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Wayne N. Walters
Indiana University of Pennsylvania

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A CASE STUDY OF IMPLEMENTING AN INTERNATIONAL BACCALAUREATE
MIDDLE YEARS PROGRAMME: TEACHERS' MOTIVATION AND
PERCEPTIONS TOWARDS CHANGE

A Dissertation

Submitted to the School of Graduate Studies and Research

In Partial Fulfillment of the

Requirements for the Degree

Doctor of Education

Wayne N. Walters

Indiana University of Pennsylvania

August 2007

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Indiana University of Pennsylvania
The School of Graduate Studies and Research
Department of Education

We hereby approve the dissertation of

Wayne N. Walters

Candidate for the degree of Doctor of Education

Wenfan Yan, Ph.D.
Professor of Education, Advisor

Sue Rieg, Ed.D.
Professor of Education

Monty Tidwell, Ph.D.
Professor of Education

ACCEPTED

Michele S. Schwietz, Ph.D.
Assistant Dean for Research
The School of Graduate Studies and Research

Title: A Case Study of Implementing an International
Baccalaureate Middle Years Programme: Teachers'
Motivation and Perceptions Towards Change

Author: Wayne N. Walters

Dissertation Chair: Dr. Wenfan Yan

Dissertation Committee Members: Dr. Sue Rieg
Dr. Monty Tidwell

The International Baccalaureate Middle Years Programme (IB MYP) is a highly competitive and rigorous review process of a middle school curriculum that, if successful, results in the school's acceptance in an international form of accreditation. The purpose of this qualitative case study was to explore the factors influencing teachers' motivation and their perceptions towards change in initiating and implementing a new program called the International Baccalaureate Middle Years Programme (IB MYP) in a Colorado middle school.

The following questions were considered: How do teachers become initially involved in the implementation of the IB MYP innovation? What levels of concern are experienced at various times during the innovation adoption process? What personal changes are encountered while implementing the IB MYP innovation? What attributes should a teacher possess in order to implement the IB MYP

innovation? How confident are teachers in their ability to implement the IB MYP innovation? What level of self-efficacy influences teacher motivation to implement the IB MYP innovation? What meaning do teachers make of their experiences in implementing the IB MYP innovation?

A survey (Stages of Concern Questionnaire), individual interviews and document analyses were used to obtain data for the study.

It was found that teachers became initially involved in the implementation of the IB MYP through investigation and conversation with other staff. The levels of concern experienced at various times during the IB MYP innovation adoption process were primarily self concerns (awareness, informational and personal stages). The personal changes encountered while implementing the IB MYP innovation were behavioral changes in accordance with the IB MYP philosophy. The attributes a teacher should possess in order to implement the IB MYP innovation were attributes of ability and effort. Teachers were very confident in their ability to implement the IB MYP innovation. High levels of self-efficacy beliefs influenced teacher motivation to implement the IB MYP innovation. The meaning teachers made out of their experiences in implementing the IB MYP innovation were that the program had helped the school's

reputation and created a sense of pride among all stakeholders. Implications for the study are discussed.

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"Nothing in life is so complicated, that it cannot be achieved by discipline and hard work."

Frick International Studies Academy Motto

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CHAPTER I
THE RESEARCH PROBLEM

Introduction

There are many interesting factors that can influence motivation and perception. This chapter provides an introduction to the study of factors influencing teachers' motivation and their perceptions towards change in initiating and implementing the International Baccalaureate Middle Years Programme (IB MYP) in a Colorado middle school. A statement of the problem, the purpose of the study, a statement of the research questions, the definition of terms, the limitations of the study, and the significance of the study are presented.

Statement of the Problem

The assertion that there is a direct relationship between student achievement and the success of a program has become commonplace. It is such an entrenched part of accepted knowledge that many believe it is a causal relationship. However, "educational change depends on what teachers do and think - it's as simple and complex as that" (Fullan, 2001, p. 115).

Innovations in education that require changes in behaviors and attitudes have traditionally begun as mandates from administrators with limited acceptance from teachers. Although student achievement may improve and the programs are developmentally responsive, teacher motivation is a driving force in the successful implementation of changes. Unfortunately, school administrators do not often recognize the complexity of the change process for teacher buy-in to these innovations (Meyerson, Ohlhausen, & Sexton, 1992).

Hall and Hord (2001) have researched the complexity of the change process and use the term "concerns" to classify the feelings and perceptions that teachers have about the innovation and change process. Francis Fuller (1969) originally proposed this notion of "concerns". Fuller's studies delineated "concerns" as 1) unrelated, 2) self, 3) task and 4) impact concerns (Hall & Hord, 2001). Unrelated concerns are exhibited when individuals have little concern or involvement with the innovation. Self concerns focus on desires for information and personal concerns about how the innovation will affect the individual. Once the innovation is implemented, task concerns focus on the management of the innovation and how it is to be implemented. Lastly, impact concerns focus on the effects of the innovation, how

one can refocus and alter the innovation, and the ability to collaborate with others (Meyerson, et. al, 1992).

