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Levels of Concern of Elementary Teachers in the Millard Schools with the Innovation, Instructional Theory into Practice

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LEVELS OF CONCERN OF ELEMENTARY TEACHERS IN THE
MILLARD SCHOOLS WITH THE INNOVATION,
INSTRUCTIONAL THEORY INTO PRACTICE

Presented to the

Graduate Faculty
University of Nebraska
at Omaha

In Partial Fulfillment
of the Requirements for the Degree
Specialist in Education

University of Nebraska at Omaha

by

Barbara Winterburn

May, 1985

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FIELD PROJECT ACCEPTANCE

Accepted for the Graduate Faculty, University
of Nebraska, in partial fulfillment of the requirements
for the degree Specialist in Education, University of
Nebraska at Omaha.

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April 9, 1985
Date

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CHAPTER I

INTRODUCTION

"Over the past two decades, concerned people in local schools have expended considerable energy and resources toward making schools better." (1) Efforts to improve teaching require change and change is a process that takes time and is generally achieved in stages.

Schools are in a constant state of change. Staffs are striving to provide curriculum to students with quality instruction. As research and theories of curriculum (what to teach) and instruction (how to teach) are articulated and studied local programs change to meet the emerging data. Addressing the problem of change McLaughlin and Marsh state,

"For the first time in many years, local school districts find themselves with a stable and tenured staff. Thus, teacher-training institutions are confronted with the need to move from a focus on pre-service education; local school districts can no longer rely on 'new hires' to bring ideas into district classrooms and must face the problems of how to upgrade the skills of the teachers they already have." (2)

During the change process, the individual must be the primary target. The Concerns-Based Adoption Model (CBAM) developed by Hall and Loucks emphasized working with individual teachers in relation to their role in the change of innovation process. "CBAM rests on the conviction that institutions can not change until the individuals within them change." (3) Concomitantly this personal dimension of the implementation strategy also affects success or failure of an innovation.

Currently the Millard School District is experiencing the phenomena of a stable and tenured staff. In an effort to sustain the improvement of the teaching skills of the professional staff in this school district the implementation of Madeline Hunter's Instructional Theory Into Practice (ITIP) was initiated. Developed at the U. C. L. A. Lab School in the early 1970's, ITIP was based on research on how students learned most effectively. Hunter field-tested the teaching strategies of ITIP in several California Schools including the Long Beach Public Schools. As a result of her work, a program of teaching techniques was compiled and disseminated throughout the country.

The Millard staff developers decided to adopt the ITIP philosophy and model for the school district. The purpose of the adoption was to improve and upgrade teacher effectiveness. Incorporating and using ITIP required change for the professional staff. Initially, all administrators and a core group of teachers were selected to be trained in the innovation ITIP, by an out-side consultant. After the initial training was completed, Millard made ITIP training available to all staff, on a voluntary basis. Teachers received training by an out-side consultant or a cadre of in-district trainers. The training qualified for professional growth or university credit. Outcomes of the various modes of available training may have differential results. Do the respective training procedures make a difference? Does the time involved in an innovative program make a difference?

Problem

Statement of the Problem. The problem was to assess the concerns of the elementary teachers in the Millard Public Schools with the

innovation, ITIP, for inservice implications.

STATEMENT OF PURPOSE

The purpose of this study was to assess the levels of concern of the elementary school staff of the Millard Public Schools with the innovation, Instructional Theory Into Practice (ITIP).

The following hypothesis was tested.

Hypothesis 1: It is hypothesized that there is no significance difference in teachers' concerns based on the time the participants were engaged in the program.

PROCEDURES

In order to accomplish the purpose, an eight step procedure was followed. Specifically, it consisted of these steps: (a) Identify Millard elementary school teachers who have received training in ITIP (b) Administer Stages of Concern Questionnaire (SoCQ) (c) Score questionnaire using the SoCQ Quick Scoring Device (d) Interpret SoCQ data (e) Categorize data in User, Inexperienced User, Positive Nonuser, Negative Nonuser and Resistant Nonuser cells (f) Compare SoCQ data with demographic data (g) Test the respective treatment for significant difference in the percentages using the Davies Test of Significant Difference (4) (h) Suggest further staff development interventions with ITIP.

Basic Assumptions

It was assumed the SoCQ is representative and accurately reflects concerns of teachers. It was, also, assumed teachers would give reli-

able information on the SoCQ.

Definition of Terms

Trainers: Trainers refer to school district personnel trained in ITIP program.

Concern: Concern refers to the feelings, attitudes, thoughts, ideas or reactions an individual has related to an innovation.

Implementation: Implementation is the act of enforcing an innovation.

Innovation: Innovation is a new idea, method or device.

Limitations

This study included only elementary teachers in the Millard School District. Teachers who had been exposed to the Madeline Hunter Model were selected. There was no control group in this study.

Organization

Chapter I	Introduction of the Topic
Chapter II	Related Literature
Chapter III	Methodology
Chapter IV	Analysis of the Results
Chapter V	Summary, Conclusions and Recommendations.

NOTES

1. Ralph Parish and Richard Arends, "Why Innovative Programs are Discontinued," Educational Leadership 40, (January, 1983): 62.
2. Milbrey Wallin McLaughlin and David D. Marsh, "Staff Development and School Change," Teachers College Record 80, no. 1, (September, 1978): 69.
3. Gene Hall and Susan Loucks, "Teacher Concerns as a Basis for Facilitating and Personalizing Staff Development," Teacher College Record 80, no. 1, (September, 1978): 38.
4. Vernon Davies, "A Rapid Method for Determining The Significance of the Difference Between Two Percentages," n.p., n.d.

CHAPTER II

REVIEW OF RELATED LITERATURE

School systems are in a constant state of change. Models of change are often adopted to best facilitate the innovative process. Generally, research indicates that the innovation models consist of sequences of steps or stages characterized by events, actions, or decisions at each point.

"An organization is a stable system of individuals who work together to achieve common goals through a hierarchy of ranks and a division of labor. Organizations are created to handle routine tasks and to lend stability to human relationships. Their efficiency as a means of organizing human endeavors is in part due to this stability which stems from the relatively high degree of structure that is imposed on communication patterns.

Given the relative stability of organizations one would expect that innovation would be very rare. On the contrary, innovation is going on all the time in almost every organization." (1)

Rogers, Bushnell and Blair illustrate three types of innovation models. Following is a brief summary of each:

A Model of the Innovation Process in Organizations (2)

<u>STAGE IN THE INNOVATION PROCESS</u>	<u>MAJOR ACTIVITIES AT EACH STAGE IN THE INNOVATION PROCESS</u>
I. Initiation:	All of the information-gathering, conceptualizing, and planning for the adoption of an innovation, leading up to the decision to adopt.
1. AGENDA-SETTING	General organizational problems, which may create a perceived need for an innovation, are defined; the environment is searched for innovations of potential value to the organization.

