

1. Setting Clear Expectations for Teachers						
A. Are there clear expectations for teachers?						
Indicator	Latent (1)	Emerging (2)	Established (3)	Advanced (4)	Questions	Calculation
1. Are there standards for what students must know and be able to do?	No OR Missing	Yes, at the local level	Yes, at the sub-national level or national level		S1Q13	
2. Are the tasks that teachers are expected to carry out officially stipulated?	No		Yes		S5Q13	
B. Is there useful guidance on the use of teachers' working time?						
Indicator	Latent (1)	Emerging (2)	Established (3)	Advanced (4)	Questions	Calculation
1. Do teachers' official tasks include tasks related to instructional improvement?	No	1 task out of: mentor or support other teachers, collaborate on the school plan, design the curriculum, and take part in the internal evaluation activities of the school	2 or 3 tasks out of: out of: mentor or support other teachers, collaborate on the school plan, design the curriculum, and take part in the internal evaluation activities of the school	4 tasks out of: out of: mentor or support other teachers, collaborate on the school plan, design the curriculum, and take part in the internal evaluation activities of the school	S5Q14f, h, i, j	Don't Knows count as no
2. Does the statutory definition of working time for primary school teachers recognize non-teaching hours?	No, there is no statutory definition of working time	No, it is the number of teaching hours	Yes, it is the number of hours spent at school	Yes, it is the overall number of working hours	S5Q6a	
3. What is the share of working time allocated to teaching for primary school teachers?	Teaching time is 90% to 100% of working time	Teaching time is 70% to 89% of working time	Teaching time is 50% to 59% of working time	Teaching time is less than 50% of working time	S5Q10a, S5Q7a	

2. Attracting the Best into Teaching

A. Are entry requirements set up to attract talented candidates?

Indicator	Latent (1)	Emerging (2)	Established (3)	Advanced (4)	Questions	Calculation
1. At what level of education does teacher initial education take place for primary school teachers?	At or below ISCED 4A	ISCED 5B	ISCED 5A	Above ISCED 5A	S2Q4b	
2. At what level of education does teacher initial education take place for secondary school teachers?	At or below ISCED 4A	ISCED 5B	ISCED 5A	Above ISCED 5A	S2Q8b	
3. How stringent are requirements to become a primary school teacher?	No requirements Or All don't know	1 requirement out of: Passing a written test, passing an interview-stage assessment, having a minimum amount of practical professional experience, passing an assessment conducted by a supervisor based on the practical professional experience	2 requirements out of: Passing a written test, passing an interview-stage assessment, having a minimum amount of practical professional experience, passing an assessment conducted by a supervisor based on the practical professional experience	3 or 4 requirements out of: Passing a written test, passing an interview-stage assessment, having a minimum amount of practical professional experience, passing an assessment conducted by a supervisor based on the practical professional experience	S2Q4e-h	Don't Know = No
4. How stringent are requirements to become a secondary school teacher?	No requirements Or All don't know	1 requirement out of: Passing a written test, passing an interview-stage assessment, having a minimum amount of practical professional experience, passing an assessment conducted by a supervisor based on the practical professional experience	2 requirements out of: Passing a written test, passing an interview-stage assessment, having a minimum amount of practical professional experience, passing an assessment conducted by a supervisor based on the practical professional experience	3 or 4 requirements out of: Passing a written test, passing an interview-stage assessment, having a minimum amount of practical professional experience, passing an assessment conducted by a supervisor based on the practical professional experience	S2Q8e-h	Don't Know = No