An extension of these concerns has been further broken into seven specific categories of concern about the innovation called the "Stages of Concern." The "Stages of Concern" about the innovation include awareness, informational, personal, management, consequence, collaboration and refocusing. The awareness stage indicates little concern or involvement with the innovation. The informational stage indicates more interest in learning the details of the innovation while the personal stage reflects uncertainty and inadequacy about the demands of the innovation. Individual commitment also presents conflict during the personal stage. The processes and tasks of using the innovation are reflected in the management stage while the consequence stage focuses on the impact on clients in the immediate sphere of influence. When the focus is on cooperation and coordination with others, one is at the collaboration stage. Lastly, the refocusing stage focuses on the exploration of more universal benefits of the innovation (Hall & Hord, 2001).

When one examines the research on innovation, Everett Rogers is at the forefront and is always associated with the study of diffusion of innovations. Rogers (1995)

defines diffusion as "the process by which an innovation is communicated through certain channels over time among the members of a social system" (p.5). Diffusion includes both the spontaneous and the planned spread of new and engaging ideas. The four main elements in the diffusion of innovations are the innovation itself, the time or rate at which the innovation is diffused or adopted, the communication channels of information transmission from one to another, and the social system that includes the individuals who are potential adopters of the innovation (Rogers, 1995).

Regardless of the particular nature and intent of the innovation, change takes place. The challenge of this qualitative study was to utilize the fundamental concepts of change and motivation (attribution and self-efficacy) in order to describe and analyze factors influencing teachers' motivation to initiate and implement an IB MYP and their perceptions towards the change.

The International Baccalaureate Middle Years Programme is internationally recognized as having rigorous world-class standards and high expectations for students ages eleven to sixteen. IB MYP implementation requires significant change in approaches to teaching, professional development practices, curriculum, philosophy, planning,

teaming, and delivery of instruction. The mission of the program is to foster intellectual rigor and high academic standards, international understanding and responsible global citizenship. This program is a philosophy and framework for teaching and learning, not a curriculum (Tolan, 2001). Five areas of interaction form the foundation of the IB MYP. They include: 1) approaches to learning (study skills), 2) community and service, 3) health and social education, 4) the environment and 5) homo faber (man the maker); homo faber considers the products or creations of our creative genius. The IB MYP requires the teaching of eight core subjects: 1) Language A (the school's language of instruction), 2) Language B (a modern foreign language), 3) Humanities (history and geography), 4) Sciences, 5) Mathematics, 6) Arts, 7) Physical Education and 8) Technology (International Baccalaureate Organisation, 1998). In order to implement an IB MYP, teachers must engage in a three to five year strategic planning process that is externally validated before the school becomes certified. In cases where teacher motivation was high, student standardized test scores have shown significant improvement (Tolan, 2001). The implications of change and a deeper understanding of the factors influencing teacher motivation and teacher perceptions

towards change when initiating and implementing innovations were the impetus behind this study.

The Purpose of the Study

In the United States, middle level education continues to be a social, physical, emotional and intellectual challenge for teachers and students. The Carnegie Task Force on Education of Young Adolescents (1989) reported that between the ages of ten and fifteen, adolescents undergo more personal and rapid developmental changes than at any other period in their lives (Remington, 2000). Practitioners, theorists and professional organizations have done significant research and work on what constitutes a developmentally responsive middle level education. Out of this work, three major innovations for educating this age group emerged: the junior high school concept of the early 1900s, the middle school movement of the 1960s and the International Baccalaureate Middle Years Programme (IB MYP) of 1988 (Remington, 2000).

The International Baccalaureate Middle Years Programme (IB MYP) is a highly competitive and rigorous review process of a middle school curriculum that, if successful, results in the school's acceptance in an international form of accreditation. If middle schools are successful in

earning the IB MYP endorsement, there is considerable prestige among educators associated with acceptance into the International Baccalaureate Organisation. This case study explored the factors influencing teachers' motivation to implement the innovation of an International Baccalaureate Middle Years Programme (IB MYP). In this research, motivation was defined as a process governing choices made by persons among alternative forms of voluntary activity (Vroom, 1964). More specifically, this qualitative case study explored the factors influencing teachers' motivation and their perceptions towards change in initiating and implementing a new program called the International Baccalaureate Middle Years Programme in a Colorado middle school.

Research Questions

Specific research questions to be addressed in this qualitative study were:

Question 1. How do teachers become initially involved in the implementation of the IB MYP innovation?

Question 2. What levels of concern are experienced at various times during the innovation adoption process?

