provide school addresses to IQCMs and arrange interview day at the national study centre**
15		**NPMs organise visits of National Quality Control Monitors**	**National centres monitor closely data collection and submission from schools**
16	November 2012	NPMs start submitting Main Survey data and documentation to ISC	National centres start entering and processing data of returned P&P instruments
17	January – March 2013	NPMs submit data and documentation to ISC	National centres prepare data files and documentation
18	January – April 2013	Data processing at ISC	National centres respond to requests from ISC to resolve data issues
19	August 2013	Statistics Canada calculates weights	
20	September 2013	NPMs receive first draft of national data	National centres are asked to review the first draft of national data for inconsistencies
21	October 2013	4th NPM meeting	Main Survey review
22	March 2014	International Database (IDB) Workshop conducted by ISC	National centre staff are invited to join this meeting
23	June 2014	Release of the International TALIS 2013 report, the international database and the IDB User Guide	National centres prepare TALIS 2013 national report

Table 3.3 Key milestones Main Survey – northern hemisphere (November 2012 - June 2014)

Step	Date	Milestone	Action required
1	July 2012	Revision of MS instruments by OECD, IDEG, Consortium	
2		3rd NPM meeting	NPMs and NDMs attend the 3rd NPM meeting and contribute to the Field Trial review, the Consortium presents the Main Survey tasks, timeline and materials
3	1 August 2012	Release of Main Survey instruments in English	National centres start preparing for Main Survey
4	15 August 2012	Release of Main Survey instruments in French	National centres establish school contacts and start training of School Coordinators
5	November 2012	Submit NAFs to ISC for approval	National centres prepare National Adaptation Forms and start translating national instruments
6		ISC approves NAFs	National centres finish translation and submit approved NAFs together with translated questionnaires for translation verification to the IEA Secretariat, Amsterdam
7	November - December 2012	NPMs receive feedback from translation verification	NPMs implement changes to the instruments and finalise the layout of instruments
8	January 2013	NPMs submit final instruments for layout verification to ISC	ODC Option: national centres prepare ODC instruments using the Online SurveySystem software
9		IEA Secretariat conducts training for International Quality Control Monitors (IQCM) in Amsterdam	National centre conducts training for National Quality Control Monitors
10	until 15 February 2013	ISC performs layout verification	NPMs finalise paper instruments, start printing process and send materials to schools
11		NPMs submit ODC instruments for approval to ISC	ODC Option: national centres finalise ODC instruments
12	End of February 2013	ISC approves ODC instruments	ODC Option: receive ISC approval and login information and print ODC cover letters
13	**1 March – 31 May 2013**	**NH countries administer Main Survey**	**National centres start preparing for data entry and data processing**
14		**IQCMs visit national study centres and selected schools**	**NPMs provide school addresses to IQCMs and arrange interview day at the national study centre**
15		**NPMs organise visits of National Quality Control Monitors**	**National centres monitor closely data collection and submission from schools**
16	April 2013	NPMs start submitting Main Survey data and documentation to ISC	National centres enter and process data of returned P&P instruments
17	April – June 2013	NPMs submit data and documentation to ISC	National centres prepare data files and documentation
18	May – July 2013	Data processing at ISC	National centres respond to requests from ISC to resolve data issues
19	August 2013	Statistics Canada calculates weights	
20	September 2013	NPMs receive first draft of national data	National centres are asked to review the first draft of national data for inconsistencies
21	October 2013	4th NPM meeting	Main Survey review
22	March 2014	International Database (IDB) Workshop conducted by ISC	National centre staff are invited to join this meeting
23	June 2014	Release of the International TALIS 2013 report, the international database and the IDB User Guide	National centres prepare TALIS 2013 national report

4 ISCED LEVEL 2 CORE SAMPLE AND INTERNATIONAL OPTIONS

4.1 Preparing the ISCED Level 2 Core sample

95. The TALIS 2013 target population is dedicated to ISCED Level 2 teachers and is defined in the TALIS 2013 Conceptual Framework as follows:

Attention Point!

A teacher is defined as a person whose professional activity involves the transmission of knowledge, attitudes and skills that are stipulated to students enrolled in an educational program. This definition does not depend on the qualification held by the teacher nor on the delivery mechanism. It is based on three concepts:

- *Activity*, thus excluding teachers without active teaching duties – although teachers temporarily not at work (e.g. for reasons of illness or injury, maternity or parental leave, holiday or vacation) are included.
- *Profession*, thus excluding people who work occasionally or in a voluntary capacity in educational institutions.
- *Educational program*, thus excluding people who provide services other than formal instruction to students (e.g. supervisors, activity organisers, etc.).

Teaching staff refers to professional personnel directly involved in teaching students, including classroom teachers; special education teachers; and teachers who work with students as a whole class in a classroom, in small groups in a resource room, or in one-to-one teaching inside or outside a regular classroom. Teaching staff also includes chairpersons of departments whose duties include some amount of teaching (i.e. at least 0.25 of full-time equivalent), but it does not include non-professional personnel who support teachers in providing instruction to students, such as teachers' aides or other paraprofessional personnel.

Also, in general, school principals, vice principals and other administrators without teaching responsibilities in educational institutions, as well as teachers without active teaching responsibilities for students in educational institutions, are not classified as teachers.

In vocational and technical education, teachers of the "school element" of apprenticeships in a dual system are included in the definition. Trainers in the "in-company element" of a dual system are excluded.

Full-time and part-time teachers

The classification of educational personnel as "full-time" and "part-time" is based on a concept of working time. The stipulation of full-time employment is usually based on "statutory hours" or "normal or statutory working hours" (as opposed to actual or total working time or actual teaching time). Part-time employment refers to individuals who have been employed to perform less than the amount of statutory working hours required for a full-time employee.

A teacher who is employed for at least 90% of the normal or statutory number of hours of work for a full-time teacher over the period of a complete school year is classified as a full-time

teacher. A teacher who is employed for less than 90% of the normal or statutory number of hours of work for a full-time teacher over the period of a complete school year is classified as a part-time teacher.

More detailed information on these general definitions and conventions is provided in Education at a Glance, OECD Indicators 2010. (See also http://www.oecd.org/edu/eag2004)

Source: A modification of Box 2.1 in *Teachers Matter* (OECD, 2005b).

96. More details about the international and national target population are given on pp. 10-13 of the Sampling Manual. NPMs are asked to read the Sampling Manual carefully and not to hesitate to get back to the Sampling Team at Statistics Canada if in doubt about how to apply the definitions to their country's situation.

97. With reference to the TALIS 2013 Sampling Manual, the NPMs are responsible for the following tasks:

- Obtaining or creating the complete list of ISCED Level 2 schools (the school sampling frame);
- Determining the school exclusions, in accordance with the guidelines given in the sampling manual; the NPMs/NSMs will justify and document the reason and nature of the exclusions;
- Identifying suitable stratification variables for the schools on the sampling frame, and ensuring that these variables are present and correct for all schools;
- Sending the sampling frame, stratification and sample size requirements to Statistics Canada, who will select the sample of schools;
- Keeping track of school participation, documenting non-participation, and the use of replacement schools;
- Obtaining or creating the list of teachers of ISCED Level 2 in each selected (or replacement) school;
- Selecting the within-school sample of teachers (using DPC software);
- Keeping track of teacher participation and documenting non-participation;
- Contacting the sampling team to resolve any issue regarding sampling and to ask for assistance in the design and implementation of their survey.

98. Appendix IV of the TALIS 2013 Sampling Manual (p. 37) provides a detailed checklist of all school sampling activities.

99. It is of the utmost importance that submission deadlines for sampling forms and the school sampling frame are kept by national centres in order not to jeopardise the individual survey schedule in TALIS and to allow the sampling team of Statistics Canada to perform all sampling tasks on time and to the highest quality.

4.2 Preparing the international options' samples (ISCED Level 1, 3 and the TALIS-PISA link)

100. As already described in section 2.1 of this manual, TALIS 2013 offers the opportunity to additionally survey ISCED Level 1, ISCED Level 3 and PISA schools at the international level. As a consequence, all data gathered under each option will be part of the international database and analyses will be presented in the international reports.

101. The Consortium will provide NPMs with details about how to manage the administration of the international options, as well as data capture, data entry and reporting prior to the Field Trial and Main Survey preparations. Instructions and training will be covered during the 2nd and 3rd NPM meeting and the 1st Data Management Seminar that are scheduled in November 2011 for the Field Trial and in July 2012 for the Main Survey.

Attention Point!

If countries have signed-up for one or more of the international options, it is strongly recommended that NPMs contact the sampling team at Statistics Canada at the earliest convenience to discuss in bi-lateral sessions the individual structure of their sampling frame and the sampling implications.

102. Details regarding the sampling of ISCED Level 1, ISCED Level 3 and the TALIS-PISA link are provided in the appendix sections 1 - 3 of the Sampling Manual.

103. In general the preparation of the school sampling frame and sampling forms for ISCED Level 1 and 3 follows the same procedures and timelines as described for the TALIS Core sample ISCED Level 2.