2. MATCHING

A problem from the organization's agenda is considered together with an innovation, and the fit between them is planned and designed.

- - - - - The Decision to Adopt - - - - -

II. Implementation

All of the events, actions, and decisions involved in putting an innovation into use.

3. REDEFINING/
RESTRUCTION

(1) The innovation is modified and re-invented to fit the situation of the particular organization and its perceived problem, and (2) organizational structures directly relevant to the innovation are altered to accommodate the innovation.

4. CLARIFYING

The relationship between the innovation and the organization is defined more clearly as the innovation is put into full and regular use.

5. ROUTINIZING

The innovation eventually loses its separate identity and becomes an element in the organization's activities.

Six Stages for Planned Change (3)

- | | |
|---------------------------------------|--|
| 1. Diagnose Problem | Recognize the problem |
| 2. Formulate Objective | Search for solutions |
| 3. Identify Constraints | Awareness of factors resisting change |
| 4. Select Potential Solutions | Retrieve and evaluate alternate-problem-solving procedures |
| 5. Evaluate Alternatives | Rank alternatives and select the best from the array. |
| 6. Implement the Selected Alternative | Design the procedures for innovation acceptance. |

The Bureaucratic Model (4)

- | | |
|-----------------------------------|--|
| 1. Problem Identification | Recognize the problem |
| 2. Consideration of Solutions | Evaluate remedy proposals |
| 3. Decision on Strategy or Method | Select appropriate solution |
| 4. Implementation | Designed activities for innovation use |
| 5. Evaluation | Measure innovation effectiveness |

A critical attribute of the above models is the implementation stage. "This is the essential cycle through which any proposed solution must go it is to have a maximum chance of acceptance in the school setting." (5) According to Mann, innovation or revision in programs have had only about a 20 percent success rate in education. (6) Studies by Lortie (7), Miles (8), Sarason (9), and Fullen and Pomfret (10) conclude that successful implementation is complex and difficult.

Parish and Arends state "that lack of success implementing programs may be related to a lack of understanding of how schools work as social systems, how political processes influence change efforts, and the many dilemmas facing those who attempt to facilitate school improvement." (11)

Teacher autonomy and individualism is a strong force in the implementation of a new program. Teachers feel that the new program must fit their way of teaching. They feel they have the right to determine, on their own, what happens in their classrooms with their children. Not only does teacher autonomy influence aspects of the programs but it decides their ultimate fate. (12)

In support of the above studies, Galloway, Seltzer, and Whitfield indicate, "no more difficult task besets a teacher than to be expected to change and develop. Adults resist new demands and expectations. They can be coerced to change but resentment develops and psychological risks run rampant. Teachers screen information for its usefulness, rejecting what is unfamiliar, accepting what is tried and true." (13)

Efforts to improve teaching are often initiated without teacher involvement and understanding. Teachers are too frequently viewed as nothing more than technicians who implement the objectives of school wide curriculum guides and textbooks written by experts. In the face of conflicting expectations, teachers create a balance between what others demand and what they themselves are. (14)

In 1975, the Rand Corporation completed a study of the United States Office of Education (USOE) projects. Those USOE federally funded projects were designed to disseminate innovative practices in public schools. (15) "This study highlighted the implementation phase as the crucial stage in whether or not a change would be successful." (16)

According to the Rand findings the following implementation strategies were found to be effective: (a) concrete, teacher-specific, extended training (b) classroom assistance from project or district staff (c) teacher observations of similar projects in other classrooms, schools, or districts (d) regular project meetings focusing on practical problems (e) teacher participation in project decisions (f) local materials development (g) principal participation in training. (17) In contrast, the following strategies were deemed to be ineffective: (a)

outside consultants (b) packaged management approaches (c) one-shot pre-implementation training (d) pay for training (e) formal evaluation (6) comprehensive projects. (18)

Further research indicates intrinsic rewards are effective implementation strategies. "Extrinsic rewards such as salary schedule advancement, stipends, and compensatory time are generally perceived by teachers as less motivating than are the intrinsic rewards associated with learning something of value for their teaching." (19)

Change is a complicated process. "It is no secret to teacher educators that it is extremely difficult to change teacher practices. Real change occurs only when teacher attitudes change and teacher attitudes should be the heart of the educational change process." (20) In addition, "installing the innovation requires, of course, a trained staff, the necessary resources and materials, objectives and procedures, and a well-developed plan for monitoring, feedback, and modification of the adopted procedure." (21) Furthermore, models of change often prove the implementation stage is the most critical phase. Research demonstrates that it is crucial for districts to assess the feelings, attitudes, thoughts, and "concerns" individuals experience when relating to an innovation.

A model of change that has proved most useful is based on the work of Frances Fuller. (22) Fuller focused on identifying the concerns of pre-service teachers as they progressed from early experience in pre-service teacher education programs to being experienced educators. This sequence of teacher concerns Fuller labeled as unrelated, self, task, and impact. (23) Based on the Fuller field experience, Hall, Loucks,

Rutherford and Newlove researched educators as they adopted educational innovations. (24)

The Fuller research on concerns resulted in the development of the Concerns Based Adoption Model (CBAM). CBAM is a conceptualization of the way the concerns of individual teachers change as they become familiar with new programs, processes or educational practices in their schools. (25) Six assumptions were derived from that experience: (a) In educational institutions, change is a process not an event. It takes time and is achieved only in stages. (b) Institutions can not change unless individuals within them change. (c) Change is a highly personal experience. (d) Individuals go through stages in their perceptions and feelings about innovation. (e) In-service training activities should be client-centered. (f) Follow-up is necessary for effective innovation. (26)

The research has verified individuals advance through seven Stages of Concern (SoC). The SoC are intended to be used diagnostically in describing or assessing individuals involved with innovation. As a result of Hall and Loucks' research, Fuller's work was reaffirmed. Not only do new teachers go through sequence of concerns about teaching, but all teachers faced with innovation have concerns that are identifiable and developmental. (27)

The seven Stages of Concern are:

0. AWARENESS: Little concern about or involvement with the innovation is indicated.
1. INFORMATION: A general awareness of the innovation and interest in learning more detail about it is indicated. The person seems to be unworried about himself/herself in relation to the innovation. She/he is interested in substantive aspects of the innovation in a selfless manner such as general characteristics, effects, and requirements for use.

