

Curricular Reform Study in Thuringia
Teachers
Main Study 2009/10 (A70)
PAPI questionnaire



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The following questions are **specific to the course** printed on the front cover sheet of this questionnaire. Please answer with reference to the lessons you taught for this course or the students who took this course.

THE SITUATION IN YOUR COURSE:

1 Please make an estimate. What percentage of the students ...	
<i>Please enter the numbers right-justified</i>	
a) ... cooperated willingly and regularly in class?	_ _ _ %
b) ... were really interested in this course?	_ _ _ %
c) ... often caused a disturbance in the lessons?	_ _ _ %

2 Out of ten lessons: On average, how often did you set homework?										
<i>Please tick one answer only.</i>										
never	about 1 time	about 2 times	about 3 times	about 4 times	about 5 times	about 6 times	about 7 times	about 8 times	about 9 times	always
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3 Think of a normal school week: On average, what percentage of the homework showed serious effort?	
<i>Please enter the numbers right-justified.</i>	
about	_ _ _ %

4 Please make an estimate: How well do the following statements apply to the students in your course in general?				
<i>Please tick one box in every row.</i>				
	doesn't apply at all	doesn't apply much	applies quite well	applies fully
a) In general the students have a lot of fun in this course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) In this course time usually flies by quickly for the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5 Some statements about your course:				
<i>Please tick one box in every row.</i>				
	doesn't apply at all	doesn't apply much	applies quite well	applies fully
a) I have to make a great effort in this course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) It is fun teaching this course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Teaching this course is a serious challenge for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Having the chance to teach this course enriches my life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Teaching this course is often a frustrating experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) I've no concerns about this course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) This course saps my strength severely.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Question 5 (cont.)					
Some statements about your course:					
<i>Please tick one box in every row.</i>					
		doesn't apply at all	doesn't apply much	applies quite well	applies fully
h)	I'm happy when I enter the classroom for this course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i)	I have to monitor a lot in this course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j)	There are many motivated students in this course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k)	The students in this course are making a great effort.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l)	The students in this course respect me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m)	The students in this course support each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n)	The students in this course support me whenever they can.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o)	I'm proud of this course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p)	There is an excellent atmosphere in this course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q)	The students in this course have an excellent attitude towards their work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r)	I'm really enthusiastic about teaching this course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6 Please make an estimate: How well are the following aims being achieved in this course?					
<i>Please tick one box in every row.</i>					
		very badly	badly	well	very well
a)	Ensuring a high average standard of achievement for all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b)	Ensuring a general minimum standard of achievement for all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c)	Preparing students to choose subjects for tertiary education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d)	Preparing students for the demands of tertiary education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e)	Reducing differences between high- and low-achievers in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f)	Support for school students with higher achievement levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g)	Support for school students with lower achievement levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h)	Support for students in general	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i)	Willingness to make an effort in class (students with higher achievement levels)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j)	Willingness to make an effort in class (students with lower achievement levels)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k)	Willingness to make an effort in class (students in general)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l)	Arouse interest in the subject matter among academically stronger students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m)	Arouse interest in the subject matter among academically weaker students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n)	Arouse interest in the subject matter among students in general	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please answer question 7 only if the course you are referring to in this questionnaire is a **physics course** AND if you have been teaching physics to this course **since the beginning of Year 11**. If this is NOT the case, please move on to the next section → **“The Situation in the Specific Subject Taught”**