104. The TALIS-PISA Link option requires special attention with respect to the school sampling since individual sampling strategies may be applied, which need to be discussed with the sampling team. The timeline and procedures developed for the TALIS Core sample apply equally for the TALIS-PISA link option.

Attention Point!

All countries that have opted for international options are strongly encouraged to volunteer for the Pilot Study that is scheduled for July - September 2011.

4.3 Procedures for within-school sampling

105. As in TALIS 2008, the size of the teacher sample is set for the Core and the international options to 20 teachers per school if available. That number is based on analytical requirements (minimum size for hierarchical modelling) and the expected teacher response rate (nominally 75%). This number may be increased in consultation with Statistics Canada. Results from TALIS 2008 indicate that the sample size was reasonable for most countries and most schools, that the response can be expected to exceed 75% in participating schools, and that the estimates of design effects based on experiences of surveying classrooms of students were much higher than those achieved in TALIS 2008.

106. Ensuring unbiasedness and comparability of country results relies partly on selecting schools at random; it just as much relies on random selection of teachers within participating schools. As in TALIS 2008, an extended and updated version of the IEA DPC's Within School Sampling Software (WinW3S) will be provided to participating countries for use at the national centres. Variations of WinW3S are used in all IEA studies to list and sample classes, students, and where applicable, teachers within schools. Similar to PISA's KeyQuest, WinW3S ensures that teacher samples are selected in conformity with the agreed sampling procedures, rules, and sizes.

107. The National Data Management Manual and the guidelines for operating WinW3S provide a rich description of all the necessary steps to be accomplished by national centres to sample teachers within schools for each of the populations a country/economy has signed up for (see TALIS2013_NDM_manual, in preparation).

108. The following steps provide a general overview of the within-school sampling procedure:

- Participating countries are guided through a series of steps that start off with the recording of a school's agreement or refusal to participate and, where applicable and available, the selection of a replacement for the sampled school.

- The national centre then generates Teacher Listing Forms in paper or electronic form to be sent to the participating schools.

- School Coordinators enter listing information about the teacher population(s) of interest.

- National centres will enter or import the teacher listing information into WinW3S for verification;

- Teachers will be selected randomly based on the definitions made in the sampling plan, the default or augmented sample sizes, and other specifics.

- Teacher tracking forms, instrument labels and labels for cover letters to be sent to online data collection participants are printed.

- Both IDs and validation codes (to avoid keying errors) for later data entry or, if online data collection is used, to access the online data collection instrument, are assigned automatically by the software.

- During data collection WinW3S will be used to enter or import tracking and participation information depending on whether P&P instruments or the online data collection system is used.

- Finally, the WinW3S database can be exported and sent to the ISC for further processing. In the exported database, teacher names or other direct identifiers will be suppressed.

5 PREPARING NATIONAL INSTRUMENTS AND MATERIALS

5.1 Overview

109. The quality of national instruments is important for the quality of the survey data. Therefore, the TALIS Consortium sets high standards regarding the adaptation and translation of the international instruments into national survey instruments. Even if countries administer the survey in English or French and the instruments do not need to be translated, cultural adaptations are required. All deviations from the international source need to be documented carefully following standardised procedures. Deviations may result in the loss of data.

110. The target population(s) can be surveyed in as many languages as appropriate for the national context. NPMs are asked to inform the ISC as early as possible about how many and which languages are to be used in the national survey. Furthermore, NPMs have to ensure that the same procedures are followed when preparing the national version of the instruments for all languages selected and should be aware that the amount of preparatory work increases with each additional language.

111. Countries are invited to share translations of instruments with other countries using the same language, which may facilitate the preparation of the national instruments.

Attention Point!

If a country administers the survey in more than one language, NPMs have to make sure that national / cultural adaptations are the same throughout the survey instruments. NPMs are asked to fill in one National Adaptation Form (NAF) per language to ensure that the layout of the instruments is not affected by using different languages. Detailed instructions on cultural adaptations and translation are given in the guidelines for translation and cultural adaptations, which will be produced separately for the Field Trial as well as for the Main Survey.

5.2 International survey instruments, translation / adaptation guidelines and support materials provided by the ISC

112. The following list includes the materials released to NPMs for each of the three survey phases:

- **Questionnaires**: Principal and Teacher Questionnaires as well as a glossary in MS Word 2007 and Adobe Acrobat PDF format
- **ODC - Cover Letters**: Principal and Teacher Cover Letters in MS Word 2007 and Adobe Acrobat PDF format
- **Pilot Study, Field Trial and Main Survey guidelines/manuals**: including descriptions of all tasks, activities and milestones to be accomplished for each respective phase of the study
- **Translation /adaptation guidelines:** for all required cultural / national adaptations, including also a description on how to work with the National Adaptation Forms
- **National Adaptation Forms**: to document all implemented national adaptations and changes to the instruments
- **Software packages** (FT and MS only): IEA Online SurveySystem, WinW3S, IEA Data Management Expert

- **Support Materials**: any required fonts, graphics, and other support materials

5.3 General approach of how to translate and adapt the questionnaires

113. Certain steps have to be followed for preparing national instruments for the Field Trial as well as for the Main Survey. If countries administer the survey in more than one language, the procedures apply for all languages and no deviations to the standards are allowed. These steps are:

- identifying the target language(s);
- translating instruments into the national language(s) and making necessary adaptations;
- describing national / cultural adaptations to the instruments in the National Adaptation Forms (NAF);
- getting first approval of the NAFs by the ISC;
- translating the instruments into the national target language(s);
- internal translation verification at the national study centre;
- international translation verification at the IEA Secretariat, Amsterdam;
- international layout verification at the ISC, Hamburg;
- final approval of the instruments and NAF(s) by the ISC; and
- printing of final national instruments at the national study centre.

5.4 Cultural adaptation and translation of the questionnaires and cover letters

114. The preparation of the national survey instruments should start with the implementation of the required national and cultural adaptations of the questionnaires. Even if the survey is administered in English or French (the version of the generic international survey instruments) national centres are requested to adapt the questionnaires to the national context. Considered national adaptations and their careful documentation are crucial for the overall quality of the survey instruments. Well-prepared NAFs at the beginning of the translation process speed up the overall survey preparation process.

115. The aim of the translation is to follow the rules of the target language and the country/cultural context, while ensuring that the translated text has the same meaning as the source text. This proviso also is the case when adapting from the forms of English used in the international version to the forms of English used in a different country/cultural context. It is important to use skilled and experienced translators who can provide accurate translations of the materials.

116. The translator should select words and use grammar that will ensure individuals across the different countries infer the same meaning from questions in the questionnaires. National conventions such as date formats and punctuation should be followed in translation.

117. The ISC has prepared National Adaptation Forms (NAF) in MS Excel format that list all questions of all questionnaires in the order of appearance. All adaptations to the questionnaires must be documented in the NAF and back-translated into English. Please ensure to complete a separate NAF for each of the survey languages used.

118. There are three different kinds of adaptations:

- **Required adaptations:** There are places in the questionnaires where adaptations are *always* required. *Items or information in angle brackets (< >), must be replaced with the country-appropriate term*. For example, <country> would be replaced with the name of your country, and <ISCED Level2> would be replaced with the equivalent (e.g., "Lower Secondary") in your country.

- **Acceptable adaptations:** there are several kinds of acceptable adaptations, for example removing a question if not applicable. For details please refer to the guidelines for translation and cultural adaptations. **For example, adaptation of** valid ranges – if necessary.

- **Not acceptable adaptations:** collapsing or removing international categories and changing the international question stem (exceptions have to be discussed with the ISC).

119. A detailed description of the NAF and instructions about steps of completion and all documentation requirements are given in the guidelines for translation and cultural adaptations that will be produced for the Pilot Study, the Field Trial, and for the Main Survey.

Attention Point!

Additional questions for the questionnaires have to be placed after all the international questions and should be kept to an absolutely necessary minimum in order not to exceed the overall survey administration time. Any national variables that are added to the questionnaires will not be recoded nor integrated into the international data files by the ISC and will be returned to the National Centre unchanged/ unclean if submitted along with the international variables for data management.

120. After having produced a national version of the survey instruments, these should be reviewed by a national expert appointed by the NPM (preferably a school teacher or principal).

5.5 Layout of the national questionnaires

121. It is important that the national instruments look as much as possible as the international source. TALIS 2013 questionnaires are designed using MS Office 2007 Word. Each question is laid out as a separate table grid, which makes entering translations fairly straightforward. Some areas, such as check boxes, are laid out with fonts containing special graphical characters. No graphs are included in the questionnaires. Deviations in the national layout may occur due to differences in the structure of the national languages as well as differences in the alphabet. However, the structure and the formatting of the questionnaire should not change. This will be checked during layout verification at the ISC.

122. To help NPMs maintain the formatting of the original file, a comprehensive style sheet has been set up in every Word document. You can recover any formatting that has been accidentally changed by reapplying the appropriate style from the style sheet. There is no need to take any special steps for assembling the questionnaires. We have designed all TALIS questionnaires to output correctly as A4 saddle-stitched booklets (that is, tabloid or A3 sheets folded in half).

123. The ISC will prepare a style-guide sample document for each of the survey phases that will be included in the accompanying survey materials and that is aimed to be the point of reference for designing the national questionnaires. It also includes instructions for countries that write from right to left, as well as for countries that use other page sizes than A4 or Letter format.

Attention Point!

Please compare carefully the resulting output with the printed and bound international version of the same document. Make sure that the translated questionnaires include every part of the original publication, including blank pages!

5.6 International translation verification of instruments and cover letters

124. As a further means of quality control, NPMs are requested to submit their national instruments and cover letters to the ISC for international translation verification of the Field Trial as well as for the Main Survey instruments.

125. NPMs are asked to upload the national instruments using the applicable sub-folder in the "Country Exchange" document library on the TALIS SharePoint server and send an e-mail directly to Paulina Koršňáková at the IEA Secretariat (p.korsnakova@iea.nl). She will be the person in charge to coordinate and supervise the translation verification process.

126. International translation verification will be performed by cApStAn, the linguistic quality control agency. cApStAn is an experienced agency and has already performed international translation verification for TALIS 2008 as well as for other OECD and IEA studies. Detailed instructions on international translation verification are outlined in the translation verification manual that will be prepared by the Consortium and provided to the experts from cApStAn.

127. Professional, certified translators will review the translated documents and check the quality of the translations. Using "Track Changes" in the Word files, verifiers will document all errors, omissions, and suggestions for improvement. The IEA Secretariat will review and return these Word files with comments from the translation verifiers to NPMs as soon as possible.

128. Verifiers will send NPMs a list of the serious deviations and suggestions for changes. NPMs are kindly requested to document - on the NAF - whether they accept or reject a proposed change and provide reasons for not following the verifier's suggestion.

5.7 Layout verification at the ISC

129. After the text translations have been verified and returned to the National Centre, NPMs will need to make any necessary changes to the final layout of the questionnaires. The ISC will check for inconsistent formatting, overall layout, problems in terms of readability, question sequence and page breaks. NPMs are asked to submit all instruments and cover letters to the ISC for layout verification, including:

- the final (verified and corrected) version of each questionnaire (one set for each language), preferably in Adobe Acrobat PDF format without comments, track changes or highlighting;
- the NAFs (one set for each language), and
- if ODC is used, the final (verified and corrected) version of each cover letter for ODC (one set for each language), preferably as an Adobe Acrobat PDF File.

130. Changes to the font, margins, and other parts of the layout of the questionnaires are not acceptable. However, the length of words and sentences may change the look of the questionnaire to some extent. This is expected and acceptable.

131. Experienced staff will compare the national versions of the instruments against the international source and mark all deviations that affect the layout. There is a separate sheet in the NAF designed for layout verification issues. NPMs are requested to correct the layout of the instruments and to send it back to the ISC for a final check.

132. If the instruments are in good shape already after international translation verification, it will take up to two or three rounds to finalise the layout of the national instruments. NPMs are asked to ensure that the instruments do not contain any highlighting, comments or track changes before submission to the ISC.

133. More details about layout verification are outlined in the guidelines for translation and cultural adaptations.

5.8 Converting instruments into the online mode (optional)

134. If a country has signed up tothe international option of online data collection, the instruments need to be converted to the online mode. However, fall-back paper questionnaires have to be prepared first and for the sake of consistency it is strongly recommended to start conversion to the online mode only after successful paper layout verification.

135. Countries may decide to use ODC as the default mode for some or all questionnaire types or as an additional response channel if they are confident that this mode of data collection is feasible in terms of technical prerequisites. This implies, for example, Internet/computer availability in schools, and achievability in terms of cooperation and openness of respondents towards an Internet-based survey.

136. The Consortium would like to stress the following points that the ISC feels are necessary preconditions to a successful implementation of ODC within countries:

- As the IEA online data collection software has been designed specifically with respect to educational surveys, complex survey operations and data management, TALIS 2013 can only be administered with the IEA *Online SurveySystem Software*.
- Participation in the Field Trial is mandatory if countries want to participate in the ODC component during the main data collection.
- National centres should be prepared to undertake more tasks in sequence and parallel before, and during data collection in comparison to paper based data collection.
- The ISC strongly recommends to check with schools – via the School Coordinator – whether all or which respondents within a school are willing and able to respond to the questionnaires over the Internet **BEFORE administration**. The ISC feels that this is an important issue as a large number and variety of teachers, e.g. in terms of subject matter and age group, are to be surveyed in schools.

137. Technical details of the approach will be covered in the separate *TALIS 2013 Data Management Manual* as well as during NDM trainings.

5.9 Translating the School Coordinator Manual

138. The Consortium will prepare a *School Coordinator Manual* to be released in English and French that describes all tasks and responsibilities to be undertaken by the School Coordinator (details on School Coordinator tasks are provided in Chapter 6.4 of this manual) for the Field Trial as well as for the Main Survey.

139. The ISC expects that the *School Coordinator Manual* will be translated into the national survey language(s) since it is no prerequisite for School Coordinators to be fluent in English or French. However, there will be no international translation verification for the *School Coordinator Manual*.

Attention Point!

NPMs are allowed to add – to some extent – necessary country specific information to the School Coordinator Manual. However, deviations from the standardised procedures as outlined in the manual are not permitted.

6 SCHOOL COOPERATION

6.1 Overview

140. This chapter is dedicated to the important issue of school cooperation. Good school cooperation is vital for successfully conducting the Field Trial and the Main Survey. After the Field Trial, NPMs will be asked to report their experiences and are invited to share them with other countries during the 3rd NPM meeting prior to the Main Survey.

141. High response rates are one of the prerequisites for obtaining reliable data. Therefore it is very important to establish and maintain good cooperation with schools, teachers and unions from the outset of the survey. In this chapter NPMs will also learn about best practices as reported by TALIS 2008 NPMs.

142. Once the country's school sample has been drawn (either for the Field Trial or for the Main Survey) the ISC encourages NPMs to contact the sampled schools and to start with a public relations campaign if survey participation is voluntary. Experiences in TALIS 2008 have shown that schools as well as teachers are more willing to participate in the survey if there is prior knowledge of it, and if it is supported by teacher unions.

143. Participants that take up in one or all of the international options and thus survey multiple populations in parallel will face an increased workload during the preparation for data collection. Depending on the degree to which schools offer education for multiple ISCED levels or not and this population overlap can be utilised for sampling, countries may be surveying up to 600 schools and 12,000 teachers in parallel if all three ISCED levels are included, and additional schools if the data collection is extended to schools that participated in PISA 2012. In contrast to the 200 schools surveyed, on average, in TALIS 2008, national centres will need to plan and carefully budget for this workload, especially with respect to contacting schools and gaining support.

6.2 Confidentiality and ethics

144. Confidentiality concerns may prevent schools and teachers from participating in the survey. For this reason it is crucial to follow the standards on confidentiality and ethics as described in section 6 of the TALIS Technical Standards.

145. Furthermore, School Coordinators should be trained at the beginning of the survey on how to react to these concerns.

146. All procedures as implemented in TALIS by the Consortium warrant the anonymity of the participants at any time in the survey. It is important to stress that the researchers are not interested in individual responses and that also a breakdown of responses at school level is not intended.

147. Furthermore, NPMs should install return procedures for paper and pencil questionnaires that allow participants to transmit their questionnaires either directly to the national centres (by using pre-paid envelopes) or to use secured pigeon-holes at the schools that cannot be accessed by unauthorised persons.

6.3 Obtaining the cooperation of sampled schools

148. Obtaining school co-operation, preparing schools, principals, teachers and School Coordinators for their involvement in the TALIS 2013 survey is the key to obtaining high participation rates, fully completed instruments and high quality data, which are all necessary to embark on meaningful

analysis. NPMs know their educational system and how best to obtain permission for surveying the schools and teachers targeted by TALIS. Nevertheless, this section outlines some general guidelines and recommendations for contacting schools and obtaining permission for surveying.

149. National centres are requested to establish a written strategy for reaching school co-operation and participation and tov obtain support from school authorities and officials, teacher unions, and any other organisations or individuals who are likely to encourage or foster the participation of schools. National centres are also advised to discuss their strategy to raise participation rates of schools, principals and teachers with the Consortium.

6.3.1 Obtaining permission from national and/or regional school authorities

150. If the Ministry of Education can require every selected school to participate in the study, obtaining permission for the surveying should be straightforward. However, if NPMs need to obtain permission from various school authorities at various levels (federal, jurisdiction or district), the approval process may be long, and needs to be planned accordingly.

- It might be necessary to obtain the permission of regional, state, and/or district authorities. Often, the higher-level authorities give permission in such situations with the understanding that it is ultimately the school principal in each sampled school who decides whether or not to participate. In that case, it is crucial to invite the school principal in each sampled school to participate.

