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Levels of Concern Relating to the Current Usage of the Teaching for Mastery Model in the Omaha Public Schools

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LEVELS OF CONCERN RELATING TO THE

CURRENT USAGE OF THE TEACHING FOR MASTERY

MODEL IN THE OMAHA PUBLIC SCHOOLS

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

Robert Earle VandenBosch

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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.

Supervisory Committee

Name	Department
Darrell Keplar	_Ed Adm_
Edward Hadler	_Teacher Educ_

_____
Chairman

_4-18-88_____
Date

DEDICATION

To my loving wife, Nancy.

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Chapter I

INTRODUCTION

In the last decade, public school systems across the nation have been made accountable for student academic success (Block, 1977). Due to this public demand for higher student achievement, districts have had to look at their instructional models. What model can meet the needs of all students which the public schools must serve on a daily basis? What model can identify what the learner is to accomplish, present the material, check to be sure that he or she has learned it, and offer more instruction if he or she hasn't?

These were just a few of the questions that the Omaha Public School District had when it decided to self-evaluate its instructional methodology. The result of this self-evaluative process was the development and implementa - tion of the OMAHA INSTRUCTIONAL PROCESS, an Omaha Public Schools plan for designing and implementing outcome-based education.

The OMAHA INSTRUCTIONAL PROCESS has grown out of planning and evaluation which has taken several years (Omaha Department of Instruction, OPS, 1986). During 1976-79, the Department of Instructional Services worked with teachers to define learning objectives in most areas of the curriculum. In 1983, a district-wide goal setting process

took place involving all staff members. Within this process, staff analyzed the curriculum and how it should be presented to students. Standardization of the curriculum, co-ordinated K-12 scope and sequence, and an emphasis on mastery learning were suggested during these evaluative sessions. In 1984, the Board of Education adopted a set of goals that included the three suggested items made by staff in 1983. The Instructional Services Department also met with consultants and representatives of other school districts to study outcome-based education issues. As a result of this study, a draft plan of the OMAHA INSTRUCTIONAL PROCESS was created for study by teachers and other staff in the district. In 1985, the proposed plan was evaluated and modified considering staff recommendations. During the 1986-87 school year, the district first used the OMAHA INSTRUCTIONAL PROCESS in curriculum study and planning for the language arts program on a K-12 basis.

The OMAHA INSTRUCTIONAL PROCESS is an instructional plan for designing and implementing outcome-based education with emphasis on mastery learning. The teaching model used within this instructional process is called Teaching for Mastery. This model of instruction was based, in part, on Benjamin S. Bloom's now-familiar theory of mastery learning (Bloom, 1968). Mastery learning is a theory about the teaching-learning process that is closely tied to a set of instructional strategies. The theory of mastery learning is based on the

very simple belief that all children can learn when provided
with conditions that are appropriate for their learning
(Guskey, 1984). Bloom further suggested (Bloom, 1975) that
80 to 90 percent of the students in a classroom can achieve
under mastery learning conditions. Emphasis is then placed
on the instructional process.

With the implementation of the Teaching for Mastery
model, the preferred teaching-learning methodology used
within the OMAHA INSTRUCTIONAL PROCESS, many teachers had to
change their way of thinking as it applied to preparation and
presentation of the curriculum in the classroom. Change of
any kind, and in particular, a change in teachers'
instructional methodology, can create many levels of concern.

For more than a decade, Gene E. Hall and his associates
worked on a federally funded research program conducted at
the Research and Development Center for Teacher Education
(R&DCTE), at the University of Texas at Austin (Hall, 1979).
The R&DCTE team was awarded the opportunity to study how
schools might go about the process of changing to improve any
educational organization. In doing so, they verified a
number of assumptions about change that were the basis of a
model upon which their research was founded: the Concerns-
Based Adoption Model (CBAM). This model verified many
assumptions about change. (Hall, George and Rutherford,
1979).

CHANGE IS:

- - PROCESS, not an event. Change is a
process occurring over time, usually
a period of several years.

- - made by INDIVIDUALS first, then
institutions. Only when each (or
almost each) individual in the
school has absorbed the improved
practice can you say that the
school has changed.

- - a highly PERSONAL experience. Paying
attention to each individual's
progress can enhance the improvement
process.

- - entails DEVELOPMENTAL growth in
feelings and skills. These feelings
and skills tend to shift with
respect to the new program or
practice as individuals pass through
an ever greater degree of
experience.

With the implementation of any new innovation, there must be capable individuals responsible for facilitating change. These facilitators (district and building administrators/supervisors) need a means of assessing the needs of the individuals with whom they work so that the most appropriate and timely assistance (intervention) can be given (Hall, Loucks, Rutherford and Newlove, 1975). These interventions must be related to the individual first, then to the innovation (Hall, George and Rutherford, 1979). The innovation, for this study, is the Teaching for Mastery model of instruction.

The instrument used in this study is the Stages of Concern questionnaire (SoC Q), a 35-item Likert scale questionnaire (Newlove and Hall, 1979). Using SoC Q, it is possible to pinpoint teachers' concerns as they progress with the implementation and usage of an innovation. It is hypothesized that teachers move from initial concerns about "self", to concerns about the "task" and eventually to concerns about the "impact" of their teaching upon students. The SoC Q has been developed and refined over five years , and validity and reliability coefficients have been derived, all at very high levels (Hall, George and Rutherford, 1979).

The SoC Q focusses on seven stages of concern (Hall, George and Rutherford, 1979) as it relates to the current usage of the Teaching for Mastery model of instruction in the Omaha Public Schools. The seven stages that reflect the degree of psychological readiness for change are as follows:

0 AWARENESS: I am not concerned about it (Teaching for Mastery model). Little concern about or involvement with the innovation is indicated.

1 INFORMATIONAL: I would like to know more about it (Teaching for Mastery model). 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 charcteristics, effects, and requirements for use.

2 PERSONAL: How will using it (Teaching for Mastery model) affect me? 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: I seem to be spending all my time in getting material ready for it (Teching for Mastery model). Attention is focused on the processes and tasks of using the innovation and the best use of information and resources. Issues related to efficiency, organizing, managing, scheduling, and time demands are utmost.

4 CONSEQUENCE: How is my use of it (Teaching for Mastery model) affecting students? Attention focuses on impact of the innovation on students 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: I am concerned about relating what I am doing with what other teachers are doing. The focus is on coordination and cooperation with others regarding use of the innovation (Teaching for Mastery model).

6 REFOCUSING: I have some ideas about something that would work even better within the use of it (Teaching for Mastery model). The focus is on exploration of more changes or replacement with a more powerful alternative. Individual has definite ideas about alternatives to the proposed or existing form of the innovation.

PROBLEM

Statement of the Problem

The purpose of this study was to identify the concerns that seventh and eighth-grade CORE teachers in the Omaha Public schools currently have as they use the Teaching for Mastery model of instruction within their classrooms. The degree of concern (relative intensity) within each of the previously stated seven stages of psychological readiness will be measured by the Stages of Concern Questionnaire (Newlove and Hall, 1979). A demographic information sheet will be attached to the (SoC Q) so that further analysis can be made between in-service training and levels of concern.

METHODOLOGY

This study called for the following steps:

1. Conduct a review of the literature to acquire a knowledge of what mastery learning actually is and how it could be implemented and used within the junior high setting. Also a review of the literature concerning the topic of change and the concerns that techers have when change is presented to them.

2. Obtain permission from the Omaha Public Schools central office to administer the Stages of Concern Questionnaire within the nine junior high schools. (See Appendix B)

3. Obtain permission from each building principal at the nine junior high schools to administer the Stages of Concern Questionnaire.

4. Mail out questionnaires to the nine junior high schools. A total of 95 questionnaires were mailed. (See Appendix A for a copy of the SoC Q)

5. Score response sheets with raw scores which in turn will be translated into percentile scores.

6. Develop a building profile for each of the nine buildings where the questionnaire was administered. This profile includes a table of total percentile scores for each building along with a graph indicating these percentile scores. In conclusion, the profile will offer examples of interventions that might be useful as they apply to the three highest levels of concern for each individual building.

7. Make summary, conclusions and recommendations as the data relates to the objectives of this study. Analyze relationships between in-service training and levels (intensity) of concern.

LIMITATIONS

This research is limited to the study of the levels of concern teachers may have as they are using the Teaching for Mastery model of instruction. It is further limited to the study of a selected number of junior high schools (nine) within the Omaha Public Schools. Only seventh and eighth grade CORE teachers will participate in the Stages of Concern Questionnaire.

ASSUMPTIONS

It is assumed that teachers will respond to the Stages of Concern Questionnaire in terms of their present concerns and feelings with their involvement in the use of the Teaching for Mastery model of instruction.

DEFINITION OF TERMS

TEACHING FOR MASTERY MODEL: Instructional model designed in six stages:
1. Teach and Practice Outcome
2. Test
3. Assign Extensions To Those Who Master
4. Reteach Those Who Did Not Master
5. Re-test
6. Teach & Practice Next Outcome

MASTERY LEARNING: A specific method of organizing instruction that focuses on outcomes, evaluates student progress, and provides an alternate learning step for students who have difficulty.

OMAHA INSTRUCTIONAL PROCESS: An Omaha Public Schools instructional plan for designing and implementing outcome-based education with emphasis on mastery learning.

LEVELS OF CONCERN: The seven stages of concern as identified in the Stages of Concern Questionnaire developed by Newlove and Hall, 1979. The seven stages of concern were part of the CBAM Project, Research and Development Center for Teacher Education, The University of Texas at Austin.

OUTCOME-BASED EDUCATION: Education which focuses instruction and evaluaztion of achievement on expected learning outcomes.

EXPECTED LEARNING OUTCOMES: The intended result of instruction for students in Omaha Public Schools programs. Outcomes are rather broad targets that are more specific than goals or purposes and less detailed than objectives.

FEEDBACK: Information provided to students about their success in attempts to learn.

CORRECTIVE: Teaching or learning activity provided for students who need special help in reaching an expected learning outcome.

EXTENSION: A challenging and enriching learning activity for students who are able to do advanced work beyond the basic learning outcomes in a course or grade.

VALIDATION: A process in which a tentative list of expected learning outcomes is reviewed by all affected teaching staff, by parents, and by others who make recommendations for change.

INNOVATION: Describes any process or product that is new to the user.

CONCERNS: The various motivations, perceptions, attitudes and feelings that are experienced by a person in relation to an innovation.

CHANGE AGENTS: People that help the innovation users implement change.

CHANGE: A gradual development of skills

CONCERNS-BASED ADOPTION MODEL(CBAM): Developed by Hall, George and Rutherford in 1979 to identify the Stages of Concern About the Innovation or the psychological orientation of the individual toward an innovation.

IN-SERVICE: Meeting or meetings held to inform teachers of methodology in education.

SIGNIFICANCE

The findings of this study will be beneficial to administration in analyzing and identifying intervention techniques to reduce levels of concern within the instructional model being used in the Omaha Public Schools. Further, this study will aid teachers in identifying their levels of concern and in what stages they should try to reduce their concern with the help of fellow staff and members of the administrative team.

ORGANIZATION

Chapter I: Introduction.

Chapter II: Review of Related Literature.

Chapter III: Methodology.

Chapter IV: Findings.

Chapter V: Summary , Conclusions and Recommendations.

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Appendixes

CHAPTER II

REVIEW OF RELATED LITERATURE

Teachers from schools all over the country are asking about mastery learning. What is mastery learning? What is the student's role in the process? How was it developed and how does it work within a large urban school setting? These are the types of questions I asked myself as my school system (Omaha Public Schools) committed itself to this teaching - learning process. This chapter will be devoted to the literature concerning itself with the many aspects of mastery learning, change that takes place as it is implemented and used within the classroom and the levels of concern that teacher may have as they experience this new innovation.

CHARACTERISTICS OF MASTERY LEARNING

"What any person in the world can learn, almost all can learn if provided with appropriate prior and current conditions of learning" (Bloom, 1968). This is the premise underlying Benjamin S. Bloom's now-familiar theory of mastery learning. Mastery learning is a theory about the teaching-learning process that is closely tied to a set of instructional strategies. The theory of mastery learning

is based on the very simple belief that all children can learn when provided with conditions that are appropriate for their learning (Guskey, 1980a).

James H. Block mentions that mastery learning is two things (Block, 1971). First, mastery learning is an optimistic theory about teaching and learning. This theory asserts that teachers can help almost any student to learn to the point of mastery. No matter the academic ability, "students acquire those basic intellectual, manual and emotional competencies which ensure that they can and want to undertake life-long learning. And the teachers acquire some basic pedagogical skills and career reward which ensure that they can and want to keep teaching" (Block, 1971,1980). Second, mastery learning is an effective set of individual- ized practices that consistently help most students to learn excellently.

There are actually two major approaches to mastery learning. One is the Keller approach, called "Personalized System of Instruction," (PSI) (Keller and Sherman, 1974) in which the student works at his or her own pace. This chapter, however, will deal primarily with the second approach, developed by Bloom. Bloom's mastery learning model Bloom, 1968,1976) is a group-based approach in which the teacher teaches a class, then uses feedback and corrective procedures and labels them "Mastery Learning" (Bloom, 1968). In using mastery learning, teachers divide the materials to be learned over the course of a school year or term into

smaller segments, as is traditionally done. The size of
the particular segment or unit depends on the topic,
individual ability, and maturity of the students. These
units usually consist of material that would be covered by
the teacher in about a week or two of instructional time.
Each unit is a learning unit that the student can recognize.
This unit has a purpose or goal, strategies for fulfilling
it, and methods of evaluation that are congruent with the
initial objectives stated to the student. Most importantly,
however, is that mastery learning divides these units into
subunits that students can grasp. Mastery learning stresses
the concept of stating the desired objectives clearly,
organizing instructional material to meet these objectives,
and most importantly, having the student realize that he/she
must put forth the effort to achieve mastery. Students know
they are going to master one unit before going on to another.