2. PERSONAL: Individual is uncertain about the demands of the innovation, his/her inadequacy to meet those demands, and his/her role with the innovation. This includes analysis of his/her role in relation to the reward structure of the organization, decision making and consideration of potential conflicts with existing structures or personal commitment. Financial or status implications of the program for self and colleagues may also be reflected.
3. MANAGEMENT: Attention is focused on the processes and tasks of using the innovation and best use of information and resources. Issues related to efficiency, organizing, managing scheduling, and time demands are utmost.
4. CONSEQUENCE: Attention focuses on impact of the innovation on student in his/her immediate sphere of influence. The focus is on relevance of the innovation for students, evaluation of student outcomes, including performance and competencies, and changes needed to increase student outcomes.
5. COLLABORATION: The focus is on coordination and cooperation with others regarding use of the innovation.
6. REFOCUSING: The focus is on exploration of more universal benefits from the innovation, including the possibility of major changes or replacement with a more powerful alternative. Individual has definite ideas about alternatives to the proposed or existing form of the innovation. (28)

CBAM proves teachers seldom have concerns at only one stage. However, there is a general sequence of concerns as teachers implement an innovation. (29) In 1976, Hall analyzed 411 public school teachers in relation to team teaching. Loucks in 1977 studied a small number (N=50) of elementary school teachers in implementing the Science Curriculum Improvement Study. In 1979, Loucks and Melle reported on the implementation of a new science curriculum for Grades 3-6 in Jefferson County Schools, Colorado Public Schools. All three studies documented the general sequence of concerns of teachers. Teachers who are non-users of an innovation generally have concerns high at Stages 0, 1 and 2. They are more concerned about gaining information (Stage 1) or how using the innovation will affect them personally (Stage 2). As they

begin to use an innovation, Stage 3 (Management) concerns become higher and more intense. And, when teachers become experienced and skilled with an innovation, the tendency is for concerns at Stages 4, 5 and 6 (Consequence, Collaboration and Refocusing) to become more intense with a decrease in Stages 0, 1, 2 and 3. (30) However, concerns were found to be not static. Movement in concerns is influenced not only by passage of time, but also by interventions that may not be directly associated with the innovation. (31)

Since teachers do move through the SoC in a general sequence and concerns are not static, supervisors of inservice must be aware. CBAM has four basic assumptions which provide guidelines for structuring facilitative inservice strategies and activities: (a) Change is a process not an event. (b) Change is accomplished by individuals first, then institutions. (c) Change is a highly personal experience. (d) Change entails developmental growth in both feelings about and skills in using new programs. (32) "When those persons responsible for implementing change via staff development have relevant information about those individuals experiencing the process, they are better able to provide more appropriate and effective support." (33)

To provide effective inservice, Hall describes "characteristics of activities that would be appropriate for teachers at different Stages of Concern." (34)

Stage 0. Awareness:

Tie the innovation to an area that the teacher is concerned about.
Encourage the teacher to talk with others about the program.
Share information in hopes of arousing interest.

Stage 1. Informational:

Share descriptive information: brochures, short media presentation, conversation.

Contrast what teacher is now doing with what he or she might do if using the innovation.

Provide opportunity to visit a site where innovation is in use.

Stage 2. Personal:

Establish rapport, encourage and assure the teacher that she/he can do it.

Clarify how innovation relates to other priorities.

Introduce innovation gradually.

Provide personal support through easy access to facilitator.

Stage 3. Management:

Provide hands-on practice with innovation materials.

Provide classroom management and organizational tips.

Ask users to share successful and unsuccessful practices.

Establish buddy system or support group.

Stage 4. Consequence:

Encourage and reinforce regularly.

Send written information about topics of interest.

Advertise the teacher's potential for sharing skills with others.

Send teachers to a conference or workshop on topic of interest and usefulness.

Provide training in classroom analysis techniques.

Stage 5. Collaboration:

Arrange a meeting for idea exchange.

Provide time and support on the school level for collaboration.

Facilitate training in organization development skills.

Use teachers to assist others in use of the innovation.

Stage 6. Refocusing:

Involve teacher as trainer.

Encourage and facilitate teacher to take action related to his/her concerns.

Provide resources to access of other materials and encourage pilot testing of other programs or ideas.

In conclusion, staff developers may need to design and deliver their activities so that the concerns of teachers are addressed. "The concept of concerns is offered as one tool for use in achieving our common goal -- effective education." (35)

NOTES

1. Everett M. Rogers, Diffusion of Innovations, (New York, N. Y.: The Free Press, 1962), p. 348.
2. Ibid. p. 363.
3. David Bushnell, "A Systematic Strategy for School Renewal." Planned Change in Education, (New York, N. Y.: Harcourt Brace Javanovich, 1971), p. 10.
4. Timothy Blair, "Development of Inservice Models to Implement Teacher Effectiveness Research Findings," National Reading Conference, 1982, p. 1.
5. Bushnell, p. 15.
6. Dale Mann, "The Politics of Training Teachers in Schools," Making Change Happen, (New York, N. Y.: Teachers College Press, 1978).
7. D. Lortie, School Teacher, (Chicago: University of Chicago Press, 1975).
8. M. Miles, "Creating New School Programs: The Dilemmas of Social Architecture," (Paper submitted to New York University Education Quarterly, June, 1979).
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10. M. Fullen and A. Pomfret, "Research on Curriculum and Instruction Implementation," Review of Educational Research 47 (Winter, 1977).
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14. Ibid. p. 262.
15. Milbrey Wallin McLaughlin and David D. Marsh, "Staff Development and School Change," Teachers College Record 89, no. 1 (September, 1978).
16. Blair, p. 3.
17. Blair, p. 3.

18. Blair, p. 3.
19. Thomas Swenson, "The State-of-the-Art in Inservice Education and Staff Development in K-12 Schools," Journal of Research and Development in Education 15, no. 1 (1981): 5.
20. Blair, p. 1.
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23. Shirley Hord, "Assessing Teacher's Concerns as a Basis for Designing Inservice," (Paper presented to the American Association of Colleges for Teacher Education, Chicago, March 1, 1979), p. 1.
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26. Gene Hall and Susan Loucks, "Teacher Concerns as a Basis for Facilitating and Personalizing Staff Development," Teachers College Record 80, no. 1 (September, 1978): 37-39.
27. Hord, p. 1.
28. Hall and Loucks, p. 41.
29. Shirley Hord and Susan Loucks, "A Concerns Based Model for the Delivery of Inservice," (Abstract, 1980), p. 4.
30. Ibid. p. 4.
31. Gene Hall and Archie A. George, "Stages of Concern About the Innovation: The Concept, Initial Verification and Some Implications," (Abstract, 1979), p. 26.
32. Hord and Loucks, p. 1.
33. Ibid. p. 2.
34. Ibid. p. 28.
35. Hall and Loucks, p. 53.