- If possible, NPMs should contact all organisations or individuals who might encourage participation of schools, such as teacher unions or national associations of state or district education officers. Personal contact with such groups helps secure their approval or endorsement.

6.3.2 Obtaining permission / cooperation of schools

151. With the approval of the relevant officials, NPMs should send a letter to the school principal (or in some cases the local school-governing authorities), requesting the schools' participation.

152. Since it is important that the highest possible acceptance rate be obtained, it might be helpful if letter is signed not only by NPMs, but also by somebody from the Ministry of Education, or other officials.

153. The letter should include some information about TALIS in the international as well as the national context, the importance and value of the project for teachers, and information regarding the precise survey operation procedures at school level as well as confidentiality issues.

154. Details about the content of such letters and suggestions for follow-up procedures will be given in the guidelines for the Field Trial as well as for the Main Survey.

6.3.3 Best practices on school cooperation based on TALIS 2008

155. The ISC will prepare guidelines for achieving high participation rates, which for the Field Trial also include the outcomes of the 4th TALIS 2008 NPM meeting held in Dublin in October 2008. NPMs are asked to read the guidelines carefully and to contact the ISC if further assistance is needed. As experiences have shown, it is always helpful if NPMs indicate at an early stage of the data collection period if they feel they might not achieve the required participation rates.

156. Some examples of best practices are:

- the establishment of a steering committee, also involving representatives from the unions;

- formal and informal information campaigns about the survey, also using the media;

- close cooperation between the sampled schools, teachers, School Coordinators and the national centre; and

- promulgating the findings of TALIS 2008 and other teacher surveys not only to the expert audience but also to the broader public.

157. More details will be given in the corresponding guidelines.

158. For the Main Survey the guidelines will be updated according to the findings of the TALIS 2013 Field Trial. The 3rd NPM meeting in July 2012 will offer the opportunity to NPMs to exchange their experiences made during the Field Trial and to discuss further means of achieving high participation rates.

6.4 Identify and train School Coordinators

159. It is the NPM's responsibility, in consultation with the respective school principal, to identify a qualified and suitable School Coordinator for each school in the sample.

160. The School Coordinator may be a teacher or guidance counsellor in the school, but note that he may not actually participate in the study. One School Coordinator may be responsible for several schools. Alternatively, NPMs may want to appoint a member of the national centre to fill this role. It is also acceptable to engage an external agency that serves as School Coordinator for all schools in your sample. The important point is to identify one person as School Coordinator for each school to communicate with directly.

6.4.1 Responsibilities of the School Coordinator

161. The *School Coordinator Manual* explains the responsibilities of the School Coordinator. School Coordinators need to be informed about their responsibilities in:

- liaising with the national centre;

- coordinating the accurate listing of teachers and their characteristics on the Teacher Listing Form;

- liaising with all sampled teachers and the principal within the schools; and verifying that the materials received from the national centre are complete.

162. For Paper and Pencil administration, the School Coordinator will be responsible for:

- handing out the Principal Questionnaires to the school principal and ensuring that they are completed and returned in time;

- handing out the Teacher Questionnaires to the sampled teacher(s) and ensuring that they are completed and returned in time; and

- returning the completed questionnaires and the filled-in Teacher Tracking Forms to the National Centre.

163. For *ODC* administration, the School Coordinator will be responsible for:

- handing out access IDs and codes by means of cover letters to individuals; and

- returning the completed Teacher Tracking Forms to the national centre.

6.4.2 Training School Coordinators

164. The ISC encourages all national centres to hold meetings of their School Coordinators to brief them about their responsibilities. However, if it is not possible to organise meetings, NPMs are asked to find another method by e-mail, telephone calls, video conferences, online seminars etc. to instruct the School Coordinators. This briefing should be done well before the instruments are packed and sent to each school. Please emphasise to the School Coordinators the importance of their role and support.

165. The briefing should include a discussion of the:

- the goals and design of TALIS;
- responsibilities of School Coordinators;
- importance of adhering to standardised procedures, most prominently with respect to accurately preparing teacher lists and handing out the correct questionnaire only to the designated individuals;
- issues of confidentiality;
- population definitions and procedures for preparing the Teacher Listing Form;
- procedures for completing the Teacher Tracking Form;
- procedures for returning all materials to the national centre; and
- issues of quality assurance.

Attention Point!

To ensure the overall validity of the data collected from participating schools, it is vitally important that the Teacher Questionnaires are given to the correct person as indicated by the Teacher Tracking Form and the sample drawn with the WinW3S software. School Coordinators have to be encouraged to make sure that all Teacher Questionnaires are completed and returned.

7 PROVIDING SURVEY MATERIALS TO SCHOOLS

7.1 Overview

166. This section is dedicated to the tasks that need to be undertaken after the national survey instruments have been approved by the ISC. Sample sizes differ between the Field Trial and the Main Survey.

7.2 Duplicating materials

167. After national instruments have been approved by the ISC, NPMs will need to make enough copies of the questionnaires for all participating teachers. Furthermore, copies should be retained for the following purposes:

- as spare copies in case of possible misprints or losses during mailing to the School Coordinators;
- for the national study centre's records;
- to send a set of hardcopy instruments to the ISC for archival purposes; and
- to keep as fallback instruments in case they are required when applying the online mode.

168. Based on the experience of earlier studies, the ISC recommends printing at least 5–10% spare copies in case questionnaires get lost or damaged.

169. Under the typical **Field Trial** design (20 schools and a sample size of 20 teachers per school) of the **ISCED Level 2 Core**, the following need to be printed (figures are approximate):

- 400 Teacher Questionnaires or Cover Letters for online data collection (plus extra copies)
- 20 Principal Questionnaires or Cover Letters for online data collection (plus extra copies)

170. For each of the international options ISCED Level 1, ISCED Level 3 under the typical sample design the following need to be printed:

- 400 Teacher Questionnaires or Cover Letters for online data collection (plus extra copies)
- 20 Principal Questionnaires or Cover Letters for online data collection (plus extra copies)

171. For the TALIS-PISA link in the Field Trial please prepare the following materials:

- 400 Teacher Questionnaires or Cover Letters for online data collection (plus extra copies)
- 20 Principal Questionnaires or Cover Letters for online data collection (plus extra copies)
- Approximately between 100-200 PISA Mathematics Teacher Module (plus extra copies)

Attention Point:

All of the above numbers are tentative and may vary according to the country's situation.

The above is based on the assumption, that for the Field Trial, 20 schools will be sampled for the TALIS-PISA link. The actual number of teachers, which teach to 15 year olds, may be smaller, resulting in a smaller number of needed Teacher Questionnaires. The consortium currently estimates that there will be 5-10 mathematic teachers in these schools, which will receive an additional PISA Mathematics Teacher Module.

172. Under the typical **Main Survey** design (200 schools and a sample size of 20 teachers per school) of the **ISCED Level 2 Core**, the following need to be printed:

- 4000 Teacher Questionnaires or Cover Letters for online data collection (plus extra copies)
- 200 Principal Questionnaires or Cover Letters for online data collection (plus extra copies)
- For each of the international options ISCED Level 1, ISCED Level 3 under a typical sample design the following need to be printed:
- 4000 Teacher Questionnaires or Cover Letters for online data collection (plus extra copies)
- 200 Principal Questionnaires or Cover Letters for online data collection (plus extra copies)

173. For the TALIS-PISA link in the Main study under a typical sample design the following materials should be prepared (figures are approximate):

- 3000 Teacher Questionnaires or Cover Letters for online data collection (plus extra copies)
- 150 Principal Questionnaires or Cover Letters for online data collection (plus extra copies)
- Approximately between 450-1500 PISA Mathematics Teacher Module (plus extra copies)

Attention Points:

All of the above numbers are tentative and may vary according to the country's situation.

This follows the assumption, for the Main Study, 150 schools will be sampled for the TALIS-PISA link. The actual number of teachers, which teach to 15 year olds, may be smaller, resulting in a smaller number of needed Teacher Questionnaires. The consortium currently estimates that there will be 5-10 mathematic teachers in these schools, which will receive an additional PISA Mathematics Teacher Module.

From a sampling perspective the Consortium strongly recommends NPMs to survey additional teachers in cases where a school has between 21 and 30 teachers. In these cases, WinW3S will prompt users to select all teachers in this school, resulting in a sample size between 21 and 30.

7.3 Packaging materials for a school

174. Detailed instruction on how to safely pack and ship the TALIS materials for the schools will be given in the TALIS 2013 Field Trial Guidelines that will be released after the 12th BPC meeting at the beginning of November 2011.

175. This manual only gives an overview about the three main activities that needs to be performed during packaging and shipping of the paper questionnaires and the login information for the online data collection.

176. The package for a school contains the materials for the teachers listed in the Teacher Tracking Form and materials for the school principal.

177. One Teacher Questionnaire needs to be prepared for each teacher listed in the Teacher Tracking Form. In addition, countries participating in the TALIS-PISA link will need to prepare one PISA Mathematics Teacher Module for each teacher marked as a mathematics teacher in the Teacher Tracking Form. WinW3S will generate labels that can be used as identifying information on the Teacher Questionnaires.

