

ClassLead-Q

Classroom Leadership Questionnaire

What is the *ClassLead-Q*?

On the basis of 39 items (student version) and 36 items (teacher version), the *ClassLead-Q* collects information on teachers' leadership behaviour as well as prerequisites and effects of leadership behaviour.

The *ClassLead-Q* is based on the scientifically proven assumption that it has a positive effect on the learning and the social behaviour of students and on their school performance, if the teacher ...

- promotes social relations in the classroom, e.g. by treating students with respect,
- controls the behaviour of pupils if necessary, e.g. by taking rapid action in the event of disruptions in teaching
- provides quality teaching, e.g. by explaining facts in an understandable way

If the teacher uses such classroom management strategies, the students will ...

- acquire better learning strategies,
- develop more positive attitudes towards the subject and the teacher,
- show less problematic behaviour.

The prerequisites for such successful leadership behaviour are that the teacher...

- is motivated to work with students,
- has a positive attitude towards the class.

How does the *ClassLead-Q* support you in developing your classroom management?

The *ClassLead-Q* allows you to ...

- get to know the students' view of your classroom management behaviour as well as their own learning and social behaviour,
- compare the student's view and your view,
- compare their (your?) leadership behaviour with that of successful teachers,
- thereby identifying the strengths of your classroom management behaviour and possible areas for development.

How can you use the *ClassLead-Q*?

- (1) Select a class in which you want to analyse your classroom management behaviour. (If you wish, you can repeat the analysis in other classes).
- (2) Fill in the teacher questionnaire (see page 3-4)
- (3) Hand out the student questionnaire to your students (page 5-6). If you teach several subjects in this class, select one of these subjects.
- (4) Explain to your students what you intend to do, for example "I would like to know how you experience my teaching during the biology lesson and how you assess your own behaviour. I will take a close look at your answers and consider whether there is something I should change in my teaching or something we can do better together in the future."

- (5) Ensure and guarantee the anonymity of the students' answers. For example, it may make sense to leave out the gender.
- (6) Explain to the students how to understand the symbols in the questionnaire: Put a cross in the empty circle if the statement in question is "not true at all," the full circle if it is "exactly true." In the other cases, choose one of the gradations in between. For younger students, it is advisable to discuss the work using one or more examples. A possible example sentence would be: "It was hard for me to get up this morning."
- (7) If a sentence in the questionnaire is unclear to a student, he or she should omit it. Do not try to explain what is meant by the sentence; this could distort the results.
- (8) If you have individual students in the class who are unable to complete a questionnaire of this type, they could give feedback in other ways, for example by drawing a scene from the class which they find pleasant or distressing, or by writing down what they like and dislike about the class.
- (9) Once you have collected the data, you can evaluate it using the EXCEL evaluation sheet. There you will receive a graphic representation of the results and suggestions for their interpretation.

NOTE: The *ClassLead-Q* was created and tested in German-speaking countries. We would really appreciate it if you would support us in the development of the English version by providing us with your data. You will find information on this at the end of the EXCEL evaluation sheet. MANY THANKS in advance!

What happens next?

- (1) Students often want to know the results of the survey. In general, it is useful to tell them selected results and talk to them about them. This conversation can also be informative for yourself, e.g. to clarify discrepancies between self-assessment and pupil assessment or to obtain even more concrete feedback.
- (2) A suggestion in case you are confronted with negative feedback: Avoid trying to justify yourself and also be sparing with explanations of your behaviour. Instead listen carefully and ask questions if something is unclear to you.
- (3) For concrete steps towards change, suggestions from pupils and colleagues, but also pedagogical theories from your studies or suggestions from literature can be helpful.
- (4) After some time it is worthwhile to check whether your attempts to make changes have been successful by repeating the *ClassLead-Q* or selected questions from it.

Further information on the *ClassLead-Q*:

Classroom Leadership. Project webpages (German). <https://ius.aau.at/de/forschung-entwicklung/projekte/klassenfuehrung>; <https://ldk.aau.at>

Krammer, G., Pflanzl, B. & Mayr, J. (2019). Using students' feedback for teacher education: measurement invariance across pre-service teacher-rated and student-rated aspects of quality of teaching. *Assessment & Evaluation in Higher Education*, 44, 596–609.

Lenske, G. & Mayr, J. (2015). Das Linzer Konzept der Klassenführung (LKK). Grundlagen, Prinzipien und Umsetzung in der Lehrerbildung. In *Jahrbuch für Allgemeine Didaktik 2015* (S. 71–84). Baltmannsweiler: Schneider Verlag Hohengehren.