CHAPTER III

METHODOLOGY

The purpose of this study was to evaluate the concerns of the elementary school staff of the Millard Public Schools with the innovation, Instructional Theory Into Practice (ITIP) and to test the hypothesis that there is no significant difference in teachers' concerns based on the time the participants were engaged in the program.

GENERAL BACKGROUND

In 1982, the Millard Schools administration chose to implement Madeline Hunter's model of instruction, ITIP, in the Millard Public Schools. All building administrators formed the core group for initial training in the innovation. Each administrator chose one teacher from his or her staff to join the initial training thus forming a team. Department head teachers were also trained with the original group. This core group received forty hours of instruction in ITIP from an out-side consultant. In the next year, Millard again offered voluntary training in ITIP with university or professional growth credit to teachers during the summer. Beginning in 1983, Millard had developed an in-house training cadre and was providing the full forty-hour training to its own staff during the school year and in the summer. Professional growth and university credit were still options. Approximately 110 elementary staff members had received the Madeline Hunter training by December, 1984.

SPECIFIC METHODOLOGY

To assess the concerns of the elementary staff members trained in ITIP the Concerns Based Adoption Model (CBAM) Stages of Concern Questionnaire (SoCQ) was used.

In December of 1984, the SoCQ was administered to the elementary teachers who had received the ITIP training between the fall of 1982 and December of 1984. This questionnaire was developed by Gene Hall of the Texas Research Development Center for Teacher Education. This questionnaire has thirty-five questions designed to assess the levels of concern of the staff involved in the innovation. The instrument is based on a seven point Likert rating scale. In this instrument, a seven would indicate that the statement is very true of the individual and a one would indicate that the statement is not true of the individual. A zero would indicate that the question is irrelevant.

(Appendix A)

The first step in administering the SoCQ was to identify the elementary teachers who had received the ITIP training between 1982 and 1984. The Board of Education office compiled the list of teachers' names. The individual names were then sorted by elementary buildings. Each of the sixteen elementary buildings had at least one teacher who had been trained in ITIP.

Each elementary principal was contacted personally and permission was granted to speak individually with each trained teacher to explain the purpose of the study and to secure permission to administer the questionnaire.

The SoCQ was explained and distributed to the teachers who had

granted permission at a staff meeting approved by the building principal. The staff members completed the questionnaire at the meeting. This procedure allowed for them to ask for points of clarification and insured 100 percent return of the instrument. A cover letter explaining the purpose and design of the instrument was included with the questionnaire. (Appendix B)

Eighty-eight teachers from sixteen elementary schools completed the SoCQ fully. It is the data from these teachers that is used in this study.

The questionnaires were scored in standard format as designed by Gene Hall in the development of the Questionnaire at the University of Texas at Austin. The data was converted to percentile scores for interpretation and comparison purposes using the SoCQ Quick Scoring Device. (Appendix C)

Each individual profile was then analyzed for the purpose of placing respondents in one of five categories: (a) User (b) Inexperienced User (c) Positive Nonuser (d) Negative Nonuser and (e) Resistant Nonuser. Percentages for each cell or category were calculated. To test the hypothesis that there is no significant difference in teachers' concerns based on the time the participants were engaged in the program the Rapid Method for Determining the Significance of the Difference Between Two Percentages by Vernon Davies was used.

CHAPTER IV
ANALYSIS OF THE RESULTS
INTRODUCTION

This study was undertaken in order to determine the concerns of teachers with the innovation, Instructional Theory Into Practice (ITIP) and to test the hypothesis that there is no significant difference in the teachers' concerns based on the time the participants were engaged in the program.

Table I shows the user profiles of Millard teachers derived from the individual Concerns Based Adoption Model (CBAM) Stages of Concern Questionnaire (SoCQ).

Table I
Stages of Concern Questionnaire
User Profiles of Millard Teachers

User Profile	Number	Percentage
User	15	17%
Inexperienced User	25	28%
Positive Nonuser	22	25%
Negative Nonuser	13	15%
Resistant Nonuser	13	15%

n=88

PROFILE INTERPRETATION

Interpretation of the individual profiles was based upon the stage definitions presented in Chapter II page 11. In this Profile Interpretation section typical SoCQ profiles are presented and discussed.

Typical User Profile

Respondents who are using an innovation generally have highest concerns at Stages 4, 5 and 6 (Consequence, Collaboration and Refocusing). Figure I.1 indicates a typical user profile.

Typical Inexperienced User Profile

A typical inexperienced user is one with high Management (Stage 3) concerns with second high scores at the Personal (Stage 2) or Consequence (Stage 4) stages. An inexperienced user is one who is beginning to implement some of the innovation in the classroom. Figure I.2 indicates an inexperienced user profile.