178. Further the Principal Questionnaire needs to be prepared for the school principal. WinW3S will generate labels that can be printed and placed as the identifying information onto the Principal Questionnaires.

7.4 Sending materials to a school

179. At an appropriate time before the data collection period, the safely packed materials for the school have to be sent to the School Coordinator, including:

- a set of labels (and preferably pre-paid envelopes) addressed to the national centre to facilitate the return of all the survey materials;
- a clear indication of the date by which School Coordinators have to return the completed materials to the national centre; and
- a list of the contents of the package so that School Coordinators can easily check whether they have received the complete set of materials.

180. It is important to also prepare a pre-paid postcard or a fax template addressed to the national centre so that the School Coordinator can confirm the receipt of all materials and their completeness.

7.5 Sending log-in information for online data collection

181. National centres are expected to actively inquire whether schools and respondents within schools are able to respond to the questionnaires online/over the Internet **before** sending materials. WinW3S will feature a field on school/teacher level called “Questionnaire Type” that will allow NPMs to track individual or overall requests for either paper or online questionnaires.

182. Teachers and principals who have indicated participation in the online mode will only get a so-called cover letter instead of paper questionnaires.

183. These cover letters, together with a basic description of the study, include the Internet address (URL) and access credentials that have been assigned to the respondent by WinW3S.

184. To respect the confidentiality concerns of teachers and principals it is important that the national centre submits cover letters to schools, in the best case by using sealed envelopes with the teacher/school ID on top of it. Using the Teacher Tracking Form, School Coordinators will then easily be able to distribute the cover letters among the sampled teachers while confidentiality is kept.

185. In addition to this information and differing from paper questionnaires, any cover letter should include the following:

- A remark that respondents may request paper versions of the questionnaires from National Centres via their School Coordinator, in case they refuse to respond online or do not have the necessary Internet connection to do so.
- If necessary or desirable, a brief introduction or a set of instructions on how to log in to and use the online questionnaire.

186. The Internet address consists of a general part and a country/language specific part. For instance, a school principal in an imaginary country may receive the following (non-working example) information:

- An Internet address such as: **http://www.talis-odc.net/1234**
  The 'http://www.talis-odc.net' address is the same for all participating countries and **1234** is an example for a numeric representation for a specific culture, in this case Utopian in Utopia.

- A login ID such as: **1018**

- A one to four-digit login checksum such as: **356**

Attention Point!

Countries are required to reliably provide and dispatch fall-back paper questionnaire in all cases where the administration of the survey with online questionnaires is impossible, for instance because respondents refuse to participate over the Internet or they have no access to computers connected to the Internet.

Please also note that national centres are responsible for first level support of respondents within their country, *e. g.* technical difficulties due to connection, browser software or problems during login. The ISC will address unresolved technical problems only as a second level support as they are brought to our attention by national centres.

8 ADMINISTERING THE QUESTIONNAIRES

8.1 Overview

187. Questionnaire administration is one of the main tasks of the School Coordinator. However, NPMs need to monitor as closely as possible the development of participation at the teacher level as well as at the school level. The ISC will provide you with software tools that help you in monitoring participation rates.

8.2 Administering questionnaires

188. On receipt, the School Coordinator should distribute the questionnaires. In detail he or she should:

- Distribute the Principal Questionnaire to the school principal. If a school has no dedicated school principal, it is the national centre's responsibility to identify the appropriate person(s) to complete the Principal Questionnaire in consultation with the School Coordinator and the ISC in case of doubt.

- Distribute the Teacher Questionnaires to the teachers as indicated on the Teacher Tracking Form. The cover page of each Teacher Questionnaire will indicate the name and/or identification code of the teacher to whom the questionnaire should be administered. It will be crucial that each teacher receives the Teacher Questionnaires assigned to him or her, especially given possible assignments of teachers to a specific population. Teachers are not to be replaced under any circumstances. It will be the responsibility of the national centre, via the School Coordinator, to make sure that all questionnaires are given to the designated individuals.

- Collect the completed questionnaires as soon as possible, but no later than the return date given.

- Record the participation of teachers on the Teacher Tracking Form.

8.3 Returning materials to the national centre and receipt control

189. Once all questionnaires have been completed, the School Coordinators should prepare a brief, informal report for the national centre describing how the administration went in their school and indicate any problems or difficulties. They should then return the materials to the national centre using the shipping labels provided. The return package should contain:

- The completed Teacher Tracking Form**;**

- All completed as well as unused Teacher Questionnaires, unless these have been returned directly; and

- The completed Principal Questionnaire, unless it has been returned directly.

190. Receipt control at the national centre essentially involves two tasks: 1) ensuring that all the materials have been received and 2) checking that the documentation on the Teacher tracking Forms and questionnaires is complete, accurate and in agreement with the returned materials.

191. National centres will in particular be responsible for checking the information provided in the Teacher Tracking Form to ensure that the school has returned all Teacher Questionnaires. If the School Coordinator indicates that a teacher participated but the questionnaire is missing, national centres should attempt to retrieve the missing questionnaire. Also, schools that did not return the materials or

for which Teacher Tracking Forms are missing, incomplete or unusual in any way, should be contacted.

192. The return/participation status of each questionnaire and sampled individual will be recorded in WinW3S (see above), allowing the national centre to identify incomplete administration, follow-up with non-responding schools or individuals, and to compute preliminary response rates.

8.4 On-line data collection (international option)

193. Schools in which some or all instruments are administered on-line will receive the exact same Teacher Tracking Form as used in paper and pencil administration. However, because School Coordinators will not collect questionnaires from teachers, they might not know whether teachers have indeed filled out the questionnaire over the Internet. If the School Coordinator is unsure about the participation of any individual, he or she should leave the corresponding field (Participation Status) blank or indicate the participation "reported" by the respondent (see *School Coordinator Manual)*. The correct participation status will need to be entered into WinW3S by the national centre based on the information provided by the online participation reports ('Monitor' application).

194. All 'Online' schools will return only these two materials by mail:

- The completed Teacher Tracking Forms;
- A brief, informal report regarding the administration (if necessary)

195. The final response status of any participating teacher will be provided by the national centre upon receipt of the Teacher Tracking Form and based on an online participation report the ISC gives to national centres.

196. This real-time report will be available from **http://www.talis-odc.net/monitor**. After a secured login, it will list all respondent IDs that have completed the questionnaire online together with information about individuals' date and time of logins. Login details to this component will be distributed to national centres together with the final upload notification.

197. National centres are expected to review participation with the help of the "monitor" web application, that will be provided by the ISC, on a regular basis, minimally weekly, to track the participation of respondents in the online mode just as they would with the receipt of paper materials.

198. National centres are expected to follow-up to non-responding participants just as they would in the paper mode, for example with written reminders or phone calls.

199. National centres must make sure that individual respondents who refuse to participate in the online mode are provided with a fall-back paper questionnaires.

9 QUALITY CONTROL OF DATA COLLECTION

9.1 Overview

200. Quality control is an important issue that takes places at different levels throughout the whole survey. This section only describes the means of quality control during survey administration/data collection.

201. National quality control is implemented during the Field Trial as well as during the Main Survey. It is expected the NPMs appoint National Quality Control Monitors (NQCM) who report directly back to the NPM. The NPM then gives feedback to the ISC following the standards as outlined in the corresponding National Quality Control Manual.

202. International Quality Control Monitors will be appointed and contracted directly by the Consortium and will only report back to it.

9.2 National quality control monitoring

203. The NPMs will be provided with the guidelines for national data collection quality control. The NPMs can use the international School Observation Record for the national quality control programme, but will be welcomed to modify it or to create their own. National Quality Control Monitors should visit a random sample of at least 10 percent of the participating schools. NPMs may choose to send national centre staff or ask external and independent personnel to conduct these site visits. The School Coordinators should be notified that a Quality Control Monitor might be visiting their school (one way they could do this is to insert a note about their National Quality Control Programme in an Appendix of the School Coordinator Manual).

204. National Quality Control Monitors should have a professional background; preferably they should be either researchers or students with research experience. They should be familiar with:

- the TALIS project and general operations; and
- the administrative procedures as described in the School Coordinator Manual.

205. National Quality Control Monitors should make an appointment to visit and interview the School Coordinator. In general, National Quality Control Monitors should:

- learn how the list of teachers was prepared by the School Coordinator;
- learn about the completeness and security of the instruments;
- check that the School Coordinator prepared the name sheets if confidentiality regulations did not allow that teacher names to be sent to the national centre;
- check, where possible, that the instructions for the exclusion of teachers from the survey were followed correctly;
- verify the assignment and completion of the Teacher Questionnaires (if not sent directly back to the national centres); and
- check that the distribution of materials was undertaken correctly and that the participation of the teachers was correctly recorded in the Teacher Tracking Form.

206. National Quality Control Monitors should prepare a brief written report on their site visits that includes a summary of their observations as outlined above as well as any feedback from school coordinators about their experience with TALIS.