7 If you teach physics to this course: For each of the following main topic areas, please enter how many hours you spent teaching it in total during Years 11 and 12. For the subtopics, please indicate if you covered it in class.		
<i>Please indicate whether or not you dealt with the following topics in class and if so, how many lesson hours were dedicated to the topic. The total number of hours for all topics doesn't necessarily have to match exactly the number of hours you spent teaching during the two school years. Please enter the numbers right-justified.</i>		
	not dealt with	dealt with
1. Electromagnetic fields and interactions	<input type="checkbox"/>	_ _ _ hours
2. Magnetic fields and electromagnetic induction	<input type="checkbox"/>	_ _ _ hours
2.1 Magnetic flux density	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Electromagnetic induction	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Alternating current	<input type="checkbox"/>	<input type="checkbox"/>
3. Oscillation	<input type="checkbox"/>	_ _ _ hours
3.1 Mechanical oscillations	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Electromagnetic oscillations (RLC-circuits)	<input type="checkbox"/>	<input type="checkbox"/>
4. Waves	<input type="checkbox"/>	_ _ _ hours
4.1 Origin, propagation and properties of mechanical waves	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Origin, propagation and properties of Hertzian waves	<input type="checkbox"/>	<input type="checkbox"/>
5. Optics	<input type="checkbox"/>	_ _ _ hours
5.1 Ray optics	<input type="checkbox"/>	<input type="checkbox"/>
5.2 Wave optics	<input type="checkbox"/>	<input type="checkbox"/>

Question 7 (cont.)		
If you taught physics to this course: For each of the following main topic areas, please enter how many hours you spent teaching it in total during Years 11 and 12. For the subtopics, please indicate if you covered it in class.		
<i>Please indicate whether or not you dealt with the following topics in class and if so, how many lesson hours were dedicated to the topic. The total number of hours for all topics doesn't necessarily have to exactly match the number of hours you spent teaching during the two school years. Please enter the numbers right-justified.</i>		
	not dealt with	dealt with
6. Rigid body mechanics	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> hours
6.1 Kinematics for a point mass in circular motion	<input type="checkbox"/>	<input type="checkbox"/>
6.2 Torque and equilibrium of rigid bodies	<input type="checkbox"/>	<input type="checkbox"/>
6.3 Dynamics of a point mass in circular motion and the rotation of rigid bodies	<input type="checkbox"/>	<input type="checkbox"/>
7. Thermodynamics	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> hours
8. Special relativity theory (SRT)	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> hours
8.1 Kinematics within SRT	<input type="checkbox"/>	<input type="checkbox"/>
8.2 Some dynamic problems within SRT	<input type="checkbox"/>	<input type="checkbox"/>
9. Quantum physics	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> hours
9.1 Quantum physics of light	<input type="checkbox"/>	<input type="checkbox"/>
9.2 Quantum physics of the electron	<input type="checkbox"/>	<input type="checkbox"/>
9.3 Quantum physics of the electron shells	<input type="checkbox"/>	<input type="checkbox"/>
9.4 Physics of the atomic nucleus	<input type="checkbox"/>	<input type="checkbox"/>
9.5 Nuclear energy and its usage	<input type="checkbox"/>	<input type="checkbox"/>

THE SITUATION IN THE SPECIFIC SUBJECT TAUGHT

The following questions are general subject-related questions about the subject printed on the front cover sheet of this questionnaire. Please answer with reference to this subject. If you taught two or more courses in this subject during Year 12, please answer these questions in only one of the questionnaires. If you received more than one questionnaire and have already answered this section for this subject in another questionnaire, please skip to **→ “The Situation in the Upper Secondary Level”**.

At the beginning of the 2009 school year, a new upper secondary level [gymnasiale Oberstufe] was introduced in Thuringia. Main characteristics of this reform include: compulsory study of the core subjects German, mathematics and a foreign language [Kernkompetenzfächer]; special emphasis on natural science subjects; and an increase in the number of subjects in which an exam is taken [Prüfungsfächer]. The following questions refer to this reform and its consequences in your school.