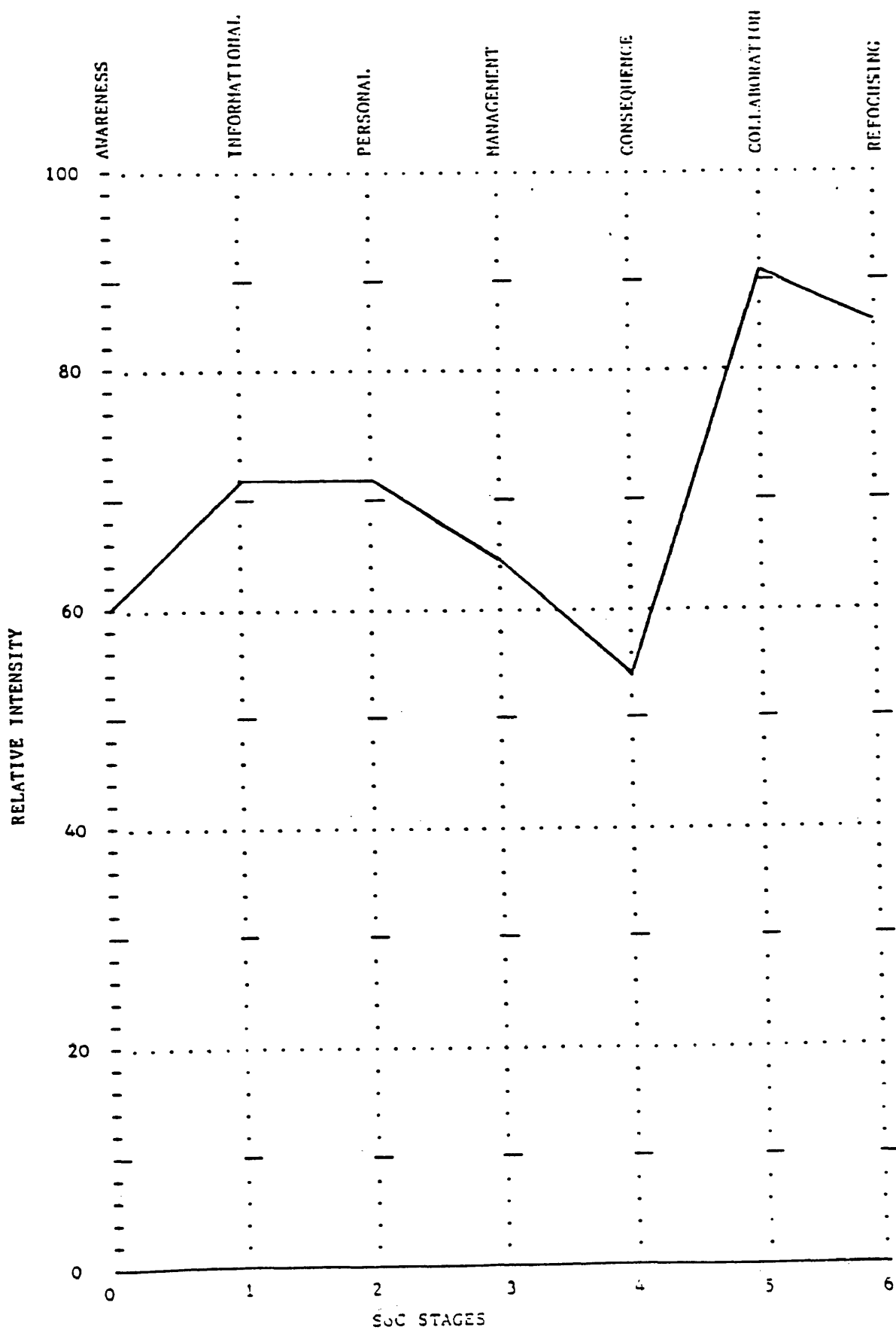
Typical Positive Nonuser Profile

Nonuser concerns are normally highest at Stages 0, 1 and 2 (Awareness, Informational and Personal) and lowest on Stages 4, 5 and 6 (Consequence, Collaboration and Refocusing). Positive nonusers have a Stage 1 score higher than Stage 2. Figure I.3 is that of a normal, interested individual who is somewhat aware of and concerned about the innovation and is interested in learning more about the innovation from a positive perspective. A Stage 6 (Refocusing) score that tails off or goes down indicates the nonuser does not have other ideas that would potentially compete with the innovation.

Typical Negative Nonuser Profile

In contrast to the positive nonusers, Figure I.4 represents a profile depicting an individual with degrees of doubt about the innovation. This is referred to as a negative "one/two split." When Stage 2 (Personal) concerns are equal to or more intense than Stage 1 (Informational) concerns, the innovation is perceived negatively. The individ-

Typical User Profile



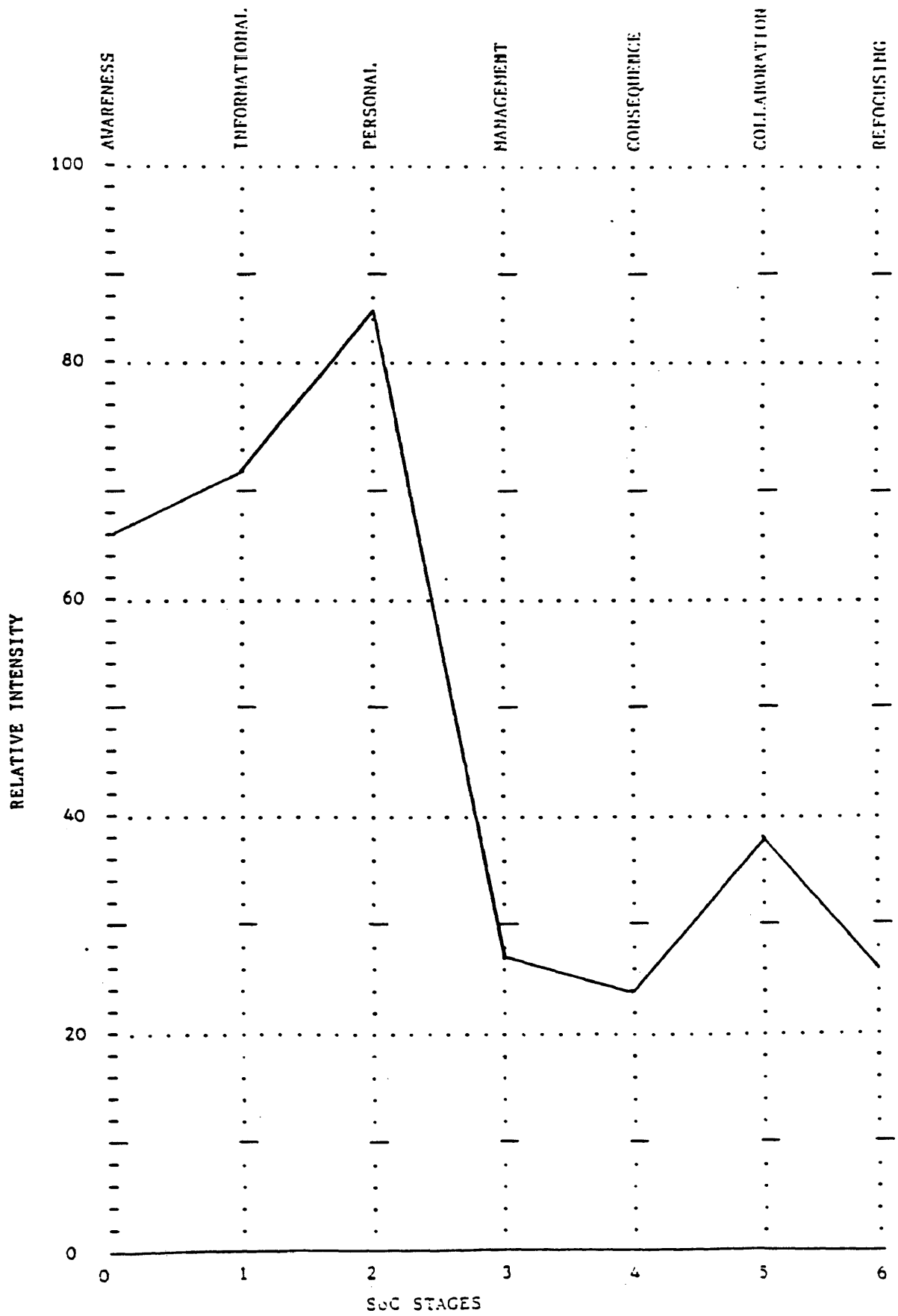
Typical Inexperienced User Profile



Typical Positive Nonuser Profile



Typical Negative Nonuser Profile



ual is more concerned about his/her personal well-being in relation to the innovation than she/he is interested in learning more of a substantive nature about the innovation. A tailing-down Stage 6 (Refocusing) indicates the individual does not have other ideas competing with the innovation at this time.