207. A summary report on this quality control exercise will be required by the ISC, as these comments are useful for identifying systematic problems that may have occurred during the administration of the TALIS survey in any country.

9.3 International quality control monitoring

208. For the Main Survey, the IEA Secretariat will recruit in cooperation with the NPM (who will be asked to nominate independent candidates) an International Quality Control Monitor (IQCM) in each participating country in addition to the national quality monitoring. The IQCM will be expected to speak the country's survey language as his mother tongue, be fluent in English and be familiar with the field of educational and research surveys. The IQCM will be employed to carry out their tasks during the Main Survey implementation in each country. The role of the IQCM is to document how TALIS has been conducted in the country. The IEA Secretariat will contract the IQCM and monitor his/her activities.

209. The IQCM will collect information on:

- the general organisation of the survey in the country;
- the utilisation of feedback from translation/national adaptations verifiers;
- the work of the School Coordinators and cooperation between School Coordinators and NPMs; and
- the implementation of data collection procedures (including security and confidentiality provisions).

210. In order to gather the required information, the IQCM will need to:

- visit the national centre and conduct interviews with the NPM;
- interview School Coordinators from 10% of the participating schools; and
- use the Quality Control Checking List to record observations of survey implementation at the national level.

211. It is essential that the IQCM thoroughly understands the survey and be fully conversant with all aspects of his tasks. Apart from a forthcoming manual that describes in detail the activities and responsibilities of the IQCM, two training sessions will be organised (separately for the southern and northern hemisphere countries). Each training session will last for two days. These trainings will likely take place in Amsterdam, the Netherlands, where the IEA Secretariat is located.

10 DATA MANAGEMENT

10.1 Overview

212. Whenever data are collected and entered, errors are almost inevitably introduced. Substantial delays can occur if these errors are not anticipated and no corresponding safeguards are built into the field operations. Correct data management procedures are critical in ensuring high-quality data, minimising cleaning time and in the prevention of errors. These procedures along with further advice will be detailed in the Data Management Manual.

213. It is recommended to appoint a National Data Manager (NDM) whose task is dedicated to the data management (and potentially other more technical task) at the national level. See Section 2.5.1 for details of the qualifications that such a member of staff should possess. The indicative list of tasks includes:

- communicating data capture procedures and plans;
- organising and monitoring data capture operations, including the training of key operators;
- carrying out validation checks of data from the survey instruments following ISC guidelines and specifications;
- organising the dispatch of sampling and instrument data files;
- responding to data queries from the Consortium in a timely fashion;
- conducting national analyses, both for data checking purposes and for preparation of international reports; and
- participating in the review and validation of results generated by data products, most importantly the draft international report(s)

10.2 Data capture, re-capture and data entry software

214. The process of error-free data entry is facilitated by software, the Data Management Expert (DME), developed in-house at the ISC, which performs certain checks as live data are entered, along with verification checks to be run after data entry. Data recorded online via OSS is inherently free of keying error, but for the entry of information from paper instruments, the following, minimal checks are indicative of the data verification work expected by NDMs:

- double punching check;
- unique ID Check; and
- validation check (i.e. “wild codes”)

215. For the double punching check it is required to enter the data from some proportion of all paper questionnaires a second time by a different person into a second set of data files. The double punching check should then be performed within DME. The check should be done as earlier as possible in the process and repeated regularly. It helps to train the data punchers and shows whether they may need more training before continuing with data entry.

216. The unique ID check in DME looks for duplicate values in the entered data. Under normal circumstances, no problem should occur and be listed.

217. The validation check in DME identifies values that are not in the specified range, or part of the assigned value or missing scheme. A similar check takes place during data entry as well during the import of data. Countries are required to run this check at least once before submission of the database but are recommended to do this on a more frequent basis.

10.3 Crosscheck data files with survey tracking forms

218. As a final manual check, national centres should ensure that all selected principals and teachers are entered in the data files in accordance with the information in the survey tracking forms. In particular, it will be necessary to:

- Count the number of originally selected schools that have participated and the number of schools that have been replaced, and compare these numbers with the number of records in the school data.
- Count all teachers in all Teacher Tracking Forms that returned their questionnaires and compare this sum with the number of observations in the teacher data.

10.4 Material submission after data entry

219. Once data entry and verification has been completed, national centres will need to submit the following materials to the ISC within one month after the data collection period;

- the exported WinW3S database(s);
- the exported DME database(s);
- any documentation or reports detailed in the operational manuals; and
- if demanded, hard copies of all completed Teacher Tracking Forms, after they have returned from schools (those completed by hand by the School Coordinator).

10.5 Cleaning communication after data submission

220. After data are submitted, staff at the ISC will commence processing and try to identify as many inconsistencies as possible during cleaning, based on tried and trusted rules and procedures. The ISC will communicate with national centres on structural issues, national adaptations, cleaning reports or other questions as needed. National centres should expect 3 or more (!) rounds for this communication and assure that their remains access to the original survey instruments and forms to verify responses.

ANNEX A - CONSORTIUM CONTACT DETAILS

1. International Study Center (ISC): overall study management, international data management:

- Contacts
  - IEA DPC Co-Director: Mr Dirk Hastedt: Dirk.Hastedt@iea-dpc.de [4]
  - Study Director: Dr Steffen Knoll: Steffen.Knoll@iea-dpc.de
  - Deputy Study Director: Mr Ralph Carstens: Ralph.Carstens@iea-dpc.de
  - Project Manager: Ms Friederike Westphal
  - Data Manager: Ms Alena Becker
  - Deputy Data Manager: Mr Mark Cockle
- TALIS 2013 International Study Centre
  IEA Data Processing and Research Center
  Mexikoring 37
  22297 Hamburg, Germany
- Telephone: +49 (40) 48 500 730 (F. Westphal), -605 (S. Knoll), -607 (R. Carstens)
  Fax: +49 (40) 48 500 501
  E-mail: talis@iea-dpc.de

2. **IEA Secretariat**: instruments, translation verification, international quality control

- Contact
  - Dr Paulína Koršňáková
- IEA Secretariat
  Herengracht 487
  1017 BT Amsterdam
  The Netherlands
- Telephone: +31 20 625 3625
  Fax: +31 20 420 7136
  E-mail: p.korsnakova@iea.nl

3. **Statistics Canada**: sampling and weighting

- Contacts
  - Sampling Referee: Mr Jean Dumais
  - Sampling Team Manager: Ms Sylvie LaRoche

[4] Please use personal e-mail accounts only for confidential topics like budgets

- Statistics Canada
  Statistical Consultation Group
  Social Survey Methods
  R.H. Coats Building 15F
  100 Tunney's Pasture Driveway
  Ottawa ON K1A OT6
  Canada

- Telephone: +1-613-951-6897 (J. Dumais), -1587 (S. LaRoche)
  Fax: +1-613-951-0653
  E-mail: talis@statcan.gc.ca

ANNEX B - TALIS 2013 CONFIDENTIALITY AGREEMENT

The IEA and its partners will develop and implement the 2013 cycle of the Teaching and Learning International Survey (TALIS) for the Organisation for Economic Co-operation and Development (OECD). TALIS is an international, multi-cycle programme that is open to participation from both OECD and non-OECD countries and economies.

Under the TALIS contract with the OECD, IEA and its partners agree not to disclose information or data to third parties or unauthorised staff members and to protect the raw and aggregate data files, frameworks, items, responses, documents, reports and any other TALIS related materials.

All authorised project staff working on TALIS 2013 at a national centre, including the NPM, or a sub-contracted survey organisation must understand and obey confidentiality rules and practices in survey research and, regardless of their organisational affiliation, sign a confidentiality agreement in which they agree that they will not 1) reveal the content of any confidential, secure or embargoed material or data, 2) make any disclosure whereby a survey respondent or his/her related data could be identified, and 3) permit anyone other than the individuals under the same confidentiality agreement to access any TALIS materials, including, but not limited to, frameworks, items, responses, data and reports.

By extension, I, as a member of a TALIS national centre, agree to the above terms.