8	How well-informed are you about the differences between the “old” and the “new” upper secondary level which affect your subject?
<i>Please tick one answer only.</i>	
very badly	<input type="checkbox"/>
not very well	<input type="checkbox"/>
fairly well	<input type="checkbox"/>
very well	<input type="checkbox"/>

9	What effects is the reform having on the scope of the course material in this subject and the detail in which it is taught?
<i>Please tick one box in every row.</i>	
	decrease tendency to decrease no effect tendency to increase increase
a)	scope of the course material <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
b)	detail in which the topics are dealt with <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

10 What is your impression of the effects of the reform on teachers' workload and motivation?						
<i>Please tick one box in every row.</i>						
		strong decrease	decrease	no change	increase	strong increase
For the first cohorts of the reformed upper secondary level						
a)	Workload for teachers in this subject	<input type="checkbox"/>				
b)	Teachers' motivation in this subject	<input type="checkbox"/>				
Long-term						
c)	Workload for teachers in this subject	<input type="checkbox"/>				
d)	Teachers' motivation in this subject	<input type="checkbox"/>				

11 What is your impression of the effects of the reform on the way this subject is taught?						
<i>Please tick one box in every row.</i>						
		much easier	somewhat easier	no change	somewhat more difficult	much more difficult
a)	Completing classroom preparation in a reasonable length of time	<input type="checkbox"/>				
b)	Imparting the course contents	<input type="checkbox"/>				
c)	Generating enthusiasm for this subject amongst the students	<input type="checkbox"/>				
d)	Changing unfavourable lesson structures	<input type="checkbox"/>				
e)	Responding to individual students problems	<input type="checkbox"/>				
f)	Coming into contact with problematic students	<input type="checkbox"/>				
g)	Talking about students' concerns other than course contents	<input type="checkbox"/>				
h)	Teaching in general	<input type="checkbox"/>				

12 In the previous course-related part of this questionnaire you assessed how well various study aims have been achieved in your course. Now we would like to hear your opinion about the effects the upper secondary level reform has had on the achievement of these aims in general for the subject you taught.

Please tick one box in every row.

	strong negative effects	slightly negative effects	no effect	slightly positive effects	strong positive effects
a) Ensuring a high average standard of achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Ensuring a general minimum standard of achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Preparing students to choose subjects for tertiary education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Preparing students for the demands of tertiary education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Reducing differences between high- and low-achievers in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Support for students with higher achievement levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Support for students with lower achievement levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Support for students in general	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Willingness to make an effort in class (students with higher achievement levels)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Willingness to make an effort in class (students with lower achievement levels)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Willingness to make an effort in class (students in general)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Interest in subject among students with higher achievement levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) Interest in subject among students with lower achievement levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n) Interest in subject among students in general	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Question 12 (cont.)					
In the previous course-related part of this questionnaire you assessed how well various study aims have been achieved in your course. Now we would like to hear your opinion about the effects the upper secondary level reform has had on the achievement of these aims in general for the subject you taught.					
<i>Please tick one box in every row.</i>					
	strong negative effects	slightly negative effects	no effect	slightly positive effects	strong positive effects
f) Support for students with higher achievement levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Support for students with lower achievement levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Support for students in general	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Willingness to make an effort in class (students with higher achievement levels)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Willingness to make an effort in class (students with lower achievement levels)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Willingness to make an effort in class (students in general)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Interest in subject among students with higher achievement levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) Interest in subject among students with lower achievement levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n) Interest in subject among students in general	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

THE SITUATION IN THE UPPER SECONDARY LEVEL

If you taught two or more courses during Year 12 and therefore have more than one questionnaire, please answer these questions in only one of the questionnaires - they refer to the situation in the upper secondary level in general.

If you have received more than one questionnaire and have already answered the following section and the section "And finally, a few personal details" in another questionnaire, this questionnaire ends here for you. Thank you very much for your time!