Question 3. What personal changes are encountered while implementing the IB MYP innovation?

Question 4. What attributes should a teacher possess in order to implement the IB MYP innovation?

Question 5. How confident are teachers in their ability to implement the IB MYP innovation?

Question 6. What level of self-efficacy influences teacher motivation to implement the IB MYP innovation?

Question 7. What meaning do teachers make of their experiences in implementing the IB MYP innovation?

Definition of Terms

Attribution Theory: The theory concerned with the perceived reasons why a behavior, event, or outcome has taken place (Graham, Weiner, & Zucker, 1997).

Educational Change: An act that can make things different and alter aspects of teacher practice with the purpose of improving customer delivery (Scott, 1999).

Innovation: The development and implementation of new ideas by individuals who over time engage in transactions within an organization (Garud, Polley, Van de Van, & Venkatraman, 1999).

International Baccalaureate Middle Years Programme: An International Baccalaureate Organisation programme of on-going internal and external validation designed for students between the ages of 11 and 16 years old. It is

organized according to the fundamental concepts of holistic education, communication and intercultural awareness. The programme is internationally recognized with rigorous "world class" standards and high expectations for all students (International Baccalaureate Organisation, 2000).

Self-efficacy Theory: A component of Bandura's (1986) social cognitive theory, which suggests that an individual's behavior, environment, and cognitive factors are all highly inter-related.

Successful IB MYP: Operationally defined for the purposes of this study as an IB MYP that produces improved student achievement as measured by standardized test scores.

Limitations of the Study

There are two limitations to this study. There are a limited number of middle schools in Colorado that have successful IB MYPs therefore this study would not directly benefit unsuccessful IB MYPs and other comprehensive or magnet middle schools. Educators in successful IB MYPs who are unwilling to participate in the survey or the individual interviews would significantly reduce the number of participants in this study.

Significance of the Study

"The range of educational goals and expectations for schools and the transfer of family and societal problems to the school, coupled with the imposition of multiple, disconnected reform initiatives, present intolerable conditions for sustained educational development and satisfying work experiences" (Fullan, 2001, p. 115). This notion coupled with responding to the developmentally appropriate educational needs for middle school students while preparing them for global competition compounds the problem for teachers. The International Baccalaureate Middle Years Programme, although not considered a reform initiative, is an educational innovation that is sensitive to the critical phase of the middle school student's personal and intellectual development.

As a practitioner in middle level education, I have been active in implementing numerous reform initiatives and educational innovations, including the initial stages of implementing an International Baccalaureate Middle Years Programme. Throughout the challenges of implementing change in schools, whether in the name of reform or educational innovations, teacher motivation and their perceptions toward the change have been critical to the success of these innovations. Teacher motivation is a stronger

corollary to the success of educational innovations than a history of successful implementations in varied settings.

There are several International Baccalaureate Middle Years Programmes in existence, but little research exists about factors influencing teachers' motivation to personally initiate and implement IB MYPs and their perceptions toward the change. It is anticipated that the results from this qualitative case study would provide insight on how teachers get interested in change processes and what motivates them to adopt innovations using the IB MYP as a framework. Additionally, this research might provide practical approaches that may be used with teachers to foster effective and efficient change.

Summary

This chapter presented a statement of the problem, the purpose of the study, a statement of the research questions, the definition of terms, the limitations of the study, and the significance of the study. Chapter II contains a review of the relevant literature. A discussion of the methodology is contained in Chapter III. Chapter IV presents the results and Chapter V includes a summary and recommendations for further study.

CHAPTER II
REVIEW OF LITERATURE

A review of literature pertinent to the topic is interesting and provides the necessary research background. The review of literature is divided into four parts. Part one reviews the historical development of the middle school and its philosophy. Part two reviews the history, philosophy, curriculum and assessment, and implementation of the International Baccalaureate Middle Years Programme (IB MYP). Part three reviews change theory and the change process with particular emphasis on the Concerns Based Adoption Model (CBAM). Part four examines the research on innovation, attribution, and self-efficacy.

Review of Literature on Middle School Development
Middle School Historical Development

Middle schools and early adolescence are inseparable. By design, the existence of middle schools and middle level programming is based on the needs of early adolescents.

The beginning of middle schools dates back to the late 1800s when the systems of elementary and high schools were under considerable criticism. Among these critics was Charles Eliot, president of Harvard University. In an

address to the National Education Association (NEA) in 1892 and the Department of Superintendents of the NEA in 1888, Eliot moved the NEA to appoint committees to consider the direction of public education and to look for reform (Bossing & Cramer, 1965; Capelluti & Stokes, 1991). The reform movement of the time initiated a reorganization of secondary education to include grades seven through nine as a transitional phase of secondary education (Capelluti & Stokes, 1991).

At the start of the twentieth century, G. Stanley Hall's two-volume work titled "Adolescence" served as another major influence leading to the growth of the junior high school (Pullian and Van Patten, 1991). This study of 4,000 youth in New York City documented a unique and dramatic stage of development, the preadolescent period (Bondi and Wiles, 2001). Hall's studies influenced the American public to believe that adolescence should be given scientific study and that education should be based on psychology (Eichhorn, 1966).

In the early days of developing a philosophical base for the junior high school, pressures came from colleges, public school leaders, teachers, and Board of Education members, all for different reasons. The teachers saw the reform as an opportunity for improved facilities and

equipment while Board of Education members looked at the economic benefits. Public school leaders saw this reform as a move toward fixing immediate needs and higher education personnel advocated this reform for economy of time (Lounsbury, 1960).

In 1909, Indianola Junior High School in Columbus, Ohio was the first to be called a junior high school (Lounsbury, 1960). Several recognized position statements set forth the goals and responsibilities of the junior high school (NMSA, 1998). In decades to follow, the junior high school movement would become established, serve American education with distinction, and establish the institution, as a viable transition to assist with the physical, social and mental needs of these students (Eichhorn, 1966).

Junior high schools in 1947 were guided by six functions proposed by Gruhn and Douglass and summarized in their 1956 publication of *The Modern Junior High School*. Interestingly, these functions would eventually become part of the middle school rationale. The six functions, which included 1) socialization, 2) integration, 3) exploration, 4) guidance, 5) differentiation, and 6) articulation, clearly defined the needs of students (Bondi & Wiles, 2001; Capelluti & Stokes, 1991).

Although the junior high school concept was well received by many school systems, there were some persistent voices of criticism that articulated shortcomings during the 1950s. Junior high schools were viewed as merely a downward extension of the high school (Beane, George, Stevenson & Thomason, 1992; Capelluti & Stokes, 1991; Howard & Stoumbis, 1969). The launch of Sputnik I created disappointment with the school system for allowing Russia to take the lead in technology. In reaction to the public's outcry, subjects like algebra, biology, physics, chemistry, and foreign languages were moved from grade nine to eight and a hands-on approach to teaching was emphasized. Externally, racial tensions that resulted in "white flight" to the suburbs created increased home construction and a need for new schools (Capelluti & Stokes, 1991). Additionally, the noted English physician and researcher Tanner (1962) disclosed that biological maturity was occurring earlier by four months per decade. These internal and external factors were instrumental in the movement and reorganization of a new middle school concept (Capelluti & Stokes, 1991).

The emergence of the new middle school concept was in part an effort to redefine, revamp, rediscover and reintroduce the basic pedagogical principles of adolescent

learning upon which the junior high school was established (Kohut, 1988). One of the initial major changes in the new middle school concept showed a decline in the grade seven to nine configuration and an increase in the grade six through eight configuration (Capelluti & Stokes, 1991). Dr. Donald Eichhorn (1966) provided the first full articulation and proposal of the middle school concept in his influential text, *The Middle School*. His book provided basic information about the developments and descriptors of these middle school students. In 1966, Eichhorn argued that all middle school students are not prepubescents, early adolescents, or adolescents. Therefore, he called these middle school students, whose development can begin prior to the onset of puberty and extend through the early stages of adolescence, transescents, and their stage of development, transescence. Additionally, Eichhorn's (1966) book provides a sound philosophical rationale, programmatic plans and curricula while proposing a direct model relationship between the learners' developmental characteristics and the program of the school (Powell, 2002; Remington, 2000).

Eichhorn's (1966) cognitive component of the middle school program is primarily based on the work of Jean Piaget. The author references Piaget's stages of

intellectual growth (preoperational, concrete and formal) as important in understanding the intellectual characteristics of transescents, although the earliest stage (preoperational) is not material to his research (Eichhorn, 1966; Remington, 2000). Piaget theorized that ages seven to eleven is when the concrete operational stage takes place. Children during this age use logic, deal with reality, and show considerable improvement in intellectual ability from the preoperational stage. The formal operational stage, where children can deal with transformation in reality and hypothetical propositions comes into existence during the period of adolescence (about age twelve) (Ginsburg & Opper, 1988). Therefore, educational concepts should be presented in a manner commensurate with the development of adolescents. It is unreasonable to provide accelerated learning experiences without examination of developmental stages and overall capacity. This adds to the argument for age appropriate, sequential curriculum (Remington, 2000). Piaget further theorized that complex factors such as emotional climate, cultural factors, intellectual strength and opportunities could affect intellectual growth. Therefore, particular environments can accelerate development and cultural deprivation can decelerate development (Ginsburg & Opper,

1988). Additionally, a middle school, which addresses the social and experiential needs of students, could affect intellectual growth. Piaget's theories became influential in Eichhorn's concept and design of the middle school (Remington, 2000).