Typical Resistant Nonuser Profile

Resistant nonusers have other ideas competing with the innovation. Figure I.5 displays a resistant nonuser. When the profile indicates a negative "one/two split" with a tailing up Stage 6 (Refocusing), the respondent is generally negative to the innovation, and, it can be inferred, that the respondent has other ideas that he/she sees as having more merit than the proposed innovation. This profile should be taken as a warning that there may be strong resistance to the innovation.

From the data, it can be determined that 70 percent of the trained Millard elementary teachers have positive inclinations toward the innovation, ITIP. (Table II) It can, also, be inferred that 45 percent of the teachers are using or attempting to use the innovation in the classroom while 55 percent of the respondents are not using or attempting to use the innovation in the classroom. (Table III)

Typical Resistant Nonuser Profile

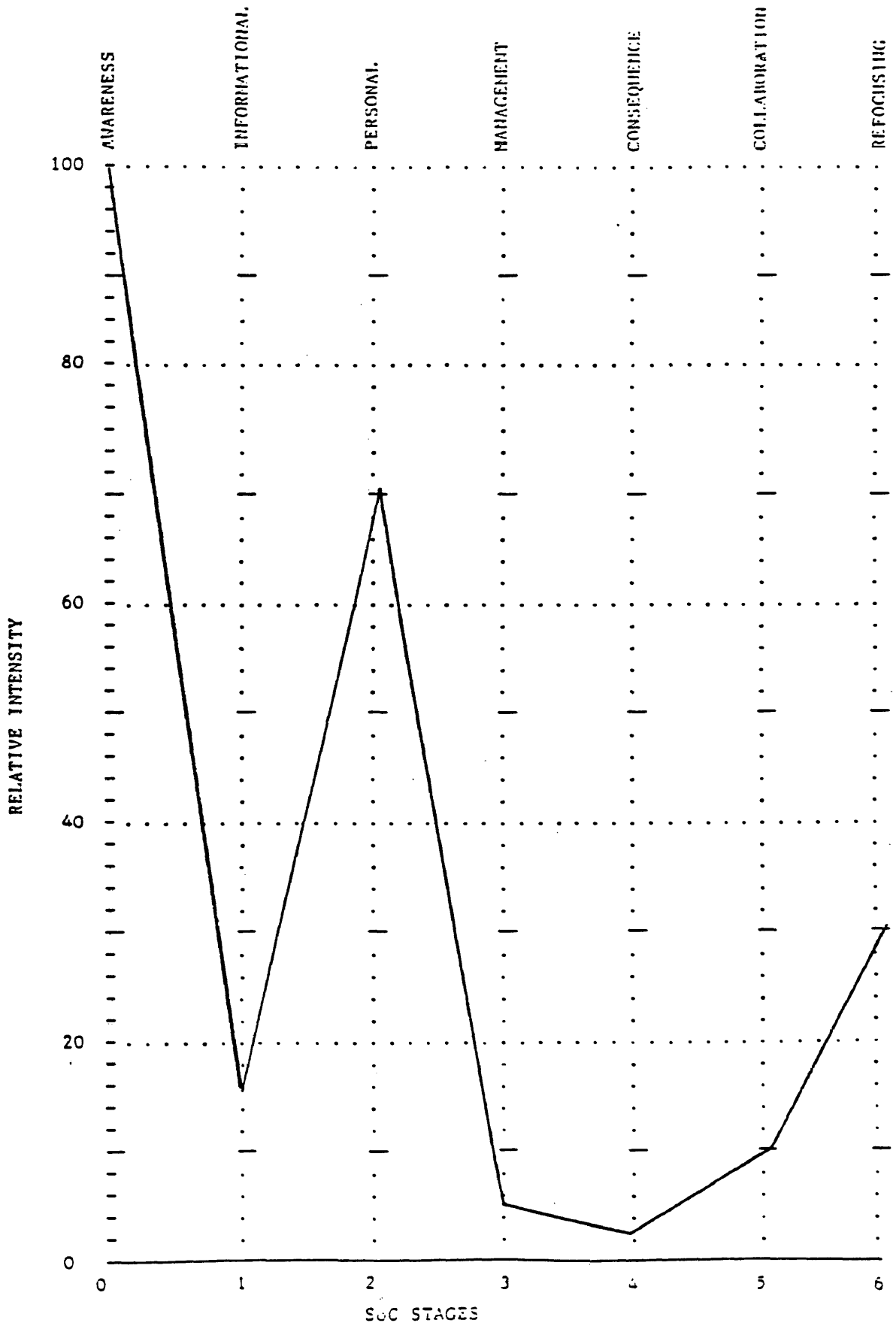


Table II

Attitude Inclinations Toward the Innovation, ITIP

Cell	Positive (n=62)	Negative (n=26)
User	17%	
Inexperienced User	28%	
Positive Nonuser	25%	
Negative Nonuser		15%
Resistant Nonuser		15%
Total (n=88)	70%	30%

Table III

Users and Nonusers of the Innovation, ITIP

Cell	User (n=40)	Nonuser (n=48)
User	17%	
Inexperienced User	28%	
Positive Nonuser		25%
Negative Nonuser		15%
Resistant Nonuser		15%
Total (n=88)	45%	55%

To test the hypothesis that there is no significant difference in teachers' concerns based on the time the participants were engaged in the program, teachers in the program less than a year, one year and more than one year were classified as users, inexperienced users, positive

nonusers, negative nonusers and resistant nonusers. Table IV reveals this data.

Table IV
Profile of SoCQ Data Based on Time of
Engagement (n=88)

Cells	Years of Engagement		
	0 (n=33)	1 (n=44)	2-3 (n=11)
User	18% (n=6)	9% (n=44)	46% ** (n=5)
Inexperienced User	24% (n=8)	32% (n=14)	27% (n=3)
Positive Nonuser	27% (n=9)	27% (n=12)	9% (n=1)
Negative Nonuser	21% (n=7)	11% (n=5)	9% (n=1)
Resistant Nonuser	10% (n=3)	21% (n=9)	9% (n=1)

* $p \leq .10$ level

** $p \leq .05$ level

The Davies Test of Significance of the Difference Between Two Percentages revealed there was only one significant difference attributed to the number of years in the program. Teachers in the programs two or more years were classified as users significantly more often than those in the program less than two years.