5. How broad is the pool of potential teacher entrants for primary school?	Missing/Unknown	There is only 1 model of teacher initial education (concurrent, consecutive or alternative, provided that alternative takes place at ISCED5A or above)	There are 2 models of teacher initial education (concurrent, consecutive or alternative, provided that alternative takes place at ISCED5A or above)	There are 3 models of teacher initial education (concurrent, consecutive or alternative, provided that alternative takes place at ISCED5A or above)	S3Q4a S3Q7c	Require alternative as ISCED5A or above (s3q7c)
6. How broad is the pool of potential teacher entrants for secondary school?	Missing/Unknown	There is only 1 model of teacher initial education (concurrent, consecutive or alternative, provided that alternative takes place at ISCED5A or above)	There are 2 models of teacher initial education (concurrent, consecutive or alternative, provided that alternative takes place at ISCED5A or above)	There are 3 models of teacher initial education (concurrent, consecutive or alternative, provided that alternative takes place at ISCED5A or above)	S3Q4b S3Q8c	Require alternative as ISCED5A or above (s3q8c)
B. Is teacher pay appealing for talented candidates?						
Indicator	Latent (1)	Emerging (2)	Established (3)	Advanced (4)	Questions	Calculation
1. Is starting teacher pay competitive?	Less than 50 % of per capita GDP	50 to 69% of per capita GDP	70 to 79 % of per capita GDP	80% or more of per capita GDP		UIS data
2. Does pay vary according to teacher performance?	No		Yes		S7Q5d; S7Q9c	
3. Does pay change over the course of a teacher's career?	Ratio of highest salary to initial salary is less than 1.2	Ratio of highest salary to initial salary is from 1.2 to 1.59	Ratio of highest salary to initial salary is from 1.6 to 1.99	Ratio of highest salary to initial salary initial salary is 2.0 or more		UIS data
C. Are working conditions appealing for talented applicants?						
Indicator	Latent (1)	Emerging (2)	Established (3)	Advanced (4)	Questions	Calculation
1. How many schools comply with standards for the infrastructure, hygiene and sanitation of schools?	There are no standards, compliance is unknown, or less than 50% of schools comply with them	There are standards, but only 50 to 85% of schools comply with them	There are standards, and 85 to 98% of schools comply with them	There are standards and at least 98% of schools comply with them	S12Q1a (total); S12Q23a (total) S5Q1	
2. How many primary school students are there per each teacher?	30 or more students		Less than 30 students		S12Q3a(primary) S12Q5a(primary)	
3. How many secondary school students are there per teacher?	20 or more students		Less than 20 students		S12Q3a(secondary) S12Q5a(secondary)	

D. Are there attractive career opportunities?						
Indicator	Latent (1)	Emerging (2)	Established (3)	Advanced (4)	Questions	Calculation
1. Are there opportunities for career advancement?	Teachers can apply neither for academic posts, nor for administration posts		Teachers can apply to either administration or academic posts	Teachers can apply to both administration and academic posts	S4Q23	
2. Are promotion opportunities linked to performance?	No		Yes		S9Q14c; S9Q21c	

3. Preparing Teachers with Useful Training and Experience

A. Are there minimum standards for pre-service teaching education programs?

Indicator	Latent (1)	Emerging (2)	Established (3)	Advanced (4)	Questions	Calculation
1. What is the minimum level of education required to become a teacher for primary school teachers?	At or below ISCED 4A	ISCED 5B	ISCED 5A	Above ISCED 5A	S3Q7	
2. What is the minimum level of education required to become a teacher for secondary school teachers?	At or below ISCED 4A	ISCED 5B	ISCED 5A	Above ISCED 5A	S3Q8	

B. To what extent are teacher-entrants required to be familiar with classroom practice?

Indicator	Latent (1)	Emerging (2)	Established (3)	Advanced (4)	Questions	Calculation
1. Do primary school teacher entrants have opportunities to learn from other teachers through induction, mentoring, or student experience programs?	No classroom experience (either in initial teacher education or through mentoring or induction programs)		Classroom experience during initial teacher education Or Participation in induction or mentoring programs	Both classroom experience in initial teacher education and through induction or mentoring programs	S3Q15 S6Q14a	
2. Do secondary school teacher entrants have opportunities to learn from other teachers through induction, mentoring, or student experience programs?	No classroom experience (either in initial teacher education or through mentoring or induction programs)		Classroom experience during initial teacher education Or Participation in induction or mentoring programs	Both classroom experience in initial teacher education and through induction or mentoring programs	S3Q17 S6Q14b	
3. How much classroom experience must beginning primary school teacher have?	3 months or less	Less than 12 months	12-24 months	More than 24 months	S3Q16 S6Q15a	Count classroom experience in teacher initial education and in mentoring/induction programs
4. How much classroom experience must beginning secondary school teacher have?	3 months or less	Less than 12 months	12-24 months	More than 24 months	S3Q18 S6Q15b	Count classroom experience in teacher initial education and in mentoring/induction programs

4. Matching Teachers' Skills with Students' Needs

A. Are there incentives for teachers to work at hard-to-staff schools?

Indicator	Latent (1)	Emerging (2)	Established (3)	Advanced (4)	Questions	Calculation
1. Are teachers provided incentives for working in hard-to-staff schools?	No		One incentive	Multiple incentives	S4Q17a-e	
2. Is teaching experience the only factor used in deciding transfer priorities?	Yes		No		S4Q32a,b, c, d	