Following instruction covering the material or
objectives from that unit, a quiz or "formative test"
(Bloom, Hasting, and Madaus, 1971), is administered as a
check on learning progress to that point. If a student has a
mastery score of 80% or higher, he or she is then assigned an
enrichment or extention activity which will be counted as an
extra credit grade (Guskey, 1984). Guskey discussed the 80%
cut-off for mastery. If you drop below 80% mastery, students
will not have mastered concepts sufficiently to move on. A
90% level for mastery puts too great an emphasis on testing
(instead of learning). There will always be poor questions

and this level of mastery will frustrate the better students by forcing them to do correctives (Guskey, 1980a).

Students that have not mastered the formative test, below 80%, will then be assigned a corrective assignment(s) depending on the items missed on the formative test. These assigned correctives are explicit suggestions to students as to what they can do to help correct their learning difficulties. These correctives are specific to each item or part of the test and, thus, each student needs to work only on those concepts he or she has not yet mastered. This individualized approach in assigning correctives is a key in the mastery learning process. It is also important that a different approach to learning the concept missed is used. "Different techniques will expose students to other methodologies which may be more appropriate for their learning style" (Smith, 1984). After a student completes the corrective(s) he or she will be administered formative test # 2. If the student has truly benefited from the correctives assigned, he or she should receive a mastery score (80% or higher). If the student still does not score above mastery, then the teacher should examine the corrective activities assigned. It should be noted that a student does not take a formative test # 3. He or she is graded upon the results from formative test # 2. It is also important to stress the the importance of encouraging students to do well on formative test # 1. The grading formula needs to reward mastery on test # 1 (Guskey, 1984). The student who scores

below 80% on formative test # 2 should not receive a higher grade (more points) than the student who scores above 80% on formative test # 1 and does enrichment activities. In a mastery learning format, teachers work towards students mastering objectives in order to be ready for the next learning task or unit. The use of retesting in the mastery learning format offers so many more students an opportunity to succeed during their school career (Smith, 1984).

Many teachers looking at the mastery learning process for the firt time will say that they have been doing many of the components of mastery learning for years. Who would argue with a plan that identifies what the learner is to accomplish, presents the material, checks to be sure he or she has learned it, and offers more instruction if he or she hasn't? However, there are several significant differences between mastery learning and traditional teaching.

The biggest difference is in the amount of preparation needed before instruction actually takes place. In traditional teaching, planning is usually done on a weekly basis. Mastery learning, however, requires all of the planning for a given unit to be completed in advance. The diagnostic tests, the formative test # 1 and 2, correctives designed for individual needs and enrichment activities must all be completed so that the teaching strategies can be structured to meet the objectives stated at the beginning of the unit of instruction.

Another difference is that mastery learning depends less on who the students in the classroom are and more on the actual material that the students are expected to complete. Bloom suggests (Bloom, 1975) that 80 to 90 percent of the students in a classroom can achieve under mastery learning conditions. Emphasis is placed on the instructional process.

The third major difference between mastery learning and traditional teaching is in the objectives used before instruction begins (Block, 1971). Mastery learning requires precise identification of objectives and these objectives must be congruent with what the formtive tests are diagnosing (Knight, 1981). All the instructional materials must adhere to the objectives stated in order for the mastery learning process to be successful.

There is no one or best way to teach for mastery learning. Teachers must adapt their instruction to their interests and knowledge, their students, and environmental factors that affect the learning of the student (Guskey, 1984). Mastery learning provides the teacher with greater opportunities and a stronger role in helping students learn.

HISTORICAL DEVELOPMENT OF MASTERY LEARNING

The basic underlying ideas of mastery learning have been known to educators for over 2000 years. From Socrates to Plato to Bloom and Guskey, learning for mastery has been a major concern in student-teaching relationships. Mastery learning was developed as a way for teachers to provide more appropriate instruction for their students.

in 1926, Henry C. Morrison started to analyze the learning process as it relates to effective teaching styles (Morrison, 1926). Although not called mastery learning, the concept of mastering basic skills was suggested in the teaching model below.

Direct teaching in oral presentation focused upon the unit		The new attitude implied by the unit	Test material focused upon the learning product
Directed study of assimilative material which is focused upon the unit			
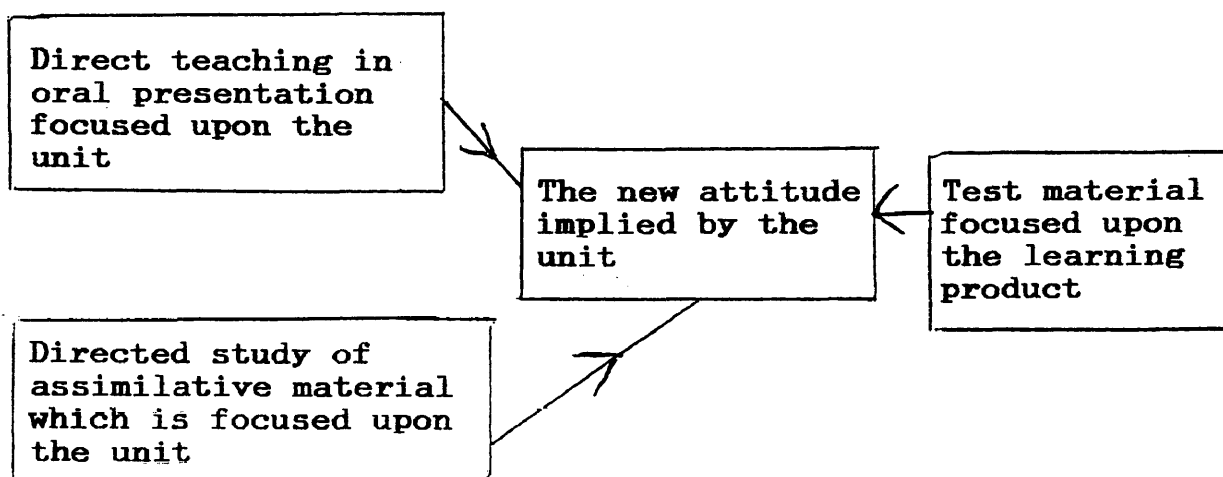
Figure 1.1
(Morrison, 1926 p. 179)

This teaching model was based on a teaching cycle that includes the components of Exploration, Presentation, Assimilation, Organization, and The Recitation. This teaching cycle was intended to enhance the learning process.

The Winnetka Public School system, in the 1930s, also started to implement a "step-by-step procedure" (Washburne and Marland, 1963) to improve the learning process. Charleton W. Washburne, an early advocate of individualized instruction, initiated many educational firsts during his superintendency in the Winnetka, Illinois schools. His later-to-be called "Winnetka Plan", was actually a very cohesive individualized plan of instruction. Concepts were learned through "self-instructional materials". Each student was to keep his or her own record of progress as a motivating factor. The teacher's role was to work with individuals and small groups. Large group instruction was usually not implemented (Thomas and Crescimbeni, 1967). It should be noted that Washburne believed in solid teaching practices. Objectives were to be clearly stated for a given unit. Instruction was centered around the objectives and diagnostic tests used to determine learning outcomes. Learning for mastery was emphasized and important in Winnetka's instructional process.

The modern notions of mastery learning came into existence only within the last fifteen to twenty years. In 1963, John B. Carroll published an article dealing with

student aptitude (Carroll, 1963). This concept of student aptitude was one of the factors that influenced the development of mastery learning. In his article entitled, "A Model for School Learning", Carroll suggested that student aptitude more reflects an index of learning rate and not the level to which a student could learn a particular subject (Guskey, 1984). He believed that all students have the potential to learn but differ in the amount of time required to master the concept. Viewing aptitude as an index of learning rate, students are not seen as good or poor learners but rather as fast and slow learners in respect to the mastery of objectives placed before them. Using this theory, it was important to give each student the amount of time needed to master the object assuming that the student had the perseverance (willingness) to learn and that there was an opportunity for that student to learn in a proper educational setting. Unfortunately, the article fell short in suggesting how to actually improve instruction which in turn would improve a student's learning potential.

In the middle 1960's, Benjamin S. Bloom of the University of Chicago began investigating the way in which teachers typically presented material in the classroom. Bloom was very much interested in improving the quality of instruction so that more students would master the skills being presented. Bloom was also interested in Carroll's thoughts on aptitude. He concurred that time spent on

task, "time on task" (cited in Hyman and Cohen, 1979) and time needed to master the concept were important. However, the instructional process was an area in which Bloom felt a change was needed. If a proper learning environment was established and the quality of instruction was reaching all students, then the teacher should be able to ensure that the majority of the students, perhaps as many as ninety percent, might be expected to learn very well and attain mastery Guskey, 1984).

Bloom's first step was to look then at the teaching-learning process. In his observations he noted: 1) most teachers taught essentially in the same fashion 2) they presented the material in a group-based form of instruction and 3) the teacher would test over the material and that ended the unit (Bloom, 1968). It was of particular interest to Bloom that more and more students failed to master materials with each succeeding unit and concluded that failure to master one unit left the student unprepared for the next.

To correct this problem, Bloom drew upon his knowledge of what takes place in the ideal teaching situation. That of a student-tutor relationship. With a one-on-one teaching situation, Bloom noticed that high mastery level was evident not only by a direct teaching mode but also by the feedback or corrective procedure. When Bloom observed the tutor procedure he found that it usually followed this sequence:

a) Division of the course into learning units b) Use of formative testing to give the student feedback on what he/she was expected to learn - what did he/she learn - what he/she did not learn well c) corrective activities to learn what was not mastered d) second formative test. The teaching-learning strategy Bloom outlined that included these feedback and corrective components was labeled "Learning for Mastery" (Bloom, 1968) and later known simply as mastery learning. It was under this teaching-learning process that emphasis was placed on the teacher, not the student, to decide the pacing of the instruction.

Bloom believed that if this method of tutoring procedure was used in a group-based environment that eighty to ninety percent of the students in most classrooms could attain mastery and that this level of mastery could be maintained from one unit to the next. On this premise, Bloom developed the following model which illustrates the process of instruction under mastery learning.
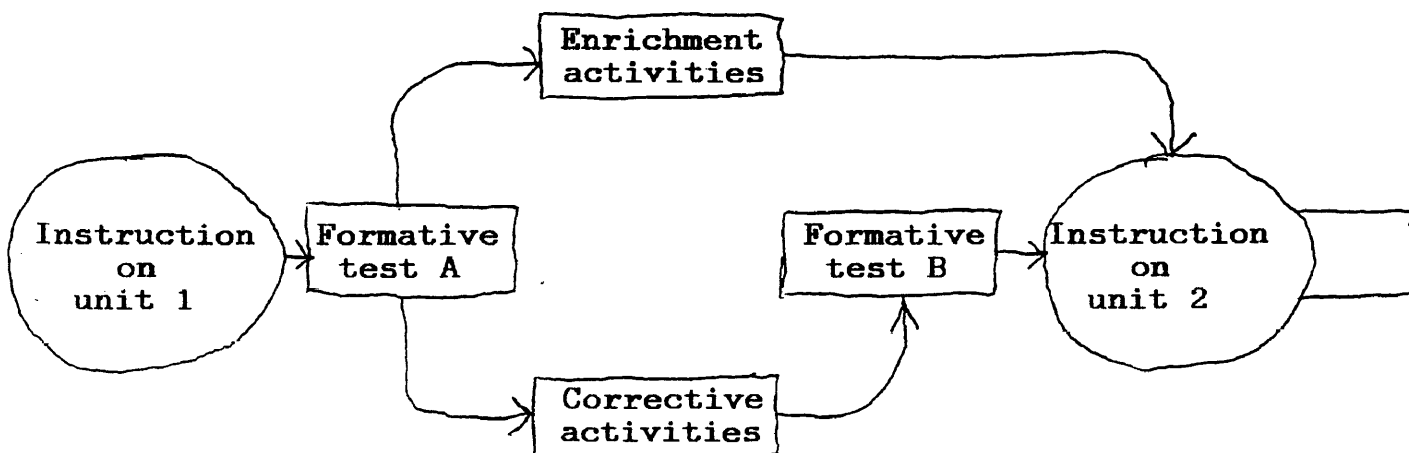
Figure 1.2
(Guskey, 1984 p. 8)

THE OMAHA INSTRUCTIONAL PROCESS

The OMAHA INSTRUCTIONAL PROCESS is a structured method used to plan curriculum and guide instruction for students in the Omaha Public Schools (Omaha Department of Instruction, OPS, 1986). "The Omaha Instructional Process was designed to meet goals set by teachers, administrators, and the Board of Education to maintain the superior quality of instruction in our school district. It involves all of us in an ongoing analysis of curriculum and learning." (Schuerman, 1986).

With the adoption of the Omaha Instructional Process, the Omaha School district made it clear that the school district's goals would emphasize a teaching for mastery. This goal suggests that every effort will be made to have students achieve a mastery level on each outcome that has been established as essential. No particular teaching method is required to teach for mastery, but the district did suggest certain implications (Omaha Department of Instruction, OPS, 1986) :

- Instructional goals must be clear.

- Instruction must be tailored to meet the goals.

- Student success in meeting the goals must be measured.

- Extra resources and effort must be applied to help students who have difficulty.

The Omaha Instructional Process is based on Benjamin S. Bloom's Mastery Learning model (Bloom, 1968). The Omaha Public School District reviewed Bloom's model for many years. After the formal adoption of this model took place, the

school district had Dr. Thomas R. Guskey (a student of
Benjamin Bloom) present a series of in-service sessions
to inform the teachers of the Omaha Public School system
of what mastery learning was all about.

With the implementaion of mastery learning within the
Omaha school system, the Department of Instruction made a
few suggestions to staff when using the mastery learning
process (Department of Instruction, OPS, 1986).

- BE responsive to student interest and need.
  Motivation and attitude toward learning are as
  important to outcome-based education as they are
  in any learning process.

- Define objectives for learning and inform students
  of your expectations as a step in the teaching
  process. Learning seems to be more efficient if
  both the student and teacher know and agree on the
  expected outcomes of learning.

- Make a schedule of instruction for the entire year
  showing when major outcomes will be achieved.

- Provide frequent feedback to students. Tell them
  where they have been successful and show them how
  they can improve learning.

- Use a teach, test, reteach, retest format for units
  time after time.

- Plan lessons with these components: motivation,
  objective setting, review and concept development,
  modeling the performance, check for understanding,
  guided practice, independent practice.

- Evaluate achievement of expected learning outcome
  and take corrective action when required. Both the
  student and teacher should know whether important
  learning outcomes have been achieved.

- Help students use all their learning time efficiently.
  Enough time should be scheduled for learning tasks,
  and that time should be used purposefully to reach
  learning objectives.

- Involve parents in helping students. Parents should know what successes students have achieved, what the next learning steps should be, and how they, the parents, can help in the process.

In 1983, a district-wide goal-setting process involving all staff members, suggested a co-ordinated K-12 scope and sequence chart. Within the last two years, the Department of Instruction, developed certain critical objectives that should be mastered at each grade level that correlated to the district scope and sequence design. The Omaha Instructional Process (Mastery Learning) is now the preferred teaching-learning methodology. This methodology has only one major goal: to improve student achievement.

CHANGE AND LEVELS OF CONCERN

With the implementation of the Teaching for Mastery model of instruction, many teachers had to change some part of their teaching methodology.

In reviewing the literature concerning change, a book by Robert Chin seems to explain the foundations of social change. He identifies five levels of social change as it relates to the people within an organization.

1. Substitution.   This is the simplest form of change. A new model is substituted for the old.

2. Alteration.   A change is made that will hopefully appear minor and thus be readily adopted.

3. Variations.   This type of change incorporates the the current status quo. Often changes of this nature are not permanent.

4. Restructuring. These changes revolve around
    reorganizations and modifications
    of the basic system.

5. Value Orientation Change. Changes in fundamental
    value orientation tend to remain the
    same, while more things seem to
    change in society.

Change usually involves risk and fear. The change agent
is instrumental in the process of change when it is
implemented (Bennis, 1966). This change agent for an
individual building usually is the principal or supervisor.

Change in the educational organization can be classified
into four stages: 1) research 2) development 3) diffusion
and 4) adoption (Guba, 1972). Change in an educational
setting moves slowly. Adopted methodology is accepted, in
many cases, only after it is been tried and tested in other
professional arenas.

The five stage model of change, developed by Bruce Joyce
expanded the concept of change. His five-stage model
included: 1) clarifying objectives, 2) explaining theory,
3) demonstrating correct performances, 4) simulated practice
with feedback, and 5) transfer training (Joyce and Weil,
1972).

From her indepth studies of concerns from teachers,
Frances Fuller developed a concerns model entitled,
Personalized Education for Teachers, An Introduction for
Teacher Educators (Fuller, 1970).

The most recent research in the area of change came from the Research and Development Center for Teacher Education (R&DCTE) at the University of Texas at Austin. The R&DCTE team, headed by Gene E. Hall, saw a need for a mechanism to help educational organizations respond to change and adapt effectively (Hall, 1979). From the early studies of Frances Fuller, Hall developed the Concerns-Based Adoption Model (CBAM). The CBAM model can identify the special needs of individual users and enable the change facilitator to provide vital assistance through apropriate actions (Hall, Hord, Huling-Austin and Rutherford, 1987).

CONCLUSIONS

Mastery learning furnishes no educational panacea for school districts and will not solve all the problems teachers must face on a daily basis. Problems can arise when implementing such a teaching methodology. Time for necessary in-service training and the reordering of priorities when scheduling for teacher planning time are two such problems. Mastery learning requires a reordering of instructional procedures. Many teachers find it hard to change. Using this teaching-learning process, the responsibility for learning moves on the teacher as much as on the child.

For the most part, however, the review of the literature indicates that mastery strategies do indeed have moderate

to strong effects on student learning when compared to conventional methods of instruction. When achievement of mastery students was compared to that of non mastery students, mastery students outscored non mastery students (Block and Burns, 1977). This finding was also consistent with the research findings by Kulik, Kulik, and Cohen (1979). Of the sixty-one reports, forty-eight reported statistically significant results from mastery students. Of the remaining thirteen, nine favored mastery students. In the mastery learning environment, both students and teachers have a common goal; mastering what is to be learned. Students tend to be more supportive of each other. They are not threatened by other students since grades are distributed by mastery, not by class ranking (Guskey, 1984).

The key ingredient in the mastery learning process is the teacher. A great deal of job satisfaction occurs with teachers using the mastery learning process (Guskey, 1980b).

CHAPTER III

METHODOLOGY

The purpose of this study was to identify the concerns
that teachers currently have as they use the Teaching for
Mastery model of instruction. The Teaching for Mastery model
of instruction is part of the newly adopted OMAHA
INSTRUCTIONAL PROCESS which is an instructional plan for
designing and implementing outcome-based education with
emphasis on mastery learning. Since the Teaching for Mastery
model of instruction is the preferred teaching-learning
methodology used within the OMAHA INSTRUCTIONAL PROCESS, many
teachers had to change their way of thinking as it applied
to the preparation and presentation of the curriculum in the
classroom. CHANGE of any kind, and in particular, a change
in teachers' instructional methodology, can create many
levels of CONCERN.

With the adoption of the OMAHA INSTRUCTIONAL PROCESS,
the Omaha Public School district made it clear that the
school district's goals would emphasize a teaching for
mastery. In the Fall of 1986, the school district had
Dr. Thomas R. Guskey present a talk on the overall concepts
of the Teaching for Mastery model of instruction and the
reasons for its use. Dr. Guskey is a leading authority on
the mastery learning format within this country. During

this 1986-87 school year, the district first used the OMAHA INSTRUCTIONAL PROCESS in curriculum study and planning for the language arts program on a K-12 basis. During the following school year, 1987-88 , the plan continued to include the social studies curriculum.

The teachers included in this study were the seventh and eighth-grade CORE teachers within the nine junior high schools of the district. This sample included eighty-seven teachers, sixty-two female and twenty-five male.

The instrument used in this study to generate concerns data was the Stages of Concern Questionnaire. This questionnaire was developed by Gene E. Hall of the Texas Research and Development Center for Teacher Education. This questionnaire has thirty-five questions designed to assess the levels of concern that the ninety-five teachers currently have as they use the Teaching for Mastery model of instruction. The instrument is based on a seven point Likert type rating scale. For example, a seven would indicate the statement is very true, a one would indicate the statement is not true at all, and a zero would indicate that the question is irrelevant. (Appendix A)

Before administering the questionnaire to the sample, I contacted the Department of Research for the district and spoke with Dr. Irv Young and Dr. Paul Malcom to secure permission to administer such a questionnaire within the district. A letter of approval was sent to me and is included in this study as Appendix B.

Before mailing out the questionnaire to the nine junior
high buildings, I contacted each principal to explain the
rationale of this study and procedures for administering
the questionnaire to their staffs. I suggested that a
designee be responsible for handing out and collecting the
questionnaires for each building. A cover letter accompanied
each set of questionnaires. (Appendix C) It was stressed
in the letter that all information collected would be
stsrictly confidential and that only group statistics would
be used in the final study findings. A total of ninety-five
questionnaires were mailed for this study. (Appendix A)

The results of each questionnaire were scored for the
seven Stages of Concern. In scoring each questionnaire, I
used the (Soc Q) Quick Scoring Device which was designed and
standardized by Gene E. Hall in his development of the
Questionnaire at the University of Texas at Austin. The
data were first reported in raw scores and then converted
to percentile scores. The data was then plotted on graphs
for quick analysis.

As previously stated, only group data will be used in
this study. Each building principal will receive a building
profile of his/her staff. This profile will include a table
of total percentile scores indicating levels of conern that
the staff has as they are currently using the Teaching for
Mastery model of instruction. Also a graph will be included
to show the buildings concerns. In conclusion, the profile
will include sample interventions that the building principal

may want to consider to help staff with current concerns. There is no absolute set of universal prescriptions, so the suggestions offer examples of interventions that might be useful. The examples of interventions will apply to the three highest (in percentile scores) levels of concern for each individual building. These sample interventions come directly from the Gene E. Hall book entitled, <u>Taking Charge of Change</u> (Hall, Hord, Huling-Austin and Rutherford, 1987).

CHAPTER IV

FINDINGS

In this study, the Stages of Concerns Questionnaire
(SoC Q) was used to assess the levels of concerns of the
seventh and eighth grade CORE teachers in the Omaha Public
Schools as they are currently using the Teaching for Mastery
model of instruction. Analysis of data generated from the
SoC Q will be reported in two sections. The first section
will analyze data on a group basis. Group analysis consists
of the nine junior high buildings that participated in this
study. Ninety-five questionnaires were mailed for this group
analysis. Eighty-seven responded. The second section will
consist of individual building analysis. Each building will
be profiled. Included in this profile will include: 1) Table
data analysis 2) Graph indicating percentile scores
3) Sample interventions as they apply to the three highest
levels of concern.

GROUP FINDINGS

The most common concerns profile have a single peak at
either stage 3, 4, 5, or 6 (Hall, Hord, Huling-Austin, and
Rutherford, 1987). Groups with such profiles are almost
always involved in using the innovation (Teaching for Mastery
model of instruction). In general, profile interpretations

can be based heavily upon the definition of the stage that
has the highest score. Such a profile can be seen in Figure
4.1 Profile A which represents this sample group. This is
further illustrated in Table I - page 35. The mean scores
in brackets indicated the highest levels of concern for this
sample.   In this group profile, management (stage 3) concerns
are relatively intense. Having used this teaching model,
this researcher anticipated a high level of concern in this
area. The eighty-seven respondents in this sample indicated
a high concern about time, logistics, and other managerial
problems related to the usage of such a teaching process.
Specific managerial problems stated by some of the teachers
on their questionnaires were: preparation of tests (A & B),
lack of enough planning time, too much record keeping, and
preparing adequate extension and corrective activities. The
high stage 3 concern indicates that teachers are still having
difficulty doing what is required to effectively manage the
Teaching for Mastery model of instruction.

The next highest level of concern was at stage 2,
Personal Concerns. How will using this teaching model affect
me? Many teachers were concerned about the demands of
his/her role with the new teaching process. 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.

Table I

LISTING OF BUILDING STAGES OF CONCERN

PERCENTILE SCORES FOR THE TEACHING FOR MASTERY MODEL

OF INSTRUCTION

FEBRUARY 1988

Stages of Concern Percentile Scores

Building number	0	1	2	3	4	5	6	Total Percentile *
1	52	[63]	[78]	[82]	31	24	27	(51)
2	[63]	[64]	59	[68]	27	23	20	(46)
3	57	[76]	[79]	[88]	27	28	26	(54)
4	60	[61]	[62]	[79]	35	25	36	(51)
5	46	[67]	[74]	[83]	25	23	26	(49)
6	61	[76]	[79]	[88]	40	29	24	(57)
7	66	[77]	[78]	[86]	47	17	30	(57)
8	55	[68]	[74]	[80]	31	24	24	(50)
9	65	[73]	[79]	[85]	20	20	19	(52)
Means	58	[69]	[74)]	[82]	31	24	26	

Highest concerns stages are in brackets

*Total percentile score indicates total intensity of concern
and is calculated according to the conversion chart in the
SoC Q manual (Hall et al., 1979, p. 27).

The third highest level of concern was stage 1,
Informational Concerns. This stage of concern indicates
that after two years of usage teachers still want more
information about the Teaching for Mastery model of
instruction. Teachers are probably in search of information
that will aid in the managing of the Teaching for Mastery
model of instruction and making it work more efficiently.

INDIVIDUAL BUILDING FINDINGS

BUILDING 1   (See Table II)

This building had twelve teachers participating in this
study. Eleven were female and one male. The highest concern
for this building was at stage 3, Management. (Figure 4.2
Profile B) The high stage 3 concerns (82) indicates that the
staff is having difficulty doing what is required by the
Teaching for Mastery model of instruction. Staff is
indicating high concern about time, logistics, or other
managerial problems related to this teaching model. The next
two highest levels of concern were at stage 2, Personal
Concerns (78) and at stage 1, Informational Concerns (63).
The overall profile reflects a staff who wants additional
information about this teaching model but also has some
fairly intense personal concerns about its potential use and
management.

Table II

STAGES OF CONCERNS QUESTIONNAIRE DATA

BUILDING 1

	Stages of Concern						
Teacher number	0	1	2	3	4	5	6
1	46	[90]	[89]	[85]	24	19	42
2	46	[54]	[57]	[56]	9	7	30
3	53	[88]	[91]	[92]	13	14	30
4	53	[91]	[85]	[86]	43	36	14
6	29	37	[89]	[91]	30	[40]	17
7	10	[34]	[55]	[61]	19	14	30
8	[72]	43	[85]	[93]	38	31	22
9	53	[69]	[87]	[89]	27	22	17
10	[66]	54	[63]	[77]	48	31	38
11	[77]	37	[83]	[93]	33	22	30
12	29	[91]	[63]	[66]	27	14	26
Means	52	[63]	[78]	[82]	31	24	27

Highest concerns stages are in brackets

Building 1 - Highest Concerns:

1. Management (82)
2. Personal (78)
3. Information (63)

The following suggestions offer examples of interventions that might be useful for Building 1 (Hall, Hord, Rutherford, Huling-Austin, 1987).