Table V shows the attitude inclinations toward the innovation, ITIP, based on the number of years of involvement with the model. Table VI reveals the percentage of users and nonusers of the innovation, ITIP, based on the number of years of involvement. The numbers of users in the program for two or more years was significant at the .10 level.

Table V

Attitude Inclinations Toward the Innovation,
ITIP Based on the Number of Years
of Involvement

Years of Involvement	Positive	Negative
0-1 (n=77)	69% (n=53)	31% (n=24)
2-3 (n=11)	82% (n=9)	32% (n=2)

Table VI

Users and Nonusers of the Innovation, ITIP
Based on the Number of Years
of Involvement

Years of Involvement	Users	Nonusers
0-1 (n=77)	42% (n=32)	58% (n=45)
2-3 (n=11)	73% (n=8)*	27% *(n=3)

*p \leq .10 level

**p \leq .05 level

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY

This study was undertaken in order to measure concerns of the elementary teachers trained in Instructional Theory Into Practice (ITIP) in the Millard Public Schools. A questionnaire, designed by Gene Hall and based on the Concerns Based Adoption Model, was given to the teachers in Millard in order to measure their concerns.

Eighty-eight elementary school teachers participated in the study. The questionnaire was administered in December of 1984. The data presented in this study are the results of the Stages of Concern Questionnaire profiles. Individual profiles were analyzed for use and nonuse of the innovation as well as inclinations toward the innovation.

CONCLUSIONS

The following conclusions were derived from the study.

1. Forty-five percent of the elementary population is using or attempting to use the innovation, ITIP.
2. Fifty-five percent of the teachers are not, at this time, using the innovation.
3. Seventy percent of the trained staff have positive inclinations toward ITIP.
4. Thirty percent of the staff have negative or resistant inclinations toward ITIP.

By examining the number of years the elementary teachers have been engaged in ITIP, the following conclusions were derived.

1. The largest percentage of users of the innovation have been engaged in ITIP for at least two or more years.

2. The largest percentage of inexperienced users have been involved with the innovation at least one year.

3. The largest percentage of negative nonusers have had less than one years experience with the innovation.

4. The largest percentage of resistant nonusers have been engaged with ITIP for at least one year.

5. Forty-two percent of the respondents with less than one year's experience with ITIP are using or attempting to use the innovation. 58 percent can be described as nonusers.

6. Sixty-nine percent of the respondents with less than one year's experience with ITIP are positive toward it while 31 percent have negative inclinations.

7. Forty-one percent of the respondents with one year's engaged time with the innovation are using or attempting to use ITIP. 59 percent are described as nonusers.

8. Sixty-eight of the respondents with one year's experience with ITIP are positively inclined and 32 percent are negatively inclined.

9. Seventy-three of the respondents having two or more year's experience with ITIP are attempting to use the innovation while 27 percent are nonusers.

10. Eighty-two percent of the two or more years' respondents working with ITIP are positive toward the innovation while 18 percent are not positive toward it.

It is evident from the data that a majority of teachers in Millard had positive concerns about ITIP but less than half of them were using or attempting to use the innovation in their classrooms. The data further showed that the longer the engaged time with the innovation the greater the use of the innovation. Positive inclinations, also, increased with longer engaged time.

RECOMMENDATIONS

Teachers have concerns about any new innovation. The concerns must be identified and facilitated. The Stages of Concern describe the kinds of concerns which individuals experience. Individuals experience a variety of concerns at any one time, however intensity of concern about an innovation will vary depending upon knowledge and experience. Staff development becomes the key to unlocking the concerns teachers have about change. As the research indicated, change is a process. It does not occur because the Board of Education announces its occurrence. Change takes time. A "one-shot" workshop or training session will not develop users of an innovation with positive inclinations toward it. Staff development needs to be spread out over time and paced in relationship to the concerns of teachers.

The following recommendations are made to facilitate the concerns of Millard elementary teachers with the innovation, ITIP.

1. Inservice is needed for the trained personnel. Simply training staff initially will not guarantee their use of the innovation. Monitoring, follow-up and feedback must occur for trained personnel to effectively and efficiently implement the innovation.

2. ITIP is an extremely complicated innovation. The research indicated the more complex an innovation, the more time required for change to occur. Helping teachers to lower their concerns about the innovation and encouraging a gradual implementation of the model is needed.

3. Personal concerns are legitimate. The profiles indicating a negative "one/two split" reveal individuals who doubt they can master the innovation. Research showed even when general, non-threatening attempts were made to discuss the innovation with negative or resistant nonusers the negativeness and resistance increased. It is imperative these respondents reduce their personal concerns before they can look objectively at the innovation. It is recommended these individuals be paired with users of the innovation. Personal concerns can be reduced by looking for ideas from others and learning from what others know and are doing.

4. Users should be tapped for their knowledge and expertise. They should serve as role models for others.

5. Inexperienced users almost always have high management concerns. Inservice should be provided to facilitate logistics issues.

6. The Stages of Concern Questionnaire (SoCQ) should be used again to help in the diagnosing, planning, delivering and assessing activities relevant to the teachers' concerns.

7. SoCQ is not a tool for evaluating individuals. Rather it should help to provide sensitivity to differences and be useful in attending to people and monitoring programs.

8. Concerns can not be manipulated. People can not be forced or pushed. Change should not be mandated. Individuals must change before the system can change. Providing support and appropriate interventions will enhance the change process. However, individual teachers must be targeted, trained, supported and encouraged if true change is to occur.

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APPENDIX A

SoC Questionnaire Items

- 0 1 2 3 4 5 6 7 I am concerned about student's attitudes toward ITIP.
- 0 1 2 3 4 5 6 7 I now know of some other approaches that might work better.
- 0 1 2 3 4 5 6 7 I don't even know what ITIP is.
- 0 1 2 3 4 5 6 7 I am concerned about not having enough time to organize myself each day.
- 0 1 2 3 4 5 6 7 I would like to help other faculty in their use of ITIP.
- 0 1 2 3 4 5 6 7 I have very limited knowledge about ITIP.
- 0 1 2 3 4 5 6 7 I would like to know the effects of ITIP on my professional status.
- 0 1 2 3 4 5 6 7 I am concerned about conflict between my interests and my responsibilities.
- 0 1 2 3 4 5 6 7 I am concerned about revising my use of ITIP.
- 0 1 2 3 4 5 6 7 I would like to develop working relationships with both our faculty and outside faculty using ITIP.
- 0 1 2 3 4 5 6 7 I am concerned about how ITIP affects students.
- 0 1 2 3 4 5 6 7 I am not concerned about ITIP.
- 0 1 2 3 4 5 6 7 I would like to know who will make the decision on ITIP.
- 0 1 2 3 4 5 6 7 I would like to discuss the possibility of using ITIP.
- 0 1 2 3 4 5 6 7 I would like to know what resources are available if we decide to adopt ITIP.