Name (first and last): _____

Job title: _____

Participant (country): _____

Organisation: _____

Date: _____

Signature: _____

ANNEX C - LIST OF ACRONYMS AND ABBREVIATIONS

Acronym	**Description**
BPC	Board of Participating Countries
cApStAn	Linguistic Quality Control Agency located in Brussels, Belgium
DME	IEA Data Management Expert
DPC	IEA Data Processing and Research Center
FT	Field Trial
ICCS	IEA International Civic and Citizenship Education Study
IDB	International Database
IDEG	Instrument Development Expert Group
IEA	Stichting I.E.A. Secretariaat Nederland
IQCM	International Quality Control Monitor
ISC	International Study Centre
ISCED	International Standard Classification of Education
MOS	Measure of Size
MS	Main Survey
NAF	National Adaptation Form
NDM	National Data Manager
NH	Northern Hemisphere
NPM	National Project Manager
NQCM	National Quality Control Monitor
NSM	National Sampling Manager
ODC	Online Data Collection
OECD	Organisation for Economic Co-operation and Development
OSS	IEA Online Survey System
P&P	Paper and Pencil data collection mode
SAS	Statistical Analysis System; software developed by SAS Institute
SH	Southern Hemisphere
SPSS	Statistical Package for the Social Sciences; general purpose statistical software from IBM
STC	Statistics Canada
TALIS	OECD Teaching and Learning International Survey
Webinar	Interactive online training seminar
WinW3S	IEA Windows Within-School Sampling Software

ANNEX D - LIST OF PARTICIPANT NAMES AND OPERATIONAL CODES USED IN TALIS

Participant	**Operational code**
Australia	AUS
Belgium (Flemish Community)	BFL
Brazil	BRA
Canada (Alberta)	CAB
Bulgaria	BGR
Chile	CHL
Croatia	HRV
Czech Republic	CZE
Denmark	DNK
Estonia	EST
Finland	FIN
France	FRA
Iceland	ISL
Israel	ISR
Italy	ITA
Japan	JPN
Korea	KOR
Latvia	LTV
Malaysia	MYS
Malta	MLT
Mexico	MEX
Netherlands	NLD
Norway	NOR
Poland	POL
Portugal	PRT
Romania	ROU
Serbia	SRB
Singapore	SGP
Spain	ESP
Sweden	SWE
United Arab Emirates (Abu Dhabi)	AAD
United Kingdom (England)	ENG
United States of America	USA

ANNEX E - TALIS PROJECT OVERVIEW (FOR DISTRIBUTION TO SCHOOLS, PRINCIPALS, TEACHERS, UNIONS AND OTHER STAKEHOLDERS)

The background and purpose of TALIS

1. The OECD Teaching and Learning International Survey (TALIS) is the first international survey to focus on the learning environment and the working conditions of teachers in schools. TALIS aims to fill key international and national data gaps in terms of teachers, teaching, and the impact that teachers can have on student learning. It provides an opportunity for teachers and school principals to give their input into education analysis and policy development in key policy areas. Cross-country analysis from TALIS allows countries to identify other countries facing similar challenges and to learn from other policy approaches.

2. TALIS is governed by a Board of Participating Countries (BPC) as a subsidiary body of the OECD Education Policy Committee. The survey is administered by the OECD secretariat.

TALIS 2008: scope, focus and key findings

3. The first round of the survey – TALIS 2008 – was conducted in 2007-08 in 24 countries across four continents. TALIS 2008 had a focus on teachers and principals in lower secondary education (ISCED Level 2) and provided policy-relevant data and analysis on the following key aspects of schooling:

- appraisal of and feedback to teachers;
- teachers' attitudes and beliefs and practices about teaching;
- the role and functioning of school leadership; and
- professional development of teachers.

4. Some of the main findings of the TALIS 2008 are the following:

- Teachers who receive more professional development feel more effective.
- Teachers who hold stronger beliefs about teaching methods, report more collaborative behaviour with colleagues, more positive teacher-student relations, and feel more effective.
- Teachers who receive recognition for good performance from the principal or colleagues feel more effective.
- The impact of school leadership on learning is indirect and mitigated through the actions of teachers.

5. The results of TALIS 2008 showed that one in four teachers in most participating countries lose at least 30% of their lesson time, and some lose more than half, through disruptions and administrative tasks. While an average of 89% of teachers engaged in professional development, over half reported wanting more professional development opportunities, particularly in terms of "teaching special learning needs students", "ICT teaching skills" and "student discipline and behaviour".

6. The results also suggested considerable scope for improving the evaluation, appraisal and feedback for teachers. Teachers report that appraisal and feedback increases their job satisfaction and,

to some degree, their job security, and significantly increases their development as teachers. However, only one in five teachers surveyed in TALIS work in schools that had not had a self-evaluation in the past five years. Only a minority of teachers reported that appraisal and evaluation affects their professional development (one in four), their career advancement (one in six) or their pay (one in ten). Three-quarters reported that they would receive no recognition for improving the quality of their teaching. A similar number said that they would not be rewarded for being innovative, and only just a quarter reported that teachers would be dismissed because of sustained poor performance.

7. TALIS 2008 reports and fully documented international database can be downloaded at no cost from the TALIS website: www.oecd.org/edu/talis. This website features the Initial Report *Creating Effective Teaching and Learning Environments – First Results of TALIS*, the TALIS Technical Report, and a thematic report presenting further analyses and interpretation of the results on teachers' professional development published by the European Commission.

The scope and purpose of TALIS 2013

8. OECD countries continue to give high relevance to the improvement of the quality of teachers, teaching and school leadership. In the 2011-12 Programme of Work and Budget rating exercise of the OECD Education Policy Committee, TALIS received the second highest rating from the OECD countries. As a consequence, the second round of the survey – TALIS 2013 – was launched.

9. The specific goal of TALIS 2013 is to provide participating countries with an internationally comparative perspective that complements information on the teaching workforce and conditions of teaching with an increased emphasis on how these conditions affect the pedagogical aspect of teachers' work, as well as the learning environment of the school.

10. Based on the priority-rating exercise and the decision of the TALIS Board of the Participating Countries, the following themes were chosen as policy foci of TALIS 2013:

- Information on teachers, their professional environment and condition of teaching:
  - Themes and indicators on school leadership, teacher training and professional development, teachers' appraisal and feedback, school climate and ethos, profile of teachers' working time.
- School and teacher effectiveness: Pedagogical aspects of teachers work:
  - Themes and indicators on teachers' instructional beliefs and their pedagogical practices, with focus on their views about school and teacher's effectiveness.

11. In TALIS 2013, all participating countries take part in the core survey that focuses on lower secondary education (ISCED Level 2). Countries have also been offered an opportunity to expand the survey to elementary and upper secondary schools (ISCED Levels 1 and 3) as international options. The optional school-level link to PISA 2012, will allow policy issues to be analysed in the context of student performance.

ANNEX F - THE PROFILE AND ROLE OF NATIONAL PROJECT MANAGERS IN TALIS 2013 (PREPARED FOR THE 10TH MEETING OF THE TALIS BOARD OF PARTICIPATING COUNTRIES - JANUARY 13-14 2011, PARIS, FRANCE)

Overview

1. Each participating country will appoint a National Project Manager (NPM) to take responsibility for the implementation of TALIS at the national level, working in liaison with that country's TALIS BPC member. Clearly, a well-qualified NPM is essential to the successful conduct of TALIS. The NPM position is a demanding and important one that requires constant attention to details, with overall responsibility for ensuring that all required tasks are carried out on schedule and according to the international standards and as specified in the operational manuals. The first section of this document discusses the NPM profile and role.

2. Within each participating country, a national study centre will be established. The experience and expertise of the NPM and the staff in her/his institution will influence how the range of tasks outlined in the second section of this document is apportioned at the national centre. The third part of the document discusses how this workload might be allocated to clerical/administrative support staff as well as to staff assisting with translations, sample selection, field operations or data management.

NPM profile and role

3. It is essential that a person appointed NPM has:

- a university degree in (K-12) education, educational psychology, assessment and measurement, or equivalent qualification/experience;
- in-depth knowledge of the country's school system;
- previous experience in planning, organising and conducting large-scale surveys and educational assessments or evaluations;
- knowledge of and the confidence to deal with government agencies, trade unions, school principals and teachers within the country, most importantly to obtain school and teacher cooperation;
- familiarity with sampling, survey quality control and data management procedures;
- skills to compose and manage a staff team who carry out project tasks, often needing simultaneous attention;
- a high level of oral and written communication skills in English as all meetings and communications with the Consortium are in English;
- sufficient knowledge and confidence to represent the country at international meetings;
- basic statistical knowledge as well as familiarity with statistical packages such as SPSS or SAS;
- and familiarity with standard Microsoft applications such as Word and Excel.

4. In the case that the NPM will be responsible for the development of a national TALIS report, the NPM should also desirably possess advanced statistical knowledge, knowledge about the country's relevant policy questions and the ability and experience to write a policy-related report.

5. The position of NPM will desirably be full-time under stable conditions for continuity of activities over the course of the project, i.e. minimally until June of 2014. It should be made clear that, in case an NPM resigns or is replaced before June 2014, a systematic and comprehensive knowledge transfer needs to take place in order to prevent the national centre from losing information or falling behind with respect to the project's timeline and tasks. Unless one or more international survey options (ISCED Level 1, ISCED Level 3 or the TALIS-PISA link) are taken up, the NPM position's time commitment could be a less than full-time depending on the availability of administrative assistants and senior staff for data management, sampling activities and/or field operations. However, it is recommended that an NPM commits no less than 50 percent of his/her time to the project.

6. For those countries that have implemented the first round of TALIS, it is recommended to appoint the previous NPM again for the sake of continuity. Where this is not possible or desired, new NPMs should liaise at least initially with the previous NPM and team in order to maximise the use of materials, experiences and strategies gained in the first round. The participating country will inform the Consortium of the appointed NPM's name, qualification, institution affiliation and contact details. **As a standard, NPMs should be appointed no later than by the end of March, 2011**, to assure preparation for and participation in the important first NPM meeting scheduled for April, 2011.