1. Stage 3 - Management Concerns:

   a) Clarify the steps and components of the Teaching for Mastery model of instruction.

   b) Provide answers that address the small specific "how-to" issues that are so often the cause of management concerns.

   c) Demonstrate exact and practical solutions to the logistical problems that contribute to these concerns.

   d) Help teachers sequence specific activities and set timelines for their accomplishments.

   e) Attend to the immediate demands of the Teaching for Mastery model of instruction, not what will be or could be in the future.

2. Stage 2 - Personal Concerns

   a) Legitimize the existence and expression of personal concerns. Knowing these concerns are common and that others have them can be comforting.

   b) Use personal notes and conversations to provide encouragement and reinforce personal adequacy.

   c) Connect these teachers with others whose personal concerns have diminished and who will be supportive.

   d) Show how the Teaching for Mastery model of instruction can be implemented sequentially rather than in one big leap. It is important to establish expectations that are attainable.

   e) Do not push the Teaching for Mastery model of instruction use, but encourage and support it while maintaining expectations.

3. Stage 1 - Informational Concerns

   a) Provide clear and accurate information about the Teaching for Mastery model of instruction.

b) Use a variety of ways to share information – verbally, in writing, and through any available media. Communicate with individuals and with small and large groups.

c) Have persons who have used the innovation in other settings visit with this staff.
Visit to user schools could also be arranged.

d) Help teachers see how the Teaching for Mastery model of instruction relates to their current practices, both in regards to similarities and differences.

e) Be enthusiastic and enhance the visibility of others who are excited.

** In-Service for Building 1: Fall Conference 1986

BUILDING 2 (See Table III)
_____

This building had ten teachers participating in this study. Six were female and four male. The highest concern for this building was at stage 3, Management. (Figure 4.3 Profile C) The high stage 3 concerns (68) indicates a concern for managing tasks necessary to be successful in using this teaching model. The next two highest levels of concern were at stage 1, Informational Concerns and at stage 0, Awareness Concerns. The overall profile reflects a staff who is somewhat aware of and concerned about the Teaching for Mastery model of instruction. The staff does have a great deal of management concern; however, it is not intensely concerned about the teaching model's consequences for students (low stages 4 and 5). The low, tailing-off stage 6 score suggests that the staff does not have other ideas that would compete with this teaching model.

Table III

STAGES OF CONCERNS QUESTIONNAIRE DATA

BUILDING 2

Teacher number	Stages of Concern						
	0	1	2	3	4	5	6
1	60	[90]	[94]	[98]	76	36	52
2	[72]	[60]	[41]	18	21	22	26
3	[93]	19	[25]	[30]	5	4	17
4	53	[60]	[70]	[69]	54	48	9
5	46	[51]	[63]	[73]	24	22	14
6	46	[63]	[70]	[73]	16	25	17
7	[72]	[66]	25	[77]	16	22	17
8	53	[72]	[67]	[88]	24	40	14
9	[91]	[84]	63	[80]	21	4	14
10	46	[72]	[67]	[73]	16	9	17
Means	[63]	[64]	59	[68]	27	23	20

Highest concerns stages are in brackets

Building 2 - Highest Concerns:

1. Management (68)
2. Information (64)
3. Awareness (63)

The following suggestions offer examples of interventions that might be useful for Building 2.

1. Stage 3 - Management Concerns:

    (See page 38 .)

2. Stage 1 - Informational Concerns:

    (See pages 38-39 .)

3. Stage 0 - Awareness Concerns:

    a) If possible, involve teachers in discussions and decisions about the Teaching for Mastery model of instruction and its implementation.

    b) Share enough information to arouse interest, but not so much that it overwhelms.

    c) Acknowledge that a lack of awareness is expected and reasonable, and that no questions about this teaching model are foolish.

    d) Encourage unaware persons to talk with colleagues who know about the teaching model.

    e) Take steps to minimize gossip and inaccurate sharing of information about the teaching model.

** In-Service for Building 2:   Fall Conference 1986

BUILDING 3   (See Table IV)
———————————

This building had ten teachers participating in this study. Nine were female and one male. The highest concern for this building was at stage 3, Management. (Figure 4.4 Profile D) The high stage 3 concerns (88) indicates that this staff is concerned about managing the teaching model and making it work more efficiently. The next two highest levels of concern were at stage 2, Personal Concerns and at stage

1, Informational Concerns. The overall profile reflects a staff that is concerned about managing the tasks needed to be successful in this teaching model. They are also concerned about how this teaching model will affect them on a personal level and would probably like additional information on how they can use this teaching model more efficiently. Low scores in stages 4, 5, and 6, indicate that this staff is presently not concerned with consequences, the collaboration of this teaching model with others or replacing this model of teaching with another.

The following suggestions offer examples of interventions that might be useful for Building 3.

1. Stage 3 - Management Concerns:
    (See page 38 .)
2. Stage 2 - Personal Concerns:
    (See page 38 .)
3. Stage 1 - Informational Concerns:
    (See pages 38-39 .)

** In-Service for Building 3:
        1. Fall Conference 1986
        2. half-day in-service (OIP & Mastery Learning)

Table IV

STAGES OF CONCERNS QUESTIONNAIRE DATA

BUILDING 3

	Stages of Concern						
Teacher number	0	1	2	3	4	5	6
1	[86]	54	[63]	[73]	16	36	77
2	29	[84]	[85]	[92]	9	4	14
3	66	[90]	[94]	[90]	48	52	60
4	29	[84]	[91]	[88]	16	31	17
5	[81]	54	[85]	[88]	43	16	22
6	66	[80]	[78]	[88]	19	19	11
7	37	[57]	[63]	[85]	13	31	17
8	37	[90]	[87]	[94]	43	36	20
9	53	[88]	[78]	[90]	33	19	11
10	[84]	[75]	67	[88]	30	36	14
Means	57	[76]	[79]	[88]	27	28	26

Highest concerns stages are in brackets

Building 3 - Highest Concerns:

1. Management (88)
2. Personal (79)
3. Information (76)

BUILDING 4   (See Table V)
——————————

This building had twelve teachers participating in this
study. Nine were female and three male.   The highest concern
for this building was at stage 3, Management.   (Figure 4.5
Profile E)   The high stage 3 concerns (79) indicates that
this staff is concerned about managing this teaching model
and making it work more efficiently.   The next two highest
levels of concern were at stage 2, Personal Concerns and at
stage 1, Informational Concerns.   The overall profile
reflects a staff that is concerned about the day-to-day
managerial tasks.   They are also concerned about how this
teaching model will affect them on a personal level and would
like additional information about this teaching model so that
they can use the model more efficiently.   Low scores at
stages 4, 5 and 6 indicate that this staff is not concerned
with consequences, collaboration or refocusing.

The following suggestions offer examples of interventions
that might be useful for Building 4.

1.   Stage 3 - Management Concerns:
     (See page 38 .)
2.   Stage 2 - Personal Concerns:
       (See page 38 .)
3.   Stage 1 - Informational Concerns:
       (See pages 38-39 .)

**   In-Service for Building 4:   Fall Conference 1986

Table V

STAGES OF CONCERNS QUESTIONNAIRE DATA

BUILDING 4

			Stages of Concern				
Teacher number	0	1	2	3	4	5	6
1	[72]	[54]	48	[52]	43	9	17
2	[53]	[69]	45	[80]	13	12	47
3	53	[88]	[91]	[92]	21	14	52
4	66	[69]	[85]	[97]	43	36	65
5	[53]	[37]	21	[56]	13	12	17
6	[94]	43	83	[98]	[90]	14	22
7	[53]	[34]	17	[56]	5	31	30
8	77	[88]	[91]	[95]	59	40	47
9	29	[57]	[55]	[99]	54	22	30
10	10	[23]	[20]	[23]	19	19	14
11	[91]	84	[95]	[99]	38	44	60
12	72	[91]	[91]	[99]	27	48	34
Means	60	[61]	[62]	[79]	35	25	36

Highest concerns stages are in brackets

Building 4 - Highest Concerns:

1. Management (79)
2. Personal (62)
3. Information (61)

BUILDING 5   (See Table VI)

————————

This building had six teachers participating in this
study.   Three were female and three male.   The highest
concern for this building was at stage 3, Management.
(Figure 4.6 Profile F)   The high stage 3 concerns (83)
indicates that this staff is concerned about completing
the managerial tasks that is expected of them.   The next
two highest levels of concern were at stage 2, Personal
Concerns (74) and at stage 1, Informational Concerns (67).
The overall profile reflects that this staff is concerned
about having the time to complete managerial tasks.   Personal
concerns and informational needs are indicated.   Low scores
at stages 4, 5 and 6 indicate that this staff has little
concern in the IMPACT areas of Consequence, Collaboration
and Refocusing.

The following suggestions offer examples of interventions
that might be useful for Building 5.

1.   Stage 3 - Management Concerns:

(See page 38 .)

2.   Stage 2 - Personal Concerns:

(See page 38 .)

3.   Stage 1 - Informational Concerns:

(See pages 38-39 .)

** In-Service for Building 5:   Fall Conference 1986

Table VI

STAGES OF CONCERNS QUESTIONNAIRE DATA

BUILDING 5

Teacher number	Stages of Concern						
	0	1	2	3	4	5	6
1	53	[54]	[57]	[88]	33	40	34
2	60	[63]	[63]	[65]	21	14	22
3	53	[69]	[76]	[83]	13	36	26
4	10	[75]	[83]	[80]	24	19	17
5	46	[66]	[80]	[88]	27	14	22
6	53	[75]	[87]	[94]	33	16	34
Means	46	[67]	[74]	[83]	25	23	26

Highest concerns stages are in brackets

Building 5 - Highest Concerns:

1. Management (83)
2. Personal (74)
3. Information (67)

BUILDING 6   (See Table VII)
‾‾‾‾‾‾‾‾‾‾‾

    This building had twelve teachers participating in this study. Six were female and six male. The highest concern for this building was at stage 3, Management. (Figure 4.7 Profile G) The high stage 3 concerns (88) indicates that this staff is concerned about completing managerial tasks. The next two highest levels of concern were at stage 2, Personal Concerns (79) and at stage 1, Informational Concerns (76). The overall profile indicates that this staff has concerns about management, personal implications that this teaching model may have and a need for more information concerning its usage. Low IMPACT concerns are indicated by the following scores: Stage 4 - (40), Stage 5 - (29) and Stage 6 - (24).

    The following suggestions offer examples of interventions that might be useful for Building 6.

1. Stage 3 - Management Concerns:

    (See page 38 .)

2. Stage 2 - Personal Concerns:

    (See page 38 .)

3. Stage 1 - Informational Concerns:

    (See pages 38-39 .)

** In-Service for Building 6:   Fall Conference 1986

Table VII

STAGES OF CONCERNS QUESTIONNAIRE DATA

BUILDING 6

Teacher number	Stages of Concern						
	0	1	2	3	4	5	6
1	46	[90]	[91]	[92]	38	14	14
2	66	[84]	[89]	[90]	76	68	52
3	72	[88]	[85]	[94]	71	44	42
4	60	[75]	[72]	[85]	43	36	17
5	53	[66]	[78]	[88]	33	16	26
6	[77]	66	[87]	[94]	19	36	14
7	66	[75]	[72]	[83]	43	22	22
8	72	[84]	[85]	[94]	38	36	26
9	53	[66]	[63]	[88]	33	16	14
10	66	[75]	[70]	[85]	24	19	14
11	46	[66]	[63]	[73]	27	16	26
12	53	[75]	[85]	[85]	38	22	17
Means	61	[76]	[79]	[88]	40	29	24

Highest concerns stages are in brackets

Building 6 - Highest Concerns:

1. Management (88)
2. Personal (79)
3. Information (76)

BUILDING 7   (See Table VIII)
—————————

    This building had five teachers participating in this
study. Three were female and two male. The highest concern
for this building was at stage 3, management. (Figure 4.8
Profile H) The high stage 3 concern (86) indicates that
this staff is concerned about managing the various tasks that
are necessary to use this teaching model. The next two
highest levels of concern were at stage 2, Personal Concerns
(78) and at stage 1, Informational Concerns (77). The
overall profile indicates a high concern for management and
almost equal concerns in the personal and informational
stages. Low concerns are indicated in the IMPACT stages
of Consequence (47), Collaboration (17) and Refocusing (30).

    The following suggestions offer examples of interventions
that might be useful for Building 7.

1.   Stage 3 - Management Concerns:

    (See page 38 .)

2.   Stage 2 - Personal Concerns:

    (See page 38 .)

3.   Stage 1 - Informational Concerns:

    (See pages 38-39 .)

**   In-Service for Building 7:

       1.   Fall Conference 1986

       2.   half-day in-service (OIP & Mastery Learning)

Table VIII

STAGES OF CONCERNS QUESTIONNAIRE DATA

BUILDING 7

		Stages of Concern					
Teacher number	0	1	2	3	4	5	6
1	72	[97]	[87]	[85]	27	19	34
2	60	[72]	[85]	[88]	59	10	26
3	66	[75]	[70]	[88]	54	22	30
4	46	[66]	[63]	[83]	43	19	34
5	[84]	75	[85]	[88]	54	16	26
Means	66	[77]	[78]	[86]	47	17	30

Highest concerns stages are in brackets

Building 7 - Highest Concerns:

1. Management (86)
2. Personal (78)
3. Information (77)

BUILDING 8 (See Table IX)
————————

This building had eleven teachers participating in this
study. Eight were female and three male. The highest concern
for this building was at stage 3, Management. (Figure 4.9
Profile I) The high stage 3 concern (80) indicates that this
staff may be concerned about managerial tasks such as time
preparation, developing curriculum and organizing lesson
plans. The next two highest levels of concern were at stage
2, Personal Concerns (74) and stage 1, Informational Concerns
(68). The overall profile indicates a high concern for
the completion of everyday managerial tasks. The profile
also indicates high levels of concern in the Personal
and Informational stages. Low concerns are indicated in
the stages of Consequence (31), Collaboration (24) and
Refocusing (24).