The cognitive and intellectual skills that are developed during the middle school years are influential in academic situations but also assist in self-examination, reflection and relationships with others (Remington, 2000). In the area of social development, the affiliation base not only broadens from family to peer groups but peers sometimes become the source and model of behavior. This behavior may be unusual or drastic at times. Interestingly, adults unknowingly influence transescents and they attempt to identify with adults other than their parents (Bondi & Wiles, 2001).

From a programmatic standpoint, middle schools share distinct differences from junior high schools beyond grade configuration. Junior high schools were content driven and teacher centered while middle schools were designed to be affective as well as content driven with a client-centered focus. The required elective courses and departmentalization of the junior high school were replaced by basics/exploratory courses and middle school

interdisciplinary teams. Interestingly, the focus on the preparation for high school from the junior high school movement changed to a transition school adviser program. This program facilitates movement into and out of the middle school and involves carefully planned transition activities by a committee composed of counselors by both the sending and receiving schools. Some activities and initiatives may include: school visits, pre-orientation programs, newsletters, guided tours, and school created parent guides (Capelluti & Stokes, 1991).

The middle school concept identifies the role that the teacher, principal, and counselor must play if this construct is to be successful.

The duties of the middle school teacher may include service as a resource person, adviser, curriculum planner, tutor, facilitator and teacher of small and large group sessions while demonstrating content competency, skills, and attitudes to work with transescents. There is also an understanding that these roles can only be accomplished with ongoing and expanded professional development for all professional staff (Kohut, 1988). It is important for the middle school teacher to see his or her role as a guide through this difficult passage of time (Bondi & Wiles, 2001).

The role of the principal in the middle school is perhaps more complex than at any other level (elementary or high school). This individual must serve as an instructional and inspirational leader, student and staff developer, planner and change agent, and be an expert in encouraging parent involvement. Specifically, the principal must possess a variety of skills: a knowledge of effective middle school practices, a risk taking attitude, a willingness to monitor and adjust, an ability to make decisions, a natural ability to problem solve, a wealth of human relations skills, and an ability to manage the day-to-day operations of a school. More importantly, the individual must understand and appreciate the characteristics of transescents while being sensitive to the many changes taking place with these children.

The counselor must serve as the "living compassion" component of the middle school. Beyond the counselor being professionally trained in counseling and working with groups and parents, these professionals must be well versed in the developmental tasks of the transescent. Additionally, the counselor serves as the consultant, coordinator and specialist in certain areas of the curriculum (Capelluti & Stokes, 1991).

It is noted that probably the greatest problem and need of the middle school movement is the lack of personnel trained for, and committed to, the education of these children. Many of the middle school personnel working in middle schools did not choose to work at that level (Alexander & George, 1981). The more knowledgeable that staff and administrators are about transescence and transescents, the better equipped they are to plan and design a school tailored to meet the unique physical, social, intellectual and emotional needs of middle schoolers. The success of the middle school depends on the staff understanding each learner and his or her unique developmental patterns (Bondi & Wiles, 2001).

Middle School Philosophy

The transformation from junior high school to middle school created many changes but there was no unified comprehensive statement that shaped the educational beliefs that guided the emergence of the middle school. Under the leadership of John Swaim, 1980 president of the National Middle School Association, a committee was appointed to prepare a position paper that would create this type of comprehensive statement. The committee led by Alfred Arth, included middle school movement leaders William Alexander,

Charles Cherry, Donald Eichhorn, Conrad Toepfer, and Gordon Vars. After months of work and editing by John Lounsbury, the National Middle School Association published *This We Believe* in 1982(NMSA, 1998). This paper set forth ten essential elements of a middle school and became extremely influential (Erb, 2001).

Although the position paper served middle school educators well, there was a need to revisit the organization's position because of the extensive developments and practices in middle level education over the years. A new committee was organized to revisit the vision, philosophy and professional practices of middle schools. The new document published by the association in 1995 titled *This We Believe: Developmentally Responsive Middle Level Schools*, outlines six foundational characteristics and six major elements that would create the kinds of middle schools transescents need and deserve (NMSA, 1998; Erb, 2001).

This We Believe: Developmentally Responsive Middle Level Schools (1998) defines middle level education as the particular segment of schooling where students between the ages of ten and fifteen are engaged in early adolescence. The publication further shares that, if middle schools are to become developmentally responsive, educators must be

grounded in the diverse needs and characteristics of these transescents. Educators versed in the developmental stages of transescence would agree with the publication's stance on a "one size fits all" approach as highly inappropriate for these pupils. Additionally, educators should understand the intellectual, moral, physical, emotional/psychological and social developments of middle school students (NMSA, 1998).