B. Are there incentives for teachers to teach critical shortage subjects?

Indicator	Latent (1)	Emerging (2)	Established (3)	Advanced (4)	Questions	Calculation
1. Are critical subjects shortages addressed?	No (there is no policy, but there are critical shortage subjects).		Yes (there is a policy and there may or may not be shortages).		S4Q19 S4Q18	If there are no critical shortage subjects and no critical shortage policy, set to missing
2. [Only if answer to 4.B.1 was "yes"] Are teachers provided incentives for teaching critical shortage subjects?	No		One incentive	Multiple incentives	S4Q22a-e	

5. Leading Teachers with Strong Principals

A. Does the education system invest in developing qualified school leaders?

Indicator	Latent (1)	Emerging (2)	Established (3)	Advanced (4)	Questions	Calculations
1. Are there programs to support the development of leadership skills?	No specific training requirements	Specific coursework OR participation in an internship or mentoring program		Specific coursework AND participation in an internship or mentoring program	S11Q3d,f,g	
2. Is principals' performance rewarded ?	No		Yes		S11Q6	

B. Are principals expected to support and improve instructional practice?

Indicator	Latent (1)	Emerging (2)	Established (3)	Advanced (4)	Questions	Calculations
1. Are principals explicitly required to provide guidance for curriculum and teaching-related tasks?	No		Yes		S11Q9g	
2. Are principals explicitly required to evaluate teacher performance?	No		Yes		S11Q9c	

6. Monitoring Teaching and Learning

A. Are there systems in place to assess student learning in order to inform teaching and policy?

Indicator	Latent (1)	Emerging (2)	Established (3)	Advanced (4)	Questions	Calculations
1. Are teachers trained to assess student achievement?	There are no training opportunities on student assessment methods	There are optional training opportunities on student assessment methods	Teachers are required to complete coursework or training on student assessment methods		SABER-SA Long: CA Q7 and Q8 Short: Q23	Latent: no Emerging: CAQ7=Yes & 8c=No] [SHQ Established: [CAQ8a=y CAQ8c=y] SHQ23a=y SHQ23c=y]
2. Are national large scale examinations used to monitor education quality levels?	No		Yes		Long: EX Q1AII.h Long: NLSA 3AIIa Short: Q6a	Est: Yes for NLSA Or Yes for EXAMs
3. Is student achievement data available for policymakers?	No		Yes		SABER-SA Long: CA Q14a Long: EX Q1AII. k Long: NLSA Q3AIIc Short: Q6c or d	Yes to 14a OR Yes to Q1AII. k OR yes to NLSA Q3AIIc OR yes to Q6c or d
4. Are student assessment findings disseminated to teachers and/or used to provide guidance to underperforming teachers and schools?	No		Yes, findings are disseminated or are used to provide support to teachers and schools	Yes, findings are disseminated and are used to provide support to teachers and schools	SABER-SA Long: ILSA Q23 Long: NLSA Q3AIIe Short: Q6f and g	
5. Are student assessments used to inform teaching lesson plans and instructional practices?	No		Yes		SABER-SA Long: CA15b,d Short: Q22f	

B. Are there systems in place to monitor teacher performance?						
Indicator	Latent (1)	Emerging (2)	Established (3)	Advanced (4)	Questions	Calculations
1. Are teachers required to participate in evaluations?	There are no external or internal evaluations of teacher performance		There are either internal or external evaluations of teacher performance, or both		S9Q10; S9Q17	No to external and internal Or No to one and N/A to the other
2. Do authorities (national, sub-national or local) monitor teacher performance?	No		Either national, sub-national or local authorities monitor teacher performance)		S9Q9c, d, e	
3. Is it possible to track teachers over time?	No		Yes		S1Q20a-b	
C. Are there multiple mechanisms to evaluate teacher performance?						
Indicator	Latent (1)	Emerging (2)	Established (3)	Advanced (4)	Questions	Calculations
1. Are classroom observations part of teacher assessment systems?	No		Yes		S9Q13f; S9Q20f	
2. Are professional communities involved in teacher assessment systems?	No		Either principals or colleagues participate in teacher assessments	Both principal and colleagues participate in teacher assessments	S9Q13b-c, S9Q20b-c	
3. Are a variety of criteria (subject matter knowledge, teaching methods, student assessment methods, students' academic achievement) used to assess teacher performance?	Only one criteria out of: subject matter knowledge, teaching methods, student assessment methods, students' academic achievement	Only two criteria out of: subject matter knowledge, teaching methods, student assessment methods, students' academic achievement	Only three criteria out of: subject matter knowledge, teaching methods, student assessment methods, students' academic achievement	All four criteria out of: subject matter knowledge, teaching methods, student assessment methods, students' academic achievement	S9Q12 b, d, f, h S9Q19 b, d, f, h	