The following suggestions offer examples of interventions
that might be useful for Building 8.

1. Stage 3 - Management Concerns:

    (See page 38 .)

2. Stage 2 - Personal Concerns:

    (See page 38 .)

3. Stage 1 - Informational Concerns:

    (See pages 38-39 .)

** In-Service for Building 8:

              1. Fall Conference 1986
              2. One staff member indicating that she completed
                  a three-hour course (Mastery Learning) at
                  Creighton University.

Table IX

STAGES OF CONCERNS QUESTIONNAIRE DATA

BUILDING 8

	Stages of Concern						
Teacher number	0	1	2	3	4	5	6
1	[37]	[37]	[45]	[43]	19	10	26
2	72	[75]	[83]	[88]	59	40	47
3	46	[66]	[83]	[92]	43	16	17
4	66	[75]	[85]	[88]	38	22	26
5	60	[72]	[70]	[77]	16	19	14
6	53	[69]	[76]	[83]	33	40	22
7	37	[45]	[55]	[65]	13	10	22
8	72	[75]	[85]	[88]	43	36	26
9	66	[88]	[76]	[83]	33	25	17
10	46	[75]	[85]	[88]	30	22	26
11	53	[66]	[76]	[80]	13	25	22
Means	55	[68]	[74]	[80]	31	24	24

Highest concerns stages are in brackets

Building 8 - Highest Concerns:

1. Management (80)
2. Personal (74)
3. Information (68)

BUILDING 9   (See Table X)
—————————

This building had nine teachers participating in this study.   Seven were female and two male.   The highest concern for this building was at stage 3, Management.   (Figure 4.10 Profile J)   The high stage 3 concern (85) indicates that this staff may be concerned about time, logistics, or other managerial problems related to this teaching model.   The next two highest levels of concern were at stage 2, Personal Concerns (79) and stage 1, Informational Concerns (73).   The overall profile indicates a high concern for managerial tasks.   The profile also indicates moderate to high levels of concern in the Awareness (65), Informational (73) and the Personal (79) stages.   Low concerns are indicated in the stages of Consequences (20), Collaboration (20) and Refocusing (19).

The following suggestions offer examples of interventions that might be useful for Building 9.

1.   Stage 3 - Management Concerns:

   (See page 38 .)

2.   Stage 2 - Personal Concerns:

   (See page 38 .)

3.   Stage 1 - Informational Concerns:

   (See pages 38-39 .)

**   In-Service for Building 9:

      1.   Fall Conference   1986
      2.   Building presentation by former teacher
           on Mastery Learning.

Table X

STAGES OF CONCERNS QUESTIONNAIRE DATA

BUILDING 9

	Stages of Concern						
Teacher number	0	1	2	3	4	5	6
1	60	[72]	[78]	[85]	33	22	14
2	[72]	66	[85]	[88]	19	25	26
3	46	[69]	[78]	[69]	16	36	17
4	53	[72]	[80]	[85]	13	19	11
5	81	[84]	[87]	[85]	16	28	22
6	53	[66]	[67]	[85]	19	19	34
7	[72]	66	[70]	[88]	11	25	14
8	[86]	84	[89]	[92]	30	12	17
9	66	[75]	[76]	[85]	27	16	20
Means	65	[73]	[79]	[85]	20	20	19

Highest concerns stages are in brackets

Building 9 - Highest Concerns:

1. Management (85)
2. Personal (79)
3. Information (73)

Figure 4.1 SoC Q Profile A

(Total Group Sample)·
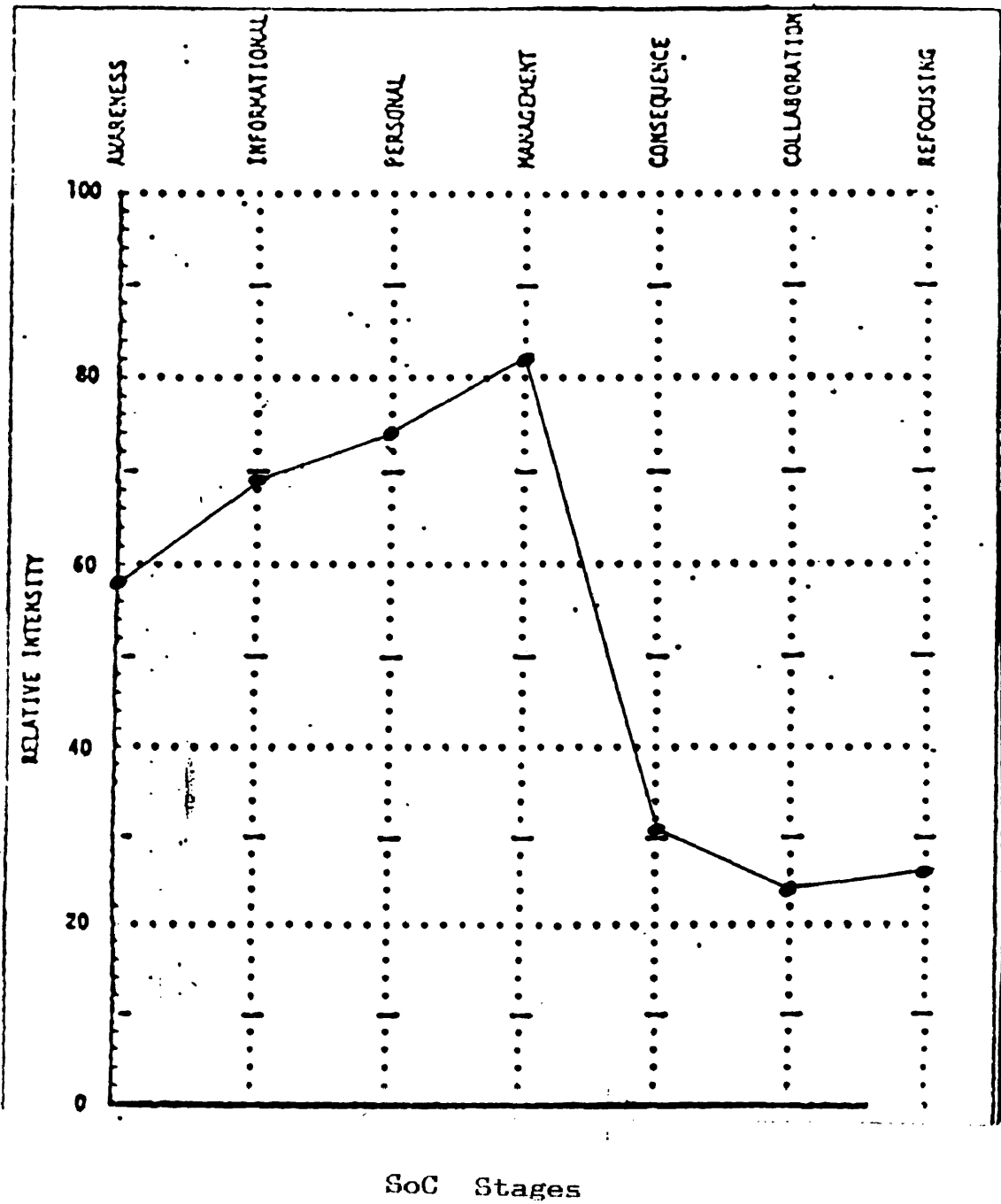
SoC Stages

Figure 4.2 SoC Q Profile B

(Building 1)
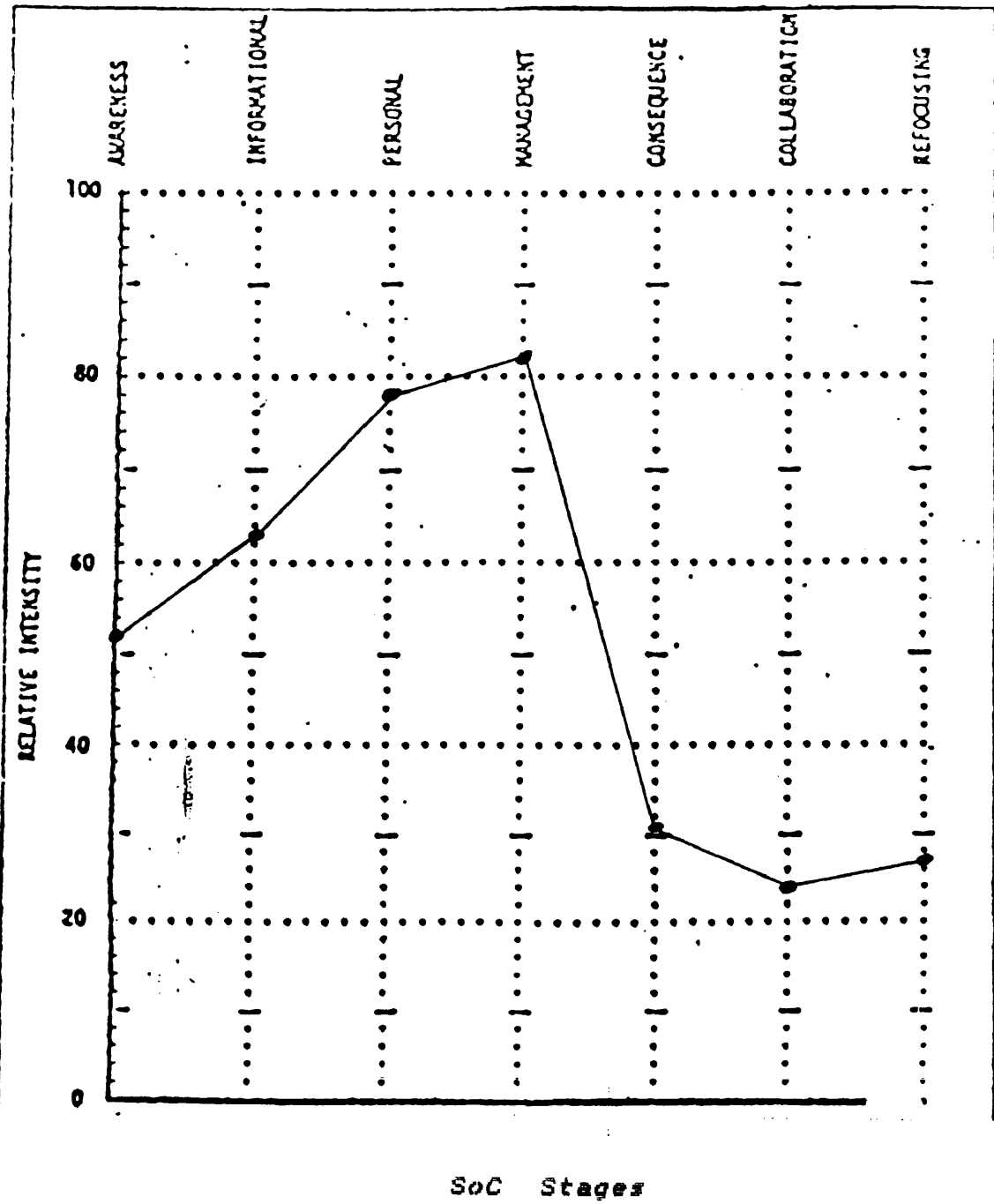
Figure 4.3 SoC Q Profile C

(Building 2).
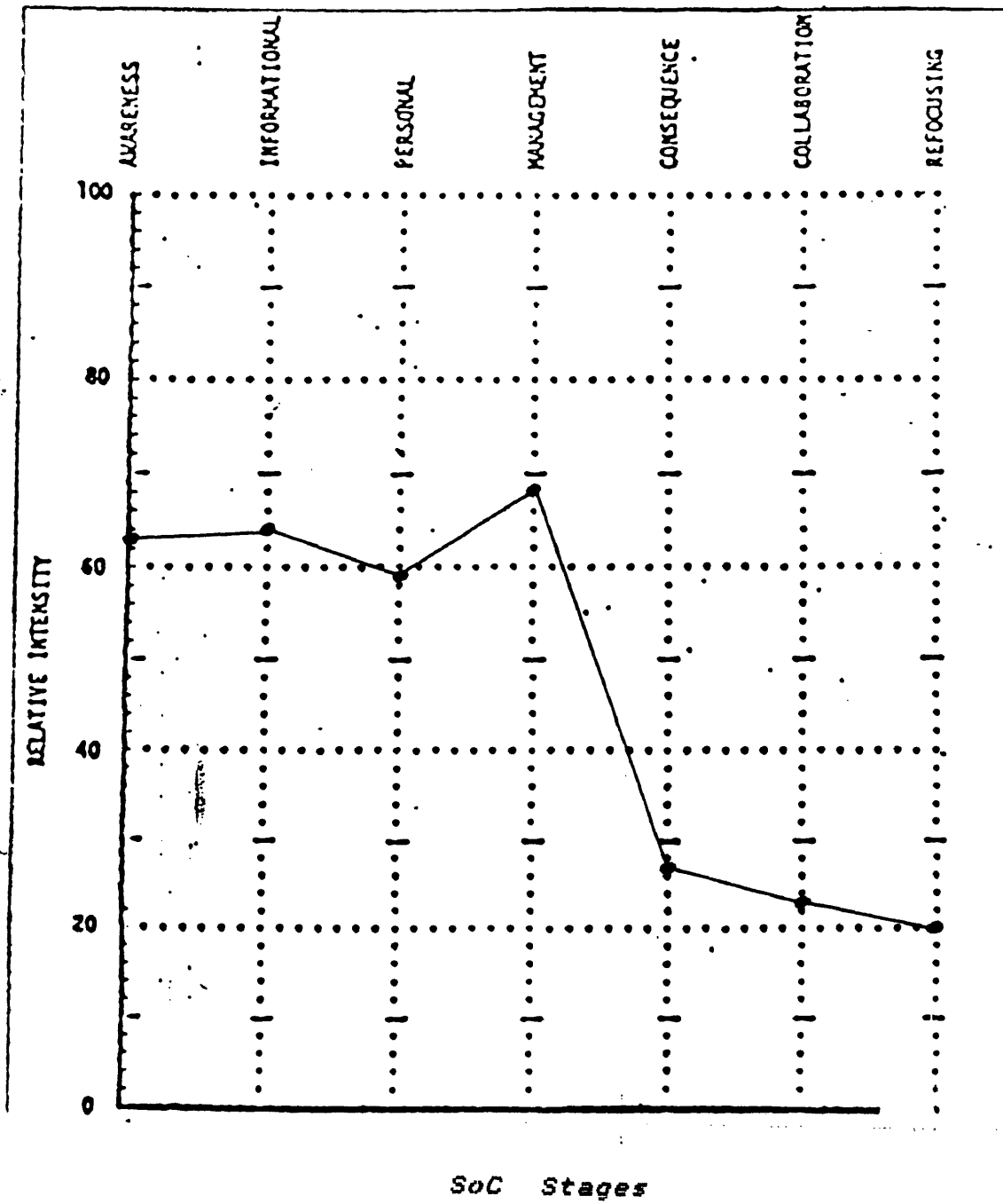
SoC Stages

Figure 4.4 SoC Q Profile D

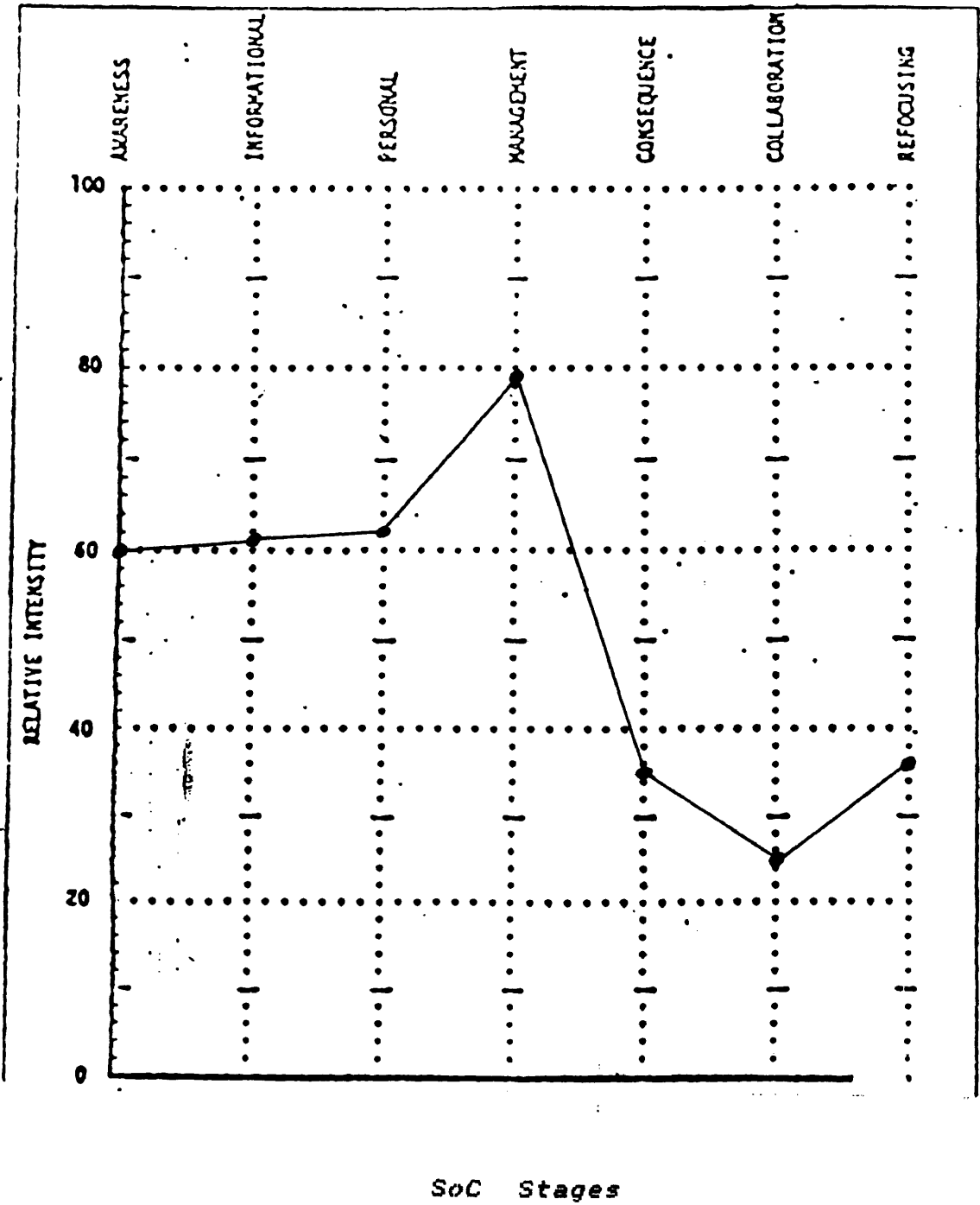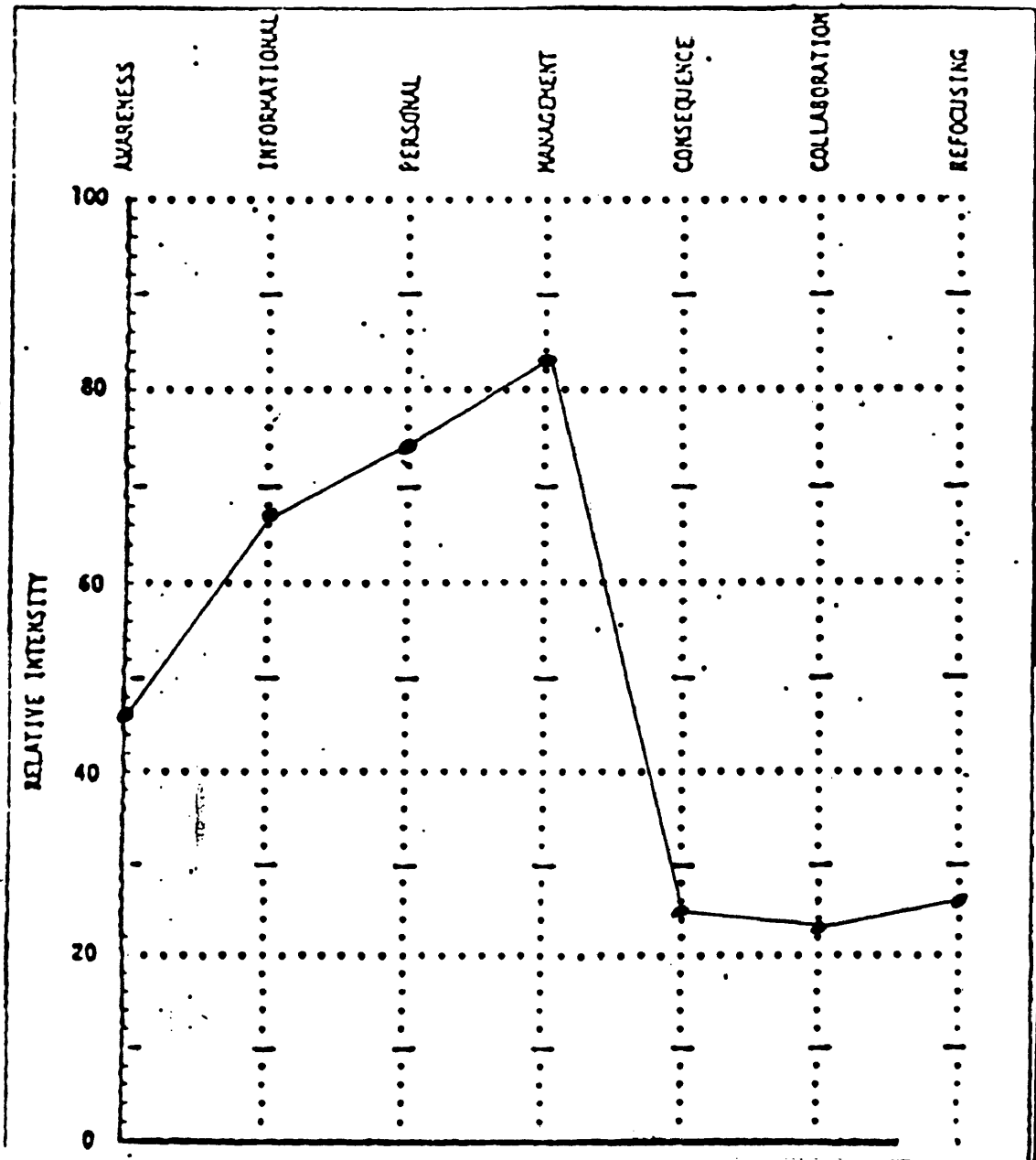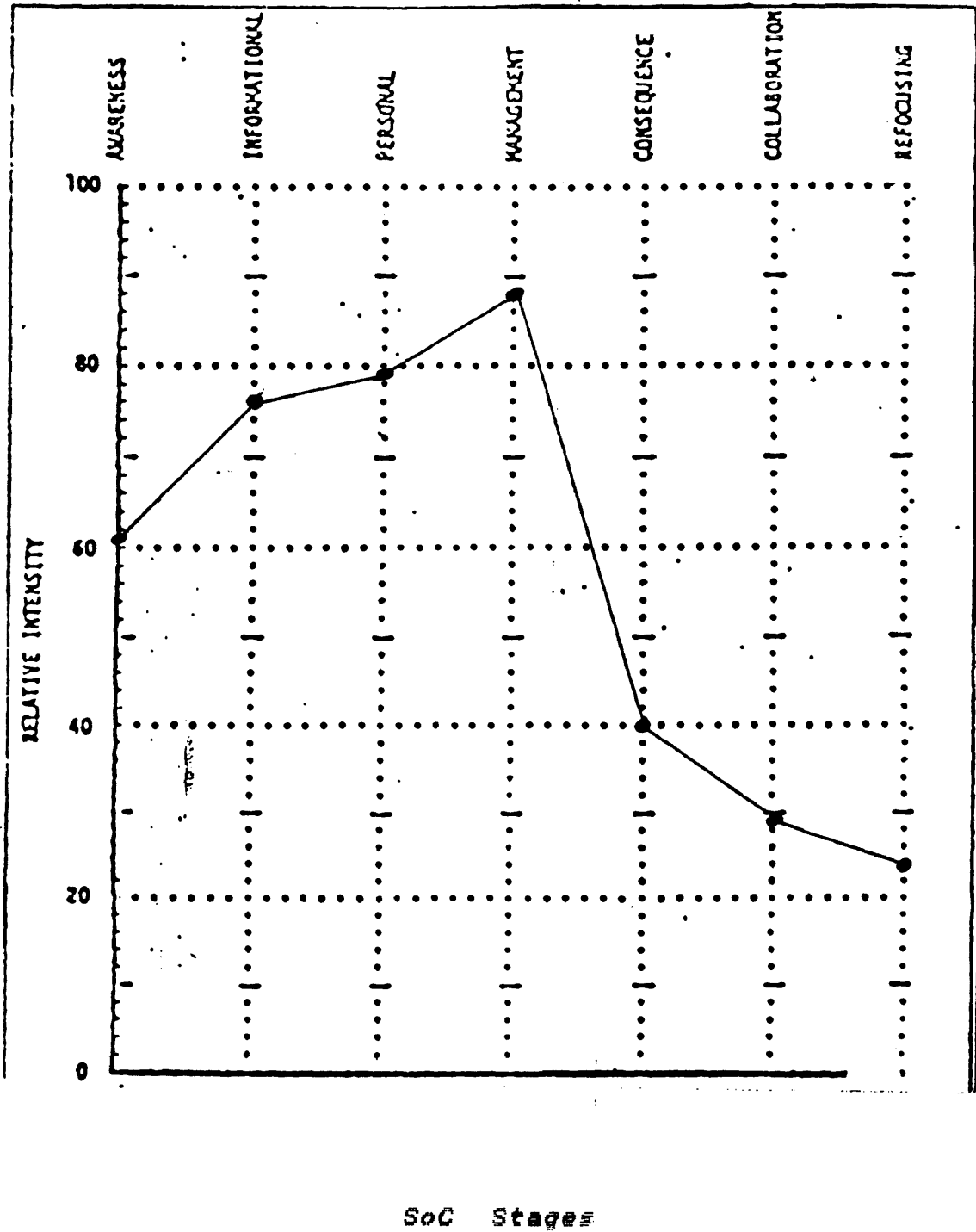(Building 3)
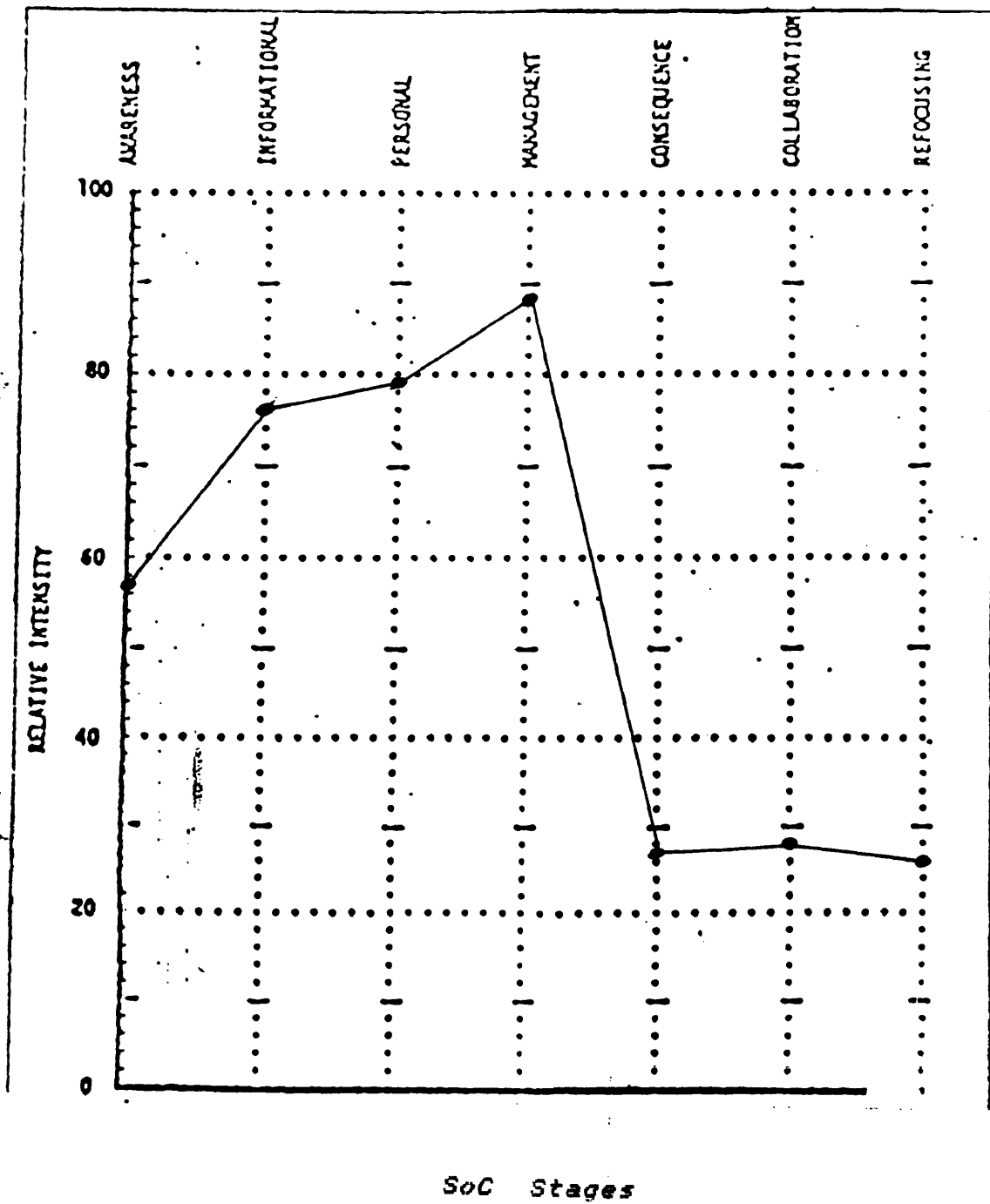
SoC Stages