13 In the upper secondary level the students have several chances to set their study priorities (e.g. with their choice of advanced courses [Leistungskurs]). What is your opinion of the options that have been available so far?					
<i>Please tick one box in every row.</i>					
		completely disagree	tend to disagree	tend to agree	completely agree
a)	There should be a freer choice of subjects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b)	The options are satisfactory.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c)	The options are sufficient.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d)	In an academic secondary school [Gymnasium] you should be allowed to concentrate more on specific subjects and drop others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e)	At my school lots of advanced courses [Leistungskurs] can't be offered because there are too few students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f)	Many students would have preferred to choose some subjects to study as an advanced course that weren't available at my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Question 13 (cont.)				
In the upper secondary level the students have several chances to set their study priorities (e.g. with their choice of advanced courses [Leistungskurs]). What is your opinion of the options that have been available so far?				
<i>Please tick one box in every row.</i>				
	completely disagree	tend to disagree	tend to agree	completely agree
g) My school has a relatively wide choice of subjects available to study as an advanced course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) In the upper secondary level the students have sufficient opportunities to set their study priorities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) The upper secondary level helps students to make a clear decision about their future educational path.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14 How do you rate the effects of the upper secondary level reform in general?					
<i>Please tick one answer only.</i>					
	strong negative effects	slightly negative effects	no effect	slightly positive effects	strong positive effects
upper secondary level reform in general	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15 How do you rate the specific effects of the upper secondary level reform on the following factors?					
<i>Please tick one box in every row.</i>					
	strong negative effects	slightly negative effects	no effect	slightly positive effects	strong positive effects
a) General standard of achievement of the students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) General level of motivation among students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Preparing students to choose subjects for tertiary education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Preparing students for the demands of tertiary education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Comparability between school leaving certificate results of different schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Suitability of school leaving certificate grade as indicator of aptitude for tertiary education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16 With the upper secondary level reform, all students now have to take exams in 5 subjects (previously 4). What effect do you think this obligation has on the following factors?						
<i>Please tick one box in every row.</i>						
		strong decrease	slight decrease	no change	slight increase	strong increase
a)	Psychological stress on upper secondary level students	<input type="checkbox"/>				
b)	General level of education of upper secondary level students	<input type="checkbox"/>				
c)	Students' opportunity to develop their own specific field of interest	<input type="checkbox"/>				
d)	Willingness to study in subjects without an exam	<input type="checkbox"/>				
e)	Quality of preparation for tertiary education	<input type="checkbox"/>				
f)	Comparability of school leaving certificate results	<input type="checkbox"/>				

17 Please make an estimate: How well do the following statements apply to the practical implementation of the new upper secondary level in your school?					
<i>Please tick one box in every row.</i>					
		doesn't apply at all	doesn't apply much	applies quite well	applies fully
a)	The implementation of the new upper secondary level presents us with great challenges.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b)	The new upper secondary level is being implemented smoothly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c)	The students coped well with the organisational demands of the new system right from the start.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18 Please tell us your impression: How do the students, parents, teachers and school management at your school rate the innovations in the upper secondary level?

Please tick one box in every row.

	very negative	fairly negative	fairly positive	very positive
a) students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) school management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19 Are there any further points about the reform of the upper secondary level that you rate as being especially positive or negative?

Please enter the points and tick the appropriate option for each one.

	very negative	fairly negative	fairly positive	very positive
a)  _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b)  _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c)  _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please write in block capitals.

TEACHING STAFF

20 Please think about your colleagues in your school: Do they agree with the following statements or do they disagree?				
<i>Please tick one box in every row.</i>				
	disagree strongly	disagree	agree	agree strongly
a) There is a consensus among the teaching staff at this school about the school philosophy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Teaching staff at this school are quick to integrate new teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) There is a common group identity ["we feeling"] at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) The teaching staff demonstrate unity here.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) The teaching staff here agree with each other about the aims our school wants to achieve.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) There are differences of opinion which prevent our teaching staff from working together well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) At our school there are many informal meetings where teachers come together.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) The teaching staff here have open discussions if there are different opinions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) There are a lot of conflicts among the teaching staff here.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

AND FINALLY, A FEW PERSONAL DETAILS

21 Are you male or female?	
<i>Please tick the appropriate answer</i>	
male	<input type="checkbox"/>
female	<input type="checkbox"/>

22 When were you born?	
<i>Please enter the month and year as numbers and right-justified.</i>	
<input type="text"/> <input type="text"/> month	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> year

23 When did you start teaching?	
<i>Please enter the year right-justified.</i>	
<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	year

Thank you for answering this questionnaire!