Indicative NPM tasks and responsibilities

7. The NPM will undertake or supervise all tasks related to the development and implementation of TALIS at the national level. The following illustrates indicative key tasks that NPMs are expected to perform. To some extent, the real scope of tasks is clearly affected by local circumstances.

Meetings and committees

- NPMs (and other key national staff, as applicable) are expected to attend up to five, possibly six in case of participation in the TALIS-PISA link (to be determined), international NPM meetings during the survey period as indicated in the overall survey schedule. NPM meetings are convened for three main purposes: (1) to provide a forum for NPMs to receive overall status reports and review as well as comment on proposals presented by the Consortium and the Secretariat relating to the instruments, sampling requirements, field operations and data management; (2) to provide training for NPMs on sampling, translation procedures, field operations, quality control monitoring, data capture, cleaning and delivery; and, (3) to brief NPMs on data analyses and report preparation at the international and national levels as well as to provide NPMs with the required analytical knowledge to conduct statistical estimations on their own. The NPM will furthermore undertake to:-

- Organise a group of subject area experts and/or a focus group to contribute to the review of the instruments, in light of the conceptual framework; arrange meetings of these groups to prepare the country's position on the materials reviewed; and, communicate this to the members of the Consortium and the Instrument Development Expert Group (IDEG) who guide the international framework and instrument development.

- Where advisable or desired, organise a national advisory committee composed of leading persons in the fields of educational survey research to offer advice to the project with respect to operational matters such as contact strategies or maximising response rates.

Infrastructure, communication and reporting

- Assure the availability of required hardware and software and necessary equipment, resources and materials.

- Interact with the Consortium and other international committees as needed, both through virtual communication and at NPM meetings.

- Monitor and utilise the TALIS website for material release and communication on all project related activities.

- Prepare reports to the Consortium on the preparation and implementation stages of the pilot (where applicable), Field Trial and Main Survey, including, but not limited to, detailed reports of sampling plans, adaptation and translation of survey instruments, data collection procedures and manuals, quality control measures, the overall conduct and progress of the data collection, and data capture, cleaning and verification steps.

- Communicate the country's position on aspects pertaining to the project's national implementation.

Instrument development

- Review the framework and instruments for accuracy of information, national compatibility, possible translation issues, and functionality.

Sampling

- Coordinate and monitor the sample design, frame preparation, and selection process according to detailed specifications provided by the Consortium (school sampling).

- Coordinate and monitor the listing of teachers teaching in the target population in the sampled schools, selecting a random sample of teachers from these lists, and assigning questionnaires to teachers and school principals (within-school sampling).

- Conduct quality control and plausibility checks on teacher lists and samples to identify, for example, teacher lists that were abbreviated to just those that agreed to participate or otherwise incomplete/inaccurate.

- If one or more international options are taken up, discuss and agree the specifics of the sample design and selection with the Consortium, especially with respect to sampling frame alignment and overlap control.

- In case the TALIS-PISA link option is taken up, liaise with the PISA 2012 NPM to obtain the frames, files and other data items required to successfully implement the link.

Translation and adaptation

- Prepare the national adaptation of instruments and supporting materials according to international specifications.

- Coordinate and monitor the translation of instruments, including the employment of translators, according to international specifications and document proposed changes for approval and verification.

- Organise translation of operational manuals, mainly the School Coordinator Manual, as needed.

- Finalise the national versions of instruments on the bases of the agreed adaptations and international translation verification outputs.

- If applicable, organise and monitor the conversion and verification of instrument translations for the online mode.

Field operations

- Prepare and/or tailor a school contact/outreach strategy and related materials in an effort to promote the project and maximum participation; liaise with local media, trade unions or other stakeholders, if appropriate.

- Recruit a staff member from each sampled school, the School Coordinator, whose work involves collecting and recording information about the target population(s) within the school, disseminating information to the school community, and assisting in the distribution and collection of survey instruments.

- Conduct training sessions for School Coordinators on target population definitions and exclusions, listing procedures, questionnaire administration and the confidentiality of the information provided by respondents.

- Coordinate and monitor the production, dispatch and receipt of materials to and from schools and ensure that procedures for administering questionnaires are thoroughly understood and implemented by the School Coordinators.

- Monitor the data collection progress and initiate appropriate counteractive measures as needed, prioritising the non-response follow-up activities following BPC/Secretariat recommendations in case of multiple options.

Quality control

- Provide and ensure quality assurance/control throughout the implementation of the survey, through prescribed monitoring, verification, and reporting activities.

- Nominate a national expert to serve in the role of TALIS international quality control monitor (IQCM) for the Core survey.

- Liaise with the IQCM during the Main Survey data collection by providing assistance as needed.

- Design and implement a national quality control monitoring program based on a template strategy provided by the Consortium.

Data file preparation

- Communicate data capture procedures.

- Organise and monitor data capture operations.

- Carry out validation checks of data from the survey instruments following guidelines and specifications.

- Organise the dispatch of sampling and instrument data files.

- Respond to data queries from the Consortium in a timely fashion.

Data products

- Attend secondary analysis training workshops to understand TALIS analysis and estimation methodologies and to develop expertise in the appropriate use of TALIS data products.

- Conduct national analyses, both for data checking purposes and for preparation of international reports.

- Participate in the review and validation of results generated by data products, most importantly the draft international report(s).

- Where commissioned by the country's BPC member, coordinate the preparation of national reports of results.

National TALIS study centres

8. Within each participating country, a national centre will be established within the NPM's institution. The work will require more than one full-time staff member, the NPM. The workload as well as the required expertise will differ during the duration of the project, especially at peak times. Apart from the NPM, clerical/administrative support will be necessary as well as assistance with translations, sampling, field operations and data capture. Clearly, multiple tasks/areas can be allocated to a single individual if his/her expertise and skill set allows this.

Administrative and operational support staff

9. Administrative support will be needed during specific, busy phases of the project, such as school contact or the dispatch and receipt of materials. This can be expected to vary somewhat by country, depending, mainly, on the effort required to complete each task. Varying levels of support may also include gaining cooperation of local jurisdictions and stakeholders prior to contacting schools and teachers, dealing with distance factors, and coordinating the appropriate level of translation or adaptation, especially if more than one survey language is used. Additionally, temporary IT staff is needed to support participating school with technical issues related to the online data collection mode.

National Sampling Managers (NSM)

10. Participating countries *may* consider appointing a National Sampling Manager (NSM) to provide assistance for all sampling-related activities, including national sample planning and stratification, frame preparation, sample selection, non-response bias analysis and communication with the Consortium's sampling group. It is recommended that the role of NSM is filled by a person with a statistical background who is distinct from the NPM. In this way, the NSM can provide support to the NPM. It is further recommended that the NSM be able to attend sampling related parts of NPM meetings held by the Consortium.

11. It is desirable that the NSM has following qualifications:

- knowledge of the country's school education system;

- experience in stratified probability sample design and selection;

- familiarity with weighting and, desirably, non-response bias analysis procedures;

- familiarity with design-based estimation; and

- proficiency in English to reliably engage in sampling related communication with the Consortium.

National Data Managers (NDM) and staff for data capture

12. Since data related tasks tend to be highly technical and require special skills, each country *should* appoint a National Data Manager (NDM) to provide support for the NPM tasks and responsibilities described above. The NDM would be responsible for the day-to-day data management tasks within the country. The NDM should work under stable conditions, i.e. be the same person throughout the project, including the main data collection in 2013 and the subsequent post-collection phase.

13. The NDM should possess:

- the required knowledge and skills with respect to survey research in general and specifically the TALIS sample design, instruments and variables;
- the required technical skills with respect to (relational) databases;
- experience in planning, conducting and supervising the data capture and management in large-scale surveys of this kind;
- basic statistical knowledge as well as familiarity with statistical packages such as SPSS or SAS;
- familiarity with standard Microsoft applications such as Word and Excel; and
- proficiency in English to reliably engage in data related communication with the Consortium.

14. The data capture phase will further require support from data capture staff, unless all questionnaires are administered online. The contribution that these personnel make is crucial to the survey's success and quality. Staff should be selected with care and provided with comprehensive training.

Survey organisations

15. From experience, it is strongly recommended that all tasks relating to the national project implementation be carried out at the NPM's organisation and under his or her direct supervision. However, a NPM may wish to or be required to delegate certain tasks in the project's implementation, such as the data collection in the field or the data capture, to a sub-contracted survey organisation. Where this is the case, the survey organisation should have the following qualifications:

- experience in collaborating successfully with other institutes/organisations/agencies;
- substantial and professional practical survey experience;
- capability to adhere to the technical standards defined for TALIS, including, but not limited to, the confidentiality of information; and
- successful completion of national probability surveys with considerable sample sizes of several thousand respondents.

16. If applicable, the participating country will inform the Consortium of the name, qualifications and scope of work of the survey organisation. It will be the responsibility of the NPM to supervise the survey organisation's work and ensure the adherence to the technical standards and specifications in the operational manuals.