Figure 4.5 SoC Q Profile E

(Building 4)

SoC Stages

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Figure 4.6 SoC Q Profile F
(Building 5)

Figure 4.7 SoC Q Profile G

(Building 6)

SoC Stages

63

Figure 4.8 SoC Q Profile H

(Building 7)

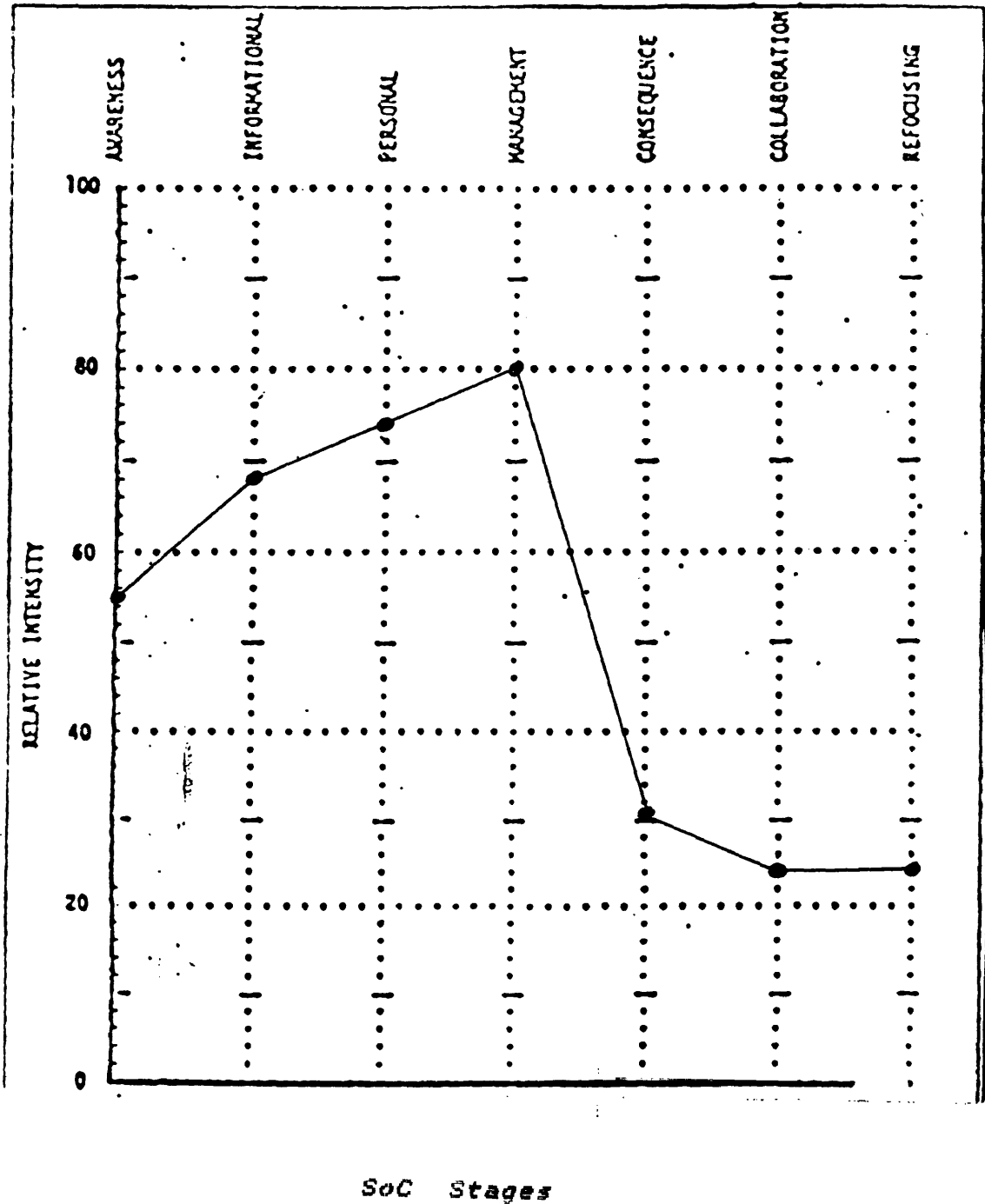SoC Stages
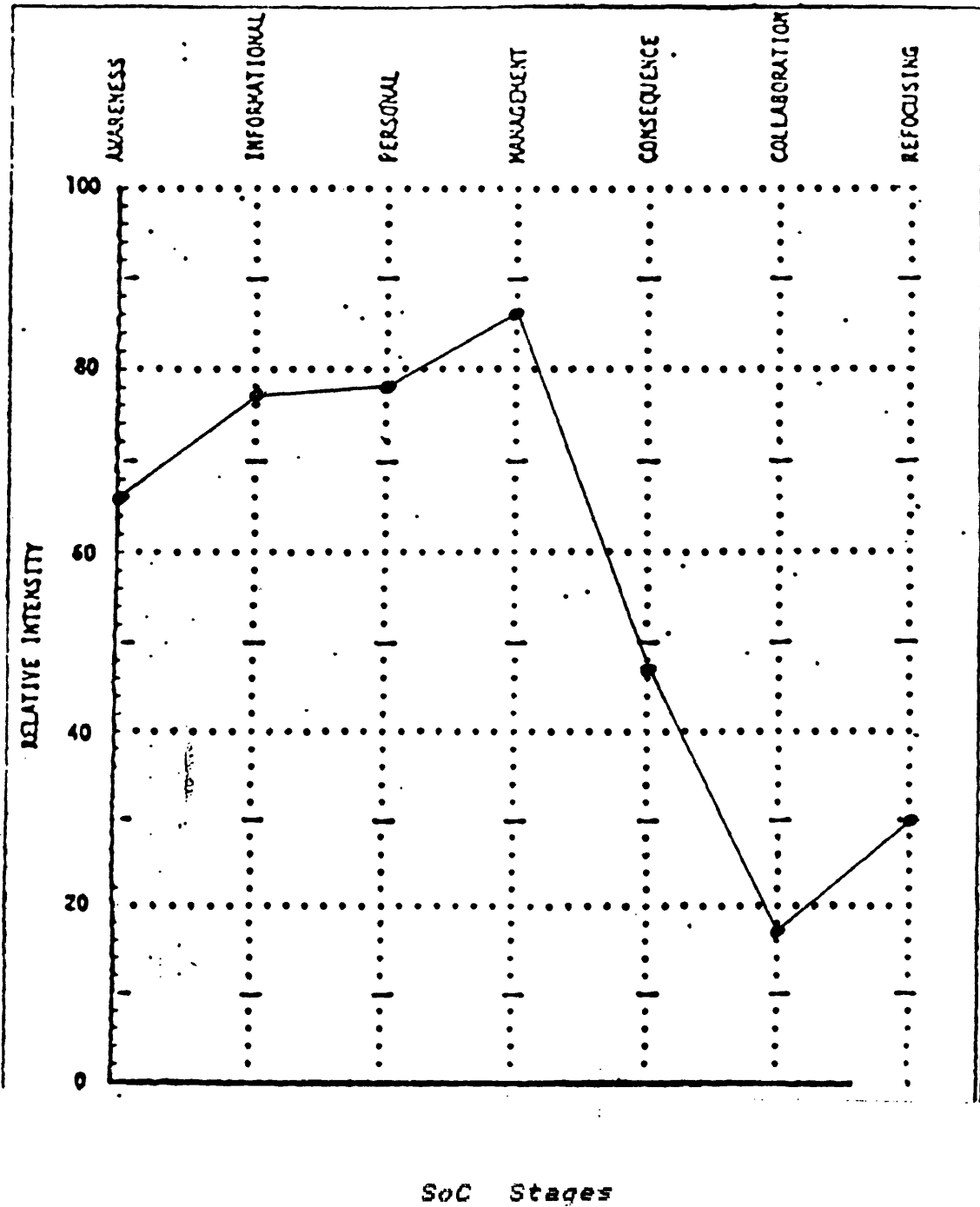
Figure 4.9 SoC Q Profile I
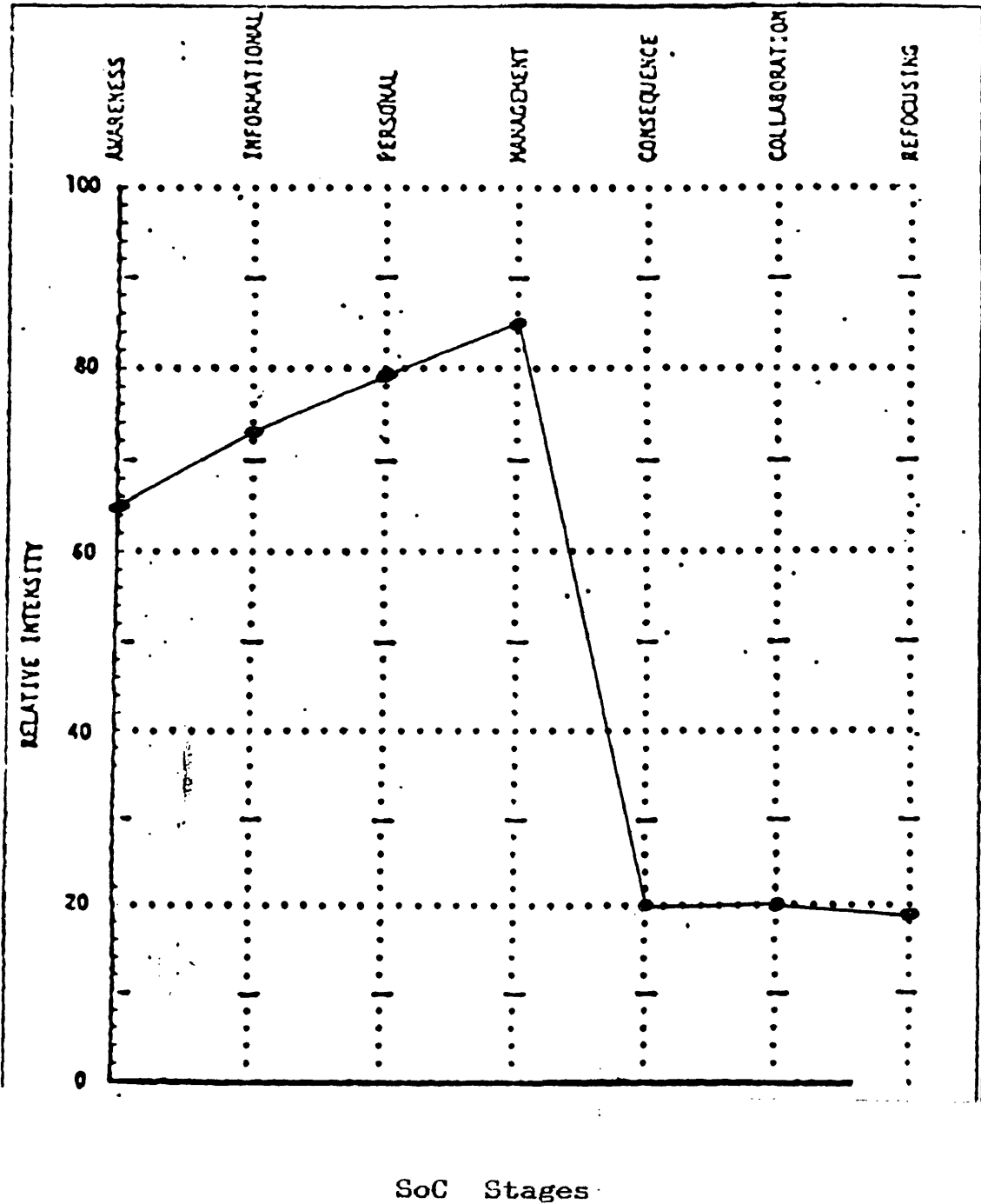
(Building 8)

SoC Stages

Figure 4.10 SoC Q Profile J

(Building 9)

SoC Stages

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

The purpose of this study was to identify the concerns that teachers currently have as they use the Teaching for Mastery model of instruction. A questionnaire, designed by Gene E. Hall and based on the Concerns Based Adoption Model (CBAM), was administered to seventh and eighth-grade CORE teachers within nine junior high buildings in the Omaha Public Schools. The intensity of concern was also measured with this instrument.

This questionnaire was administered during the last week of February, 1988. A total of ninety-five questionnaires were mailed out to the nine buildings. Eighty-seven teachers responded to the instrument. The data presented in this study reflect current concerns that teachers may have after two years of using the Teaching for Mastery model.

The results of this study are compatible with those of other research done by users of an innovation that had been measured by the Concerns Based Questionnaire. The highest level of concern in all nine buildings was the Management stage. This is a characteristic peak concern for early users of an innovation.

CONCLUSIONS

Seldom do teachers have concerns at only one stage at a time. However, the degree of intensity of different concerns will vary depending on their knowledge of and experience with any new teaching procedure to be implemented in their classrooms. CBAM research does suggest that there is a general pattern to an individual's concerns as progression is made from nonuse to use of innovations or new curriculum programs. Persons who are nonusers generally have concerns which are high at Stage 0, 1, and 2. They are mostly concerned with learning more about the innovation and how its use will affect them personally. As they begin to use the innovation, Stage 3 (Management) concerns become higher and more intense. Then, as they become experienced and skilled with the innovation, it is likely that concerns at Stages 0, 1, 2, and 3 will decrease in intensity (Hall, George, and Rutherford, 1977).

The results of this study indicate that the data in this study are consistent with the findings of the research cited above. The teachers in this study have used the Teaching for Mastery model of instruction for two years now. As relatively new users, the highest leverl of concern in all nine junior high buildings was at Stage 3, Management. Stages 2 (Personal Concerns) and 1 (Informational Concerns) are the next highest levels of concern.

A demographic appendix was added to the SoC Q to analyze male/female participant responses as well as the amount of in-service training the sample received.

In analyzing male/female responses, I found no difference in the expressions of concern with the use of this teaching model. Both groups followed the 3-2-1 Concerns pattern. (Stage 3, Management Concerns followed by Stage 2, Personal Concerns and Stage 1, Information Concerns) There was only one participant who indicated a high concern in Stage 4, Consequence. This participant was female.

In analyzing in-service training, I found that seventy-six teachers attended the Fall Conference in 1986. The eleven teachers who did not attend the Fall Conference responded to the SoC Q in the same manner as those who did attend. Three schools had an additional in-service session during the two year period. The building profiles of these three buildings (Buildings 3, 7 and 9) followed the same 3-2-1 Concerns pattern as the buildings that had no additional in-service.

The Concerns-Based Adoption Model has been a very effective tool in evaluating the concerns held by the teachers in this study. The results of this study indicate more information should be provided to staff as they use this instructional model. Teachers need additional help in managing this model so they can make this form of instruction work more efficiently.

RECOMMENDATIONS

Based on the findings of this study, the Fall Conference in-service session in 1986 (a one and a half hour talk by Dr. Guskey) was not enough in-service to help teachers manage the Teaching for Mastery model of instruction. To get teachers to focus their concerns toward the IMPACT stages of Consequence, Collaboration, and Refocusing, change agents (building administrators and district supervisors) must look at intervention to alleviate the concerns that this group of teachers have in the Management, Personal and Informational stages. These interventions must meet the needs of each individual building. To assure the future success of this teaching model, change agents need to begin sooner rather than later in analyzing interventions that will help teachers feel successful in using this teaching model. Previous research indicates that Mastery Learning does work. With proper in-service sessions, teachers can make the Teaching for Mastery model of instruction work for them and their students.

The use of the Stages of Concerns Questionnaire was a very useful instrument in gathering data which could be used for future in-servicing. This instrument would be beneficial to any one interested in implementing a new innovation or simply evaluating the concerns regarding a current program.

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APPENDIX A

CONCERNS QUESTIONNAIRE

Name: _____ (optional)

In order to idenitfy these data, please give us the last four digits of your Social Security number:

___ ___ ___ ___

Directions:

The purpose of this questionnaire is to determine the concerns that you are currently having as you use the Teaching for Mastery model of instruciton within your classroom. The items were developed from typical responses of teachers who ranged from no knowledge at all about this teaching model to many years of experience in using it. 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.
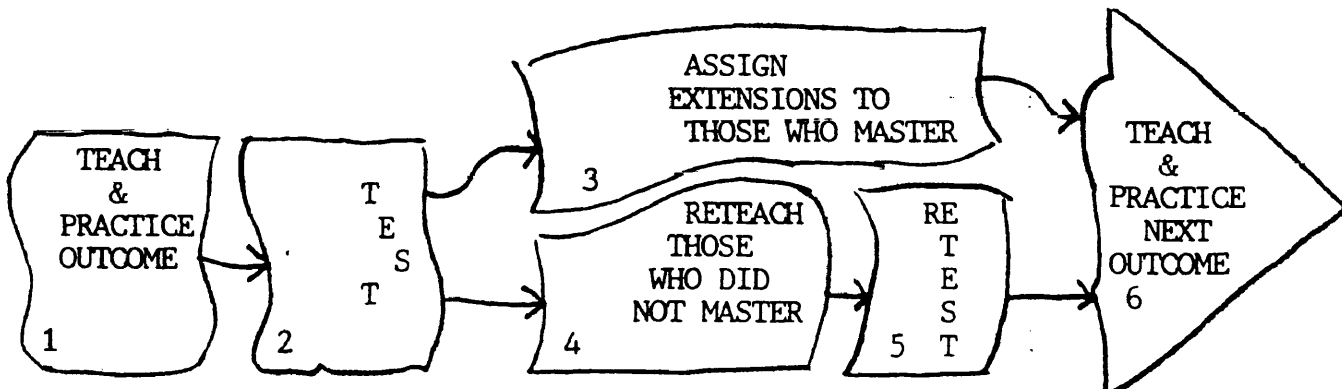
For example:

This statement is very true of me at 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 with the Teaching for Mastery model. The actual Teaching for Mastery model is indicated below. Remember to respond to each item in terms of your present concerns as you use this teaching model.

Thank you for taking time to complete this task.

Robert E. VandenBosch
8th Grade Core Teacher
Lewis & Clark Junior High School

0	1	2	3	4	5	6	7
Irrelevant	Not true of me now		Somewhat true of me now			Very true of me now	

1. I am concerned about students' attitudes toward this teaching model.

0 1 2 3 4 5 6 7

2. I now know of some other approaches that might work better.

0 1 2 3 4 5 6 7

3. I don't even know what the teaching model is.

0 1 2 3 4 5 6 7

4. I am concerned about not having enough time to organize myself each day.

0 1 2 3 4 5 6 7

5. I would like to help other faculty in their use of the teaching model.

0 1 2 3 4 5 6 7

6. I have a very limited knowledge about the teaching model.

0 1 2 3 4 5 6 7

7. I would like to know the effect of reorganization on my professional status.

0 1 2 3 4 5 6 7

8. I am concerned about conflict between my interests and my responsibilities.

0 1 2 3 4 5 6 7

9. I am concerned about revising my use of the teaching model.

0 1 2 3 4 5 6 7

10. I would like to develop working relationships with both our faculty and outside faculty using this teaching model.

0 1 2 3 4 5 6 7

11. I am concerned about how the teaching model affects students.

0 1 2 3 4 5 6 7

12. I am not concerned about this teaching model.

0 1 2 3 4 5 6 7

13. I would like to know who will make the decisions in the new system.

0 1 2 3 4 5 6 7

14. I would like to discuss the possibility of using the teaching model.

0 1 2 3 4 5 6 7

15. I would like to know what resources are available for this teaching model.

0 1 2 3 4 5 6 7

16. I am concerned about my inability to manage all the teaching model requires.

0 1 2 3 4 5 6 7

17. I would like to know how my teaching or administration is supposed to change.

0 1 2 3 4 5 6 7

18. I would like to familiarize other departments or persons with the progress of this new approach.

0 1 2 3 4 5 6 7

0		1		2	3		4	5		6		7
Irrelevant		Not true of me now			Somewhat true of me now				Very true of me now			

19. I am concerned about evaluating my impact on students.　　0 1 2 3 4 5 6 7

20. I would like to revise the teaching model's instructional approach.　　0 1 2 3 4 5 6 7

21. I am completely occupied with other things.　　0 1 2 3 4 5 6 7

22. I would like to modify our use of the teaching model based on the experiences of our students.　　0 1 2 3 4 5 6 7

23. Although I don't know about this teaching model, I am concerned about things in the area.　　0 1 2 3 4 5 6 7

24. I would like to excite my students about their part in this approach.　　0 1 2 3 4 5 6 7

25. I am concerned about time spent working with nonacademic problems related to this teaching model.　　0 1 2 3 4 5 6 7

26. I would like to know what the use of the teaching model will require in the immediate future.　　0 1 2 3 4 5 6 7

27. I would like to coordinate my effort with others to maximize the teaching model's effects.　　0 1 2 3 4 5 6 7

28. I would like to have more information on time and energy commitments required by this teaching model.　　0 1 2 3 4 5 6 7

29. I would like to know what other faculty are doing in this area.　　0 1 2 3 4 5 6 7

30. At this time, I am not interested in learning about this teaching model.　　0 1 2 3 4 5 6 7

31. I would like to determine how to supplement, enhance, or replace the teaching model.　　0 1 2 3 4 5 6 7

32. I would like to use feedback from students to change the program.　　0 1 2 3 4 5 6 7

33. I would like to know how my role will change when I am using the teaching model.　　0 1 2 3 4 5 6 7

34. Coordination of tasks and people is taking too much of my time.　　0 1 2 3 4 5 6 7

35. I would like to know how this teaching model is better than what we previously had.　　0 1 2 3 4 5 6 7

Please mark your assigned school:

( ) Beveridge   ( ) McMillan

( ) Bryan   ( ) Monroe

( ) Hale   ( ) Morton

( ) Lewis & Clark   ,   ( ) Norris

( ) Marrs Junior

Indicate the grade level you teach:

( ) Seventh Core   ( ) Eighth Core

Please indicate the amount of in-service you have received relating
to the Teaching for Mastery model of instruction. (Mastery Learning)

( ) Fall Conference In-Service 1986

( ) Other: Please list.

_____

_____

_____

_____

_____

Again, thank you for taking time to complete this questionnaire.

APPENDIX B

OMAHA PUBLIC SCHOOLS
Division of Research
Omaha, Nebraska

TO: Robert E. VandenBosch
             Lewis & Clark Junior High School
FROM: Paul J. Malcom
DATE: February 16, 1988
SUBJECT: Questionnaire Administration

I have reviewed the questionnaire you are proposing to administer to Core teachers in the Omaha Public Schools. The questionnaire seems appropriate for your stated purpose.

During your administration of the instrument, please be sensitive to the demands placed on teachers and schools during this time of the school year. I recommend that you call the principals of each of the schools to seek their co-operation before sending the instruments to the teachers.

We wish you success in your study.

                                        Paul J. Malcom
                                        Testing and Research

cc: Dr. Irving C. Young

APPENDIX C

February 24, 1988

Dr. Joe Smith
Principal, Building 1
8709 Decatur Street
Omaha, Nebraska   68131

Dear Dr. Smith:

I am currently completing the Specialist in Education Degree
program at the University of Nebraska at Omaha.   Part of my
program includes the completion of a field project.

My approved field project will identify and analyze the
levels of concern that teachers have as they use the Teaching
for Mastery model of instruction within their classrooms.   In
order to determine this, I am asking that each 7th and 8th
grade CORE teacher in your building complete a questionnaire.
Have teachers return the questionnaires to you or a designee
within five days.   I will stop by your building to pick up
the packet of completed questionnaires.

Any information acquired during this study will be kept
strictly confidential.

Letter of approval, from the Department of Research, is
attached for your reference.   If you have any questions,
please feel free to call me at:

             Building 4   554-7899
             Home   895-8897

Thank you in advance for your cooperation and support.

Sincerely,

Robert E. VandenBosch