



### Questionnaire

① totally disagree, ② rather disagree, ③ nor disagree/agree, ④ rather agree, ⑤ totally agree.

#### Shared vision. In our school ...

- there is a clear vision of how data can be used within the classroom ① ② ③ ④ ⑤
- it is made explicit what is considered important for the use of data ① ② ③ ④ ⑤
- there is an mutual agreement on how data should be used ① ② ③ ④ ⑤
- we use data to determine our long-term priorities ① ② ③ ④ ⑤

#### Supportive relationships. In our school ...

- we use the expertise of others to analyze data ① ② ③ ④ ⑤
- colleagues support each other in interpreting data ① ② ③ ④ ⑤
- we work as a team to use data ① ② ③ ④ ⑤
- we avoid double work through collaboration concerning data use ① ② ③ ④ ⑤
- we consider data use as the responsibility of the whole staff ① ② ③ ④ ⑤

#### Reflective capacity. In our school ...

- we are convinced that is important to reflect on the way we work ① ② ③ ④ ⑤
- teachers are positive about getting feedback based on data ① ② ③ ④ ⑤
- teachers get feedback based on data on a regular base ① ② ③ ④ ⑤
- people are willing to question the way they work, based on the analysis of data ① ② ③ ④ ⑤

#### Collective efficacy. In our school ...

- we really believe that we can use data in an appropriate manner ① ② ③ ④ ⑤
- we have the necessary skills to collect the appropriate data ① ② ③ ④ ⑤
- we have the necessary skills to analyse data ① ② ③ ④ ⑤
- we have the necessary skills to translate data to conclusions ① ② ③ ④ ⑤
- we believe that we have the capacity to communicate with others about data ① ② ③ ④ ⑤

#### Academic emphasis. In our school ...

- the head teacher stipulates a policy of high expectations ① ② ③ ④ ⑤
- we have high expectations of our students ① ② ③ ④ ⑤
- e discuss the results of the students to improve our teaching practices ① ② ③ ④ ⑤
- we discuss the results of the students to improve our teaching practices ① ② ③ ④ ⑤
- we emphasize the importance of improving student results ① ② ③ ④ ⑤

#### Trust. In our school ...

- teachers put trust in the head teacher ① ② ③ ④ ⑤
- teachers put trust in each other ① ② ③ ④ ⑤
- teachers put trust in the students ① ② ③ ④ ⑤
- teachers put trust in the parents ① ② ③ ④ ⑤
- teachers are doing a good job ① ② ③ ④ ⑤
- teachers care for each other ① ② ③ ④ ⑤

#### Cognitive attitude. In our school ...

- we are convinced of the value of data use ① ② ③ ④ ⑤
- we believe that data use is important to improve our teaching ① ② ③ ④ ⑤





## Annex 1.1

we believe that analysing data can give us a lot of insight in our students ① ② ③ ④ ⑤  
we see working with data as a valuable alternative for the way we used to work ① ② ③ ④ ⑤

### **Affective attitude.** In our school ...

we feel comfortable in a data-rich environment ① ② ③ ④ ⑤  
we are enthusiastic about working with data ① ② ③ ④ ⑤  
we like working with data because it leads to improved student results ① ② ③ ④ ⑤  
we like working with data because it leads to improved student results ① ② ③ ④ ⑤