Developmentally responsive middle schools are characterized by educators who are committed to young adolescents, a shared vision, an adult advocate for every student, high expectations for all students, a positive school climate, and family and community partnerships (NMSA, 1998; Remington, 2000).

This level of characterization naturally leads to developmentally responsive middle schools providing: 1) curriculum that provides integration, exploration, and challenge 2) teaching and learning with varied approaches 3) flexibility within the organizational structures 4) assessment and evaluation that promote student learning 5) programs and policies that encourage health, wellness, and safety and 6) comprehensive guidance and support services (NMSA, 1998).

The time between the National Middle School Association's landmark publications (1982-1998) saw numerous publications for reform in education in the United States. Some middle school level specific publications include the National Association of Secondary School Principals' *An Agenda for Excellence at the Middle Level* (1985), *Developing a Mission Statement for the Middle Level School* (1987), *Middle Level Education's Responsibility for Intellectual Development* (1989), *Achieving Excellence through Middle Level Curriculum* (1993), the Carnegie Council on Adolescent Development's *Turning Points: Preparing American Youth for the 21st Century* (1989) and *Great Transitions: Preparing Adolescents for A New Century* (1995). *Great Transitions: Preparing Adolescents for A New Century* (1995) challenged and urged all American institutions (family, schools, youth service organizations, health-care organizations and the media) to reinforce the systems of support for adolescents. *Turning Points: Preparing American Youth for the 21st Century* (1989) through its eight recommendations for transforming the education of young adolescents was widely circulated and placed middle level education on the national agenda.

All of these publications, through examination of the total middle school experience for transescents, help

educators sort out conflicting recommendations in order to create a school wide program that is concurrently academically sound and developmentally responsive (Erb, 2001).

Review of Literature on IB MYP

IB MYP History

As middle level educators continued to make improvements within the current middle school construct, another organization designed a middle level educational program called the International Baccalaureate Middle Years Programme (IB MYP).

The International Baccalaureate Organisation (IBO) was formed in 1968 and is headquartered in Geneva, Switzerland. The organization grew out of numerous efforts by international schools, to standardize curriculum and credentials needed for universities for an increasingly mobile world population. Idealistically, the vision for these schools was that a shared academic experience encompassing critical thinking and exposure to varying points of view would encourage and foster tolerance and international understanding among students (<http://www.ibo.org>; IBO, 2002). The focus would be on the two final years of secondary school in order to build a

curriculum that would award a "baccalaureate" administered in any country and accepted by universities everywhere. A standardized and rigorous diploma program emerged with grant support from the Twentieth Century Fund, the Ford Foundation and the United Nations Educational, Scientific and Cultural Organization (UNESCO) (<http://www.ibo.org>; Peterson, 1972). Originally called the International Schools Examination Syndicate (ISES), the program's name was changed to the International Baccalaureate in 1967. This program of balanced curriculum and rigorous assessment grew rapidly and led to the adoption of the Middle Years Programme in 1994 and the Primary Years Programme in 1997 (<http://www.ibo.org>; Remington, 2000).

The IB MYP is designed for students aged 11 to 16 or grades 6 through 10, and began as an initiative of the International Schools Association. There are currently over 235 IB MYPs in over 50 countries (<http://www.ibo.org>). Although the International Baccalaureate Organization has offered the program since 1994, the development of the course of study that became known as the International Schools Association Curriculum (ISAC) began in the 1980s by a group of staff members from international and internationally-minded national schools (IBO, 2002; IBO, 2000; ISA, 1991). "The aim was to develop a curriculum

encouraging international awareness in young people with emphasis on the skills, attitudes and knowledge needed to participate in an increasingly global society" (IBO, 2002, p. 3).

The International Schools Association created a framework that provided flexibility in meeting local requirements while stating required objectives in each subject. The original ISAC was developed with support from the International Baccalaureate Organization and has continued to grow under the organization's auspices in a spirit of collaboration with and among schools (IBO, 2002). The premise of standardizing education for an increasingly mobile world population with a shared academic experience fostering international understanding, along with American educators immersed in the middle school movement realizing the need for engaging instruction that would help with the interactions of young adolescents, found common ground in the IB MYP (Tolan, 2001).

IB MYP Philosophy

The educational philosophy of the organization is found in its mission statement adopted in 1996:
Through comprehensive and balanced curricula coupled with challenging assessments, the International

Baccalaureate Organisation aims to assist schools in their endeavours to develop the individual talents of young people and teach them to relate the experience of the classroom to the realities of the world outside. Beyond intellectual rigour and high academic standards, strong emphasis is placed on the ideals of international understanding and responsible citizenship, to the end that IB students may become critical and compassionate thinkers, lifelong learners and informed participants in local and world affairs, conscious of the shared humanity that binds all people together while respecting the variety of cultures and attitudes that makes for the richness of life (IBO, 1998, p.1).

Underlying the organization's educational philosophy is a set of provisional criteria identified by the IBO. These eight criteria include: 1) building and reinforcing students' self identity and cultural awareness 2) developing citizens of the world through culture, language and learning to live together 3) nurturing students' recognition and development of universal human values 4) stimulating curiosity and inquiry as a means of fostering a spirit of discovery and enjoyment of learning 5) equipping students with the skills to learn and acquire knowledge

individually and collaboratively, creating ability to apply skills across a broad range of areas 6) providing international content while responding to district/local requirements 7) encouraging diversity and flexibility in approaches to pedagogy and 8) providing appropriate assessment and international benchmarking (IBO, 2002).

The IBO has also translated its mission statement into a specific set of 10 learning outcomes for the 21st century student known as the IB learner profile. "The learner profile provides a long-term vision of education. It is a set of ideals that can inspire, motivate and focus the work of schools and teachers, uniting them in a common purpose" (IBO, 2006, p. 1). The learner profile was originally called the 'PYP student profile' but practitioners from all three IBO programmes (Primary Years, Middle Years and Diploma) identified it as a set of qualities that would enhance student learning in all of its programmes. The IB learner profile is now applicable to all students and adults involved in IB program implementation, or the IBO community of learners. The IB learner profile states that "IB learners strive to be: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective" (IBO, 2006, p. 5).

The IB MYP practitioner understands that these students are entering a phase where social and cultural experiences both in and out of school will have a strong impact on their self-perception, self esteem, sense of identity and capacity to relate to others. Therefore, the IB MYP is devised to help students develop the knowledge, attitudes and skills they need to be responsible while actively participating in a changing and interrelated world (IBO, 2002). By IB MYP standards, knowledge involves reflective, critical and creative thinking about ideas and behaviors and includes problem solving and analysis, clarification and discussion of personal beliefs and standards on which sound decision-making is made (Bechtel & Waterson, 2003; IBO, 2002). Additionally, the IB MYP is designed to teach students to become independent learners with the ability to recognize relationships between school subjects and the outside world. Students learn how to adapt to new situations and combine relevant knowledge, practical and social intelligence to solve authentic problems individually or in a group (IBO, 2002). The IB MYP is constructivist in approach because it offers frameworks where students are encouraged to create and construct their own meaning (Bechtel & Waterson, 2003). In summation, the IB MYP is organized according to the fundamental concepts

of holistic education, communication and intercultural awareness for all participants.

Beginning in 2003, the IB MYP committee has established program standards that are now part of the evaluation process. There are two standards related to IB MYP philosophy and principles. The program requires close alignment between the beliefs and values of the school and the fundamental principles of the IB MYP and the fundamental concepts, principles and practices of the IB MYP are communicated to all stakeholders within the school (<http://www.ibo.org>). Commitment to the IB MYP philosophy and principles on the part of the entire school community and high levels of communication and collaboration among teachers become critical in the successful implementation of the program (IBO, 2002).

IB MYP Curriculum and Assessment

The IB MYP curriculum, which is visualized through the IB MYP octagonal curriculum model, places the student at the center. "The emphasis is on the fluidity of the system and the interrelatedness of the subjects" (IBO, 2002, p. 6). Around the student are common interactive themes embedded in the teaching of the subjects known as the five areas of interaction. By design, the areas of interaction

assist students in becoming more aware of the connections between subject content and the real world rather than viewing subjects in isolation. The five areas of interaction include: 1) approaches to learning (study skills), 2) community and service, 3) health and social education, 4) the environment and 5) homo faber which examines the products of the creative and inventive genius of people (IBO, 2002; Tolan, 2001). Each subject occupies a point around the edge of the octagonal model. This is representative of the equality of all subjects, although the same amount of teaching time may not be required in each subject area. The eight required subjects are: 1) Language A: The student's common language, which is usually the school's instructional language 2) Language B: a modern world language taught at school 3) Humanities: history and geography 4) Sciences: chemistry, biology, physics 5) Mathematics: courses that include the branches of mathematics: numbers, algebra, geometry and trigonometry, probability and statistics, and discrete mathematics 6) Arts: visual and performing arts 7) Physical education: inclusive of health and fitness and 8) Technology: the nature, process and impact of technology (IBO, 2002; Tolan, 2001).

A separate entity in the IB MYP curriculum model is the personal project. The personal project serves as the culminating piece of work in the IB MYP. There is flexibility in the actual product, but it is a significant piece of work over an extended period of time led by the student with supervision from the teacher. The project could be an essay, artistic production or other form of expression, but it must highlight the student's involvement with the areas of interaction and be selected in consultation with the IB MYP supervising teachers and the IBO published guidelines. The personal project must be accompanied by a document that describes the approach, methodology and a personal response to the issues concerned. The school uses IBO criteria to assess the personal project (<http://www.ibo.org>; IBO, 2002). Figure 1 presents the graphical representation of the IB MYP curriculum model.