7. Supporting Teachers to Improve Instruction

A. Are there opportunities for professional development?

Indicator	Latent (1)	Emerging (2)	Established (3)	Advanced (4)	Questions	Calculations
1.Are primary school teachers required to participate in professional development?	No	Yes, 1 to 5 days Or Yes, unknown or undefined days.	Yes, 6 to 9 days	Yes, 10 or more days	S6Q6a S6Q8a	
2.Are secondary school teachers required to participate in professional development?	No	Yes, 1 to 5 days Or Yes, unknown or undefined days.	Yes, 6 to 9 days	Yes, 10 or more days	S6Q6b S6Q8b	
3.Are individual teachers responsible for paying for their professional development?	Teachers pay some costs of professional development in policy or practice		Teachers pay none of the costs of professional development in policy and practice (or if only 1 is known)		S6Q4e S6Q3e	Both questions missing or don't know

B. Is teacher professional development collaborative and focused on instructional improvement?

Indicator	Latent (1)	Emerging (2)	Established (3)	Advanced (4)	Questions	Calculations
1.Does professional development include activities that may promote best-practice sharing?	Teacher professional development does not include observation visits, participation in teacher networks, nor participation in school networks	Teacher professional development includes one out of: observation visits, participation in teacher networks or participation in school networks	Teacher professional development includes two out of: observation visits, participation in teacher networks or participation in school networks	Teacher professional development includes three out of: observation visits, participation in teacher networks or participation in school networks	S6Q13d,e,f	
2.Does professional development provide opportunities for the analysis of instructional practice?	Teacher professional development does neither include research, nor mentoring, coaching	Teacher professional development includes either: research, or mentoring or coaching	Teacher professional development includes both research, and mentoring or coaching		S6Q13g, h	

C. Is teacher professional development assigned based on perceived needs?

Indicator	Latent (1)	Emerging (2)	Established (3)	Advanced (4)	Questions	Calculations
1.If a teacher obtains an unsatisfactory result in an evaluation, is he or she assigned to a supervisor?	No		Yes		S9Q15b; S922b	
2.Are teacher performance evaluations used to assign professional development?	No		Yes		S9Q15a; S922a	

8. Motivating Teachers to Perform

A. Are career opportunities linked to performance?

Indicator	Latent (1)	Emerging (2)	Established (3)	Advanced (4)	Questions	Calculations
1. Are promotion opportunities linked to high teacher performance?	No		Yes		S9Q16d; S9Q23d	
2. Are open-ended appointments informed by performance history?	There is neither a probation period, nor are open-ended appointments granted based on performance		There is a probation period, and open-ended appointments are granted based on performance		S4Q6 S4Q8d	

B. Are there mechanisms to hold teachers accountable?

Indicator	Latent (1)	Emerging (2)	Established (3)	Advanced (4)	Questions	Calculations
1. Are there requirements (professional development and performance evaluations) to remain in teaching?	Neither professional development nor performance evaluation requirements for primary and secondary school teachers	Only teacher professional development is required (in either or both primary and secondary education)	Teacher performance evaluations are required for either primary or secondary school teachers		S2Q12a-b S2Q13a-b	Combine primary and secondary
2. Can teachers be dismissed with cause?	Teachers cannot be dismissed for misconduct or child abuse	Teachers can only be dismissed for misconduct and child abuse	Teachers can be dismissed for misconduct, child abuse, and absenteeism or poor performance	Teachers can be dismissed for misconduct, child abuse, absenteeism, and poor performance	S4Q9a-d	

C. Is teacher compensation linked to performance?

Indicator	Latent (1)	Emerging (2)	Established (3)	Advanced (4)	Questions	Calculations
1. Do performance reviews carry salary implications?	No		Yes		S9Q14e S9Q21e	
2. Do high-performing teachers get monetary bonuses?	No		Yes		S7Q9c-d	

9. Policy in practice		
Policy lever	Indicator	Data
2.A. Are entry requirements set up to attract talented candidates?	To what extent is entry into teacher initial education programs selective?	
3.A. Are there minimum standards for pre-service teaching education programs?	How may primary school teachers meet requirements to enter teaching?	
3.A. Are there minimum standards for pre-service teaching education programs?	How may secondary school teachers meet requirements to enter teaching?	
6B. Are there systems in place to monitor teacher performance?	How many teachers fail their evaluations?	