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- 0 1 2 3 4 5 6 7 I am concerned about my inability to manage all that ITIP requires.
- 0 1 2 3 4 5 6 7 I would like to know how my teaching or administration is supposed to change.
- 0 1 2 3 4 5 6 7 I would like to familiarize other departments or persons with the progress of this new approach.
- 0 1 2 3 4 5 6 7 I am concerned about evaluating my impact on students.
- 0 1 2 3 4 5 6 7 I would like to revise ITIP's instructional approach.
- 0 1 2 3 4 5 6 7 I am completely occupied with other things.
- 0 1 2 3 4 5 6 7 I would like to modify our use of ITIP based on the experiences of our students.
- 0 1 2 3 4 5 6 7 Although I don't know about ITIP, I am concerned about things in the area.
- 0 1 2 3 4 5 6 7 I would like to excite my students about their part in the ITIP approach.
- 0 1 2 3 4 5 6 7 I am concerned about time spent working with non-academic problems related to ITIP.
- 0 1 2 3 4 5 6 7 I would like to know what the use of ITIP will require in the immediate future.
- 0 1 2 3 4 5 6 7 I would like to coordinate my effort with others to maximize ITIP's effects.
- 0 1 2 3 4 5 6 7 I would like to have more information on time and energy commitments required by ITIP.
- 0 1 2 3 4 5 6 7 I would like to know what other faculty are doing in this area.

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- 0 1 2 3 4 5 6 7 At this time, I am not interested in learning about ITIP.
- 0 1 2 3 4 5 6 7 I would like to determine how to supplement, enhance or replace ITIP.
- 0 1 2 3 4 5 6 7 I would like to use feedback from students to change the program.
- 0 1 2 3 4 5 6 7 I would like to know how my role will change when I am using ITIP.
- 0 1 2 3 4 5 6 7 Coordination of tasks and people is taking too much of my time.
- 0 1 2 3 4 5 6 7 I would like to know how ITIP is better than what we have now.

How long have you been involved in ITIP, not counting this year?

never _____ 1 _____ 2 _____ 3 _____
 year _____ years _____ years _____

APPENDIX B

Concerns Questionnaire

Name (optional) _____

The purpose of this questionnaire is to determine what people who are using or thinking about using various programs are concerned about at various times during the innovation adoption process. The items were developed from typical responses of school and college teachers who ranged from no knowledge at all about various programs to many years experience in using them. Therefore, a good part of the items on this questionnaire may appear to be of little relevance or irrelevant to you at this time. For the completely irrelevant items, please circle "0" on the scale. Other items will represent those concerns you do have in varying degrees of intensity, and should be marked higher on the scale.

For example:

This statement is very true of me a this time.	0 1 2 3 4 5 6 7
This statement is somewhat true of me now.	0 1 2 3 4 5 6 7
This statement is not at all true of me at this time.	0 1 2 3 4 5 6 7
This statement seems irrelevant to me.	0 1 2 3 4 5 6 7

Please respond to the items in terms of your present concerns, or how you feel about your involvement or potential involvement with ITIP. We do not hold to any one definition of this program so please think of it in terms of your own perceptions of what it involves. Remember to respond to each item in terms of your present concerns about your involvement with the above named innovation.

Thank you for taking time to complete this task.

Barbara Winterburn

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APPENDIX C

SoCQ Quick Scoring Device

A.

0	1	2	3	4	5	6
3	6	7	8	11	5	2
12	16	15	10	11	10	9
21	15	17	16	19	18	20
23	26	26	25	24	27	22
30	35	33	34	32	29	31

B.

0	1	2	3	4	5	6
10	12	14	16	18	20	22
24	27	30	33	36	39	42
54	57	60	63	66	69	72
81	84	87	90	93	96	99

C.

Five Item SoC Scale Score Total	Percentiles for Stage											
	0	1	2	3	4	5	6	7	8	9	10	11
0	10	12	14	16	18	20	22	24	27	30	33	36
1	23	27	30	33	36	39	42	45	48	51	54	57
2	39	43	46	49	52	55	58	61	64	67	70	73
3	57	60	63	66	69	72	75	78	81	84	87	90
4	76	79	82	85	88	91	94	97	100	100	100	100
5	84	87	90	93	96	99	100	100	100	100	100	100
6	91	94	97	100	100	100	100	100	100	100	100	100
7	95	98	100	100	100	100	100	100	100	100	100	100
8	97	100	100	100	100	100	100	100	100	100	100	100
9	99	100	100	100	100	100	100	100	100	100	100	100
10	100	100	100	100	100	100	100	100	100	100	100	100
11	100	100	100	100	100	100	100	100	100	100	100	100
12	100	100	100	100	100	100	100	100	100	100	100	100
13	100	100	100	100	100	100	100	100	100	100	100	100
14	100	100	100	100	100	100	100	100	100	100	100	100
15	100	100	100	100	100	100	100	100	100	100	100	100
16	100	100	100	100	100	100	100	100	100	100	100	100
17	100	100	100	100	100	100	100	100	100	100	100	100
18	100	100	100	100	100	100	100	100	100	100	100	100
19	100	100	100	100	100	100	100	100	100	100	100	100
20	100	100	100	100	100	100	100	100	100	100	100	100
21	100	100	100	100	100	100	100	100	100	100	100	100
22	100	100	100	100	100	100	100	100	100	100	100	100
23	100	100	100	100	100	100	100	100	100	100	100	100
24	100	100	100	100	100	100	100	100	100	100	100	100
25	100	100	100	100	100	100	100	100	100	100	100	100
26	100	100	100	100	100	100	100	100	100	100	100	100
27	100	100	100	100	100	100	100	100	100	100	100	100
28	100	100	100	100	100	100	100	100	100	100	100	100
29	100	100	100	100	100	100	100	100	100	100	100	100
30	100	100	100	100	100	100	100	100	100	100	100	100
31	100	100	100	100	100	100	100	100	100	100	100	100
32	100	100	100	100	100	100	100	100	100	100	100	100
33	100	100	100	100	100	100	100	100	100	100	100	100
34	100	100	100	100	100	100	100	100	100	100	100	100
35	100	100	100	100	100	100	100	100	100	100	100	100

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