Questionnaire for the teacher:

Think about your lessons in class _____ in the subject _____ .

	<i>I disagree completely</i>	<i>I agree completely</i>
01 I have good subject-knowledge.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
02 I help to foster the class community.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
03 I notice everything that is going on in the classroom.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
04 I tell each student exactly what he/she is already good at and what he/she still has to practice.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
05 I also talk with the students about the lessons.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
06 I explain things well.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
07 I constantly check how the students work.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
08 I begin each lesson in a good mood.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
09 In my lessons the students know exactly what they have to do.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
10 I try to understand the students even if they give me a hard time.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
11 I praise the students who behave the way I want them to.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
12 I divide the lessons up into well-structured sequences.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
13 I am open and honest with the students.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
14 I intervene immediately if a student starts to disturb the lesson.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
15 I teach in an interesting way.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
16 I make sure that the students always have something to do in class.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
17 I meet the students with appreciation.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
18 I want them to make an effort in class.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
19 I believe they are capable of performing well.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
20 If students misbehave in class, there are unpleasant consequences.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
21 I have a good sense of humor.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
22 The students know exactly what kind of behavior I expect from them.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
23 I let the students decide many things for themselves.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
24 What the students learn in my lessons will be useful to them later in life.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

	I disagree completely	I agree completely
25 Students pay close attention so that they can remember a lot.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
26 Students get angry sometimes.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
27 Students try to relate the material to their own experiences.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
28 Students often talk to their seat neighbors instead of listening to me.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
29 Students stick with a task until it's done well.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
30 Students are often mentally absent.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Think of the students in this class in subject: _____.

	<i>I disagree completely</i>	<i>I agree completely</i>
31 I find the class likeable.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
32 In this class, teaching is fun.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
33 This class is important to me.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

When answering the following questions, do not think specifically of this class, but of your general interest in educational work and your subject.

	<i>I disagree completely</i>	<i>I agree completely</i>
34 I enjoy teaching this subject.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
35 I am fascinated by this subject.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
36 I like to work with children and young people.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Here you can enter any notes, e.g. on the current situation in class.

Questionnaire for the students:

Think about the lessons in _____(subject) and your subject teacher.

	<i>I disagree completely</i>	<i>I agree completely</i>
01 Our teacher has good subject-knowledge.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
02 Our teacher helps to foster our class community.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
03 Our teacher notices everything that is going on in the classroom.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
04 Our teacher tells each student exactly what he/she is already good at and what he/she still has to practice.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
05 Our teacher also talks with us about the lessons.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
06 Our teacher explains well.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
07 Our teacher constantly checks how we work.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
08 Our teacher begins each lesson in a good mood.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
09 In his/her lessons we know exactly what we have to do.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
10 Our teacher tries to understand us even if we give him/her a hard time.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
11 Our teacher praises the students who behave the way he/she wants them to.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
12 Our teacher divides the lessons up into well-ordered sequences.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
13 Our teacher is open and honest with us.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
14 Our teacher intervenes immediately if a student starts to disturb the lesson.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
15 Our teacher teaches in an interesting way.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
16 Our teacher makes sure that we always have something to do in class.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
17 I think our teacher likes us.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
18 Our teacher wants us to make an effort in class.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
19 Our teacher believes we are capable of performing well.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
20 If students misbehave in class, there are unpleasant consequences.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
21 It's often funny with our teacher.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
22 We know exactly what kind of behavior he/she expects from us.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
23 Our teacher lets us decide many things for ourselves.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
24 What we learn in his/her lessons will be useful to us later in life.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

	I disagree completely	I agree completely
25 Our teacher enjoys teaching this subject.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
26 Our teacher is a good teacher.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
27 Our teacher is enthusiastic about this subject.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
28 Learning is fun with our teacher.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
29 Our teacher likes to work with children and young people.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
30 I find our teacher likeable.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Think of yourself in class in the following subject: _____.

	<i>I disagree completely</i>	<i>I agree completely</i>
31 I pay close attention so that I can remember a lot.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
32 I get angry sometimes.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
33 I try to relate the material to my own experiences.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
34 I often talk to my seat neighbors instead of listening to the teacher.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
35 I stick with a task until it's done well.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
36 I'm often somewhere else in my thoughts.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Think of the subject: _____.

	<i>I disagree completely</i>	<i>I agree completely</i>
37 I'm interested in this subject.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
38 What we learn in this subject is important to me.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
39 I'm glad we have this subject.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

I am female I am male I am _____

Thank you for answering these questions. If you want to say anything else, you can write it down here: