

## TEACHER QUESTIONNAIRE

This questionnaire contains a series of questions on the educational situation of the group of students participating in this research. Data regarding students and their responses will be coded for statistical purposes and handled with the utmost confidentiality.

You are asked to respond to the questions as frankly as possible ranking each one from 1 (lowest score) to 7 (highest score). The results of this study will be used in an effort to improve the situation facing Roma students and to help teachers. If you would like to make any clarifications, please use the corresponding sections of each block indicating the number of the question to which your comment pertains.

**STUDENT'S NAME//CODE:**

**GENDER:**

**GRADE LEVEL:**

**COMPENSATORY PROGRAMME:**

**YES**

**NO**

**NAME OF SCHOOL:**

**CITY OR TOWN:**

**PROVINCE:**

Date the questionnaire was filled out:

Name of teacher filling out questionnaire (please indicate whether you are the student's tutor and what subject you teach):

<b>Assessment of the degree to which classroom pace, routines and rules have been acquired</b>
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- |   |               |
|---|---------------|
| 1.- Attendance in class during this school year   | 1 2 3 4 5 6 7 |
| 2.- Punctuality as compared with the overall student body   | 1 2 3 4 5 6 7 |
| 3.- Brings necessary school material to class<br>(textbooks, notebooks, etc.)                                 | 1 2 3 4 5 6 7 |
| 4.- Brings necessary material for activities<br>(Gym clothes, musical instruments, etc.)                      | 1 2 3 4 5 6 7 |
| 5.- Participates in extra-curricular activities proposed<br>for the general student body (school trips, etc.) | 1 2 3 4 5 6 7 |
| 6.- Behaves properly when going from one class to another   | 1 2 3 4 5 6 7 |

7.- Behaves properly during extra-curricular excursions 1 2 3 4 5 6 7

Observations:

### Assessment of interpersonal relations

8.- Has an acceptable relationship with non-Roma classmates 1 2 3 4 5 6 7

9.- Has an acceptable relationship with non-Roma students at the school in general 1 2 3 4 5 6 7

10.- Relates suitably to classmates who are from other ethnic or cultural groups 1 2 3 4 5 6 7

11.- Relates suitably to his/her tutor (main teacher) 1 2 3 4 5 6 7

12.- Relates suitably to the rest of the teaching staff 1 2 3 4 5 6 7

13.- Relates suitably to the counselling department 1 2 3 4 5 6 7

14.- Relates suitably to school administrators 1 2 3 4 5 6 7

15.- Relates suitably to other school workers (custodians, secretary personnel, etc) 1 2 3 4 5 6 7

Observations:

### Assessment of academic achievement and performance

16.- Subject areas successfully completed during the last academic year

- all
- One instrumental subject
- Two instrumental subject
- Non-instrumental subjects
- Freely chosen, non-compulsory subjects

17.- Subject areas successfully completed during the last trimester (or grading period)

- All
- One instrumental subject
- Two instrumental subject
- Non-instrumental subjects
- Freely chosen, non-compulsory subjects

18.- Has the student ever had to repeat an academic year? YES NO  
Which one?

19.- Is the student unable to keep pace with the curriculum? YES NO  
On what grade level is the student actually performing?

20.- Does the student do class work? 1 2 3 4 5 6 7

21.- Does the student do homework? 1 2 3 4 5 6 7

22.- Please rate the student's attention level in class 1 2 3 4 5 6 7

23.- Please rate the student's level of concentration when it comes to doing classroom assignments 1 2 3 4 5 6 7

24.- What is the student's motivation level as concerns academic activities? 1 2 3 4 5 6 7

Observations:

### Assessment of the relationship between the family and the school

25.- Parents or other family members attend the school's general parent-teacher meetings 1 2 3 4 5 6 7

26.- Parents or other family members attend individual meetings (with the tutor, counsellor or administrators) 1 2 3 4 5 6 7

- 27.- One of the parents or other family members request meetings with school personnel 1 2 3 4 5 6 7
- 28.- There is telephone communication between the family and the school 1 2 3 4 5 6 7
- 29.- There is informal communication (entering or leaving school, for example) 1 2 3 4 5 6 7
- 30.- One of the parents belongs to the parent-teachers association 1 2 3 4 5 6 7
- 31.- An intermediary takes part in the family-school relationship (Roma association or other) 1 2 3 4 5 6 7
- 32.- One of the parents participates in other types of forums (commissions, School Council, etc.) 1 2 3 4 5 6 7

Observations:

### **Assessment of cultural diversity**

- 33.- The student is open about his/her belonging to an ethnic minority 1 2 3 4 5 6 7
- 34.- The student is open with regard to characteristics of his/her own culture (customs, history, language, etc.) 1 2 3 4 5 6 7
- 35.- Elements of Roma culture have been incorporated into classroom work.  
In what areas? 1 2 3 4 5 6 7
- 36.- Material related with multi-culturality in general has been incorporated into classroom work  
In what areas? 1 2 3 4 5 6 7

- 37.- Cultural diversity and Roma culture are envisioned in the School's curriculum 1 2 3 4 5 6 7
- 38.- Intercultural activities are carried out at the school (cultural fairs, etc.) 1 2 3 4 5 6 7
- 39.- Activities focusing on values education are carried out in the classroom or at the school (tolerance, coexistence, etc.) 1 2 3 4 5 6 7
- 40.- As a teacher, you have participated in training activities in the area of cultural diversity 1 2 3 4 5 6 7
- 41.- The school as a whole has participated in training programmes on cultural diversity 1 2 3 4 5 6 7
- 42.- The counselling department has implemented specific measures to meet the needs of Roma students 1 2 3 4 5 6 7

Observations:

**General Observations regarding the educational process:**

a) Are you aware of any socio-economic difficulty or problem affecting the family that could have an influence on the academic performance of this student?

b) What type of methodologies or strategies and work themes are most effective in working with this student?