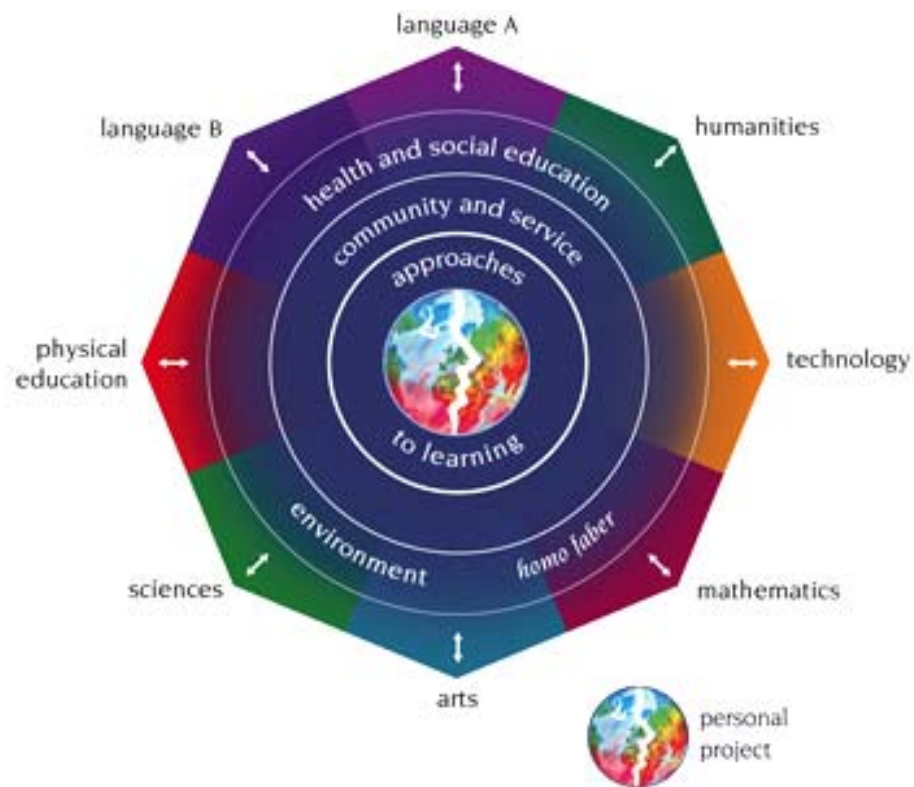


Figure 1. IB MYP Curriculum Model.

As in the case of specific standards for IB MYP philosophy and principles, the organization has identified specific evaluative standards for curriculum and assessment and the personal project. In the area of curriculum and assessment, the standards are as follows: 1) The school provides structured learning annually and in every subject area of the IB MYP curriculum model according to the requirements and objectives prescribed by the IBO 2) The school has implemented a system for teacher planning and reflection by content and interdisciplinary teams 3)

Teachers select and use a variety of teaching and learning strategies appropriate to the program's objectives and 4) The school's policies and procedures with regards to assessment, data collection and reporting correspond to the principles of IB MYP criterion-based assessment. In the area of the personal project, the standard is that the school has developed policies and practices that support the completion of the personal project by all IB MYP students in the last year of the program according to the guidelines established by the IBO (IBO, 2002).

The assessment of students in the IB MYP is an integral part of learning. Students are engaged in self, reflective, summative and formative assessments. Although the IBO places special emphasis on formative assessments, students are encouraged to employ ongoing methods of self-assessment and reflection. Formative assessments are tests given primarily to determine what students have learned in order to plan for further instruction. The purpose of utilizing formative assessments is to measure and assist with the progress of individual students. Summative assessments are tests used primarily to document students' achievement at the end of a unit or course. In the IB MYP, summative assessment takes place at the end of the program and provides a summary of the achieved objectives. The

purpose of the summative assessment is to document the levels of achievement by individual students (IBO, 2002).

The classroom teacher, using established IBO criteria, performs all assessments (formative and summative).

Although the IBO offers guidance in terms of objectives and principles, the burden of responsibility for collectively developing assessments falls on the teacher. The IBO offers an advisory service called monitoring of assessment as a means of providing helpful feedback on teacher developed assessments and procedures. A school may use the same advisory service to receive guidance, to prepare for the school program's evaluation visit and as a pre-check before sending in student work samples for moderation (Conn, 2001). Moderation refers to the process of checking and unifying assessment standards under the direction of the IBO (IBO, 2000).

At the request of an IB MYP school, the IBO can validate the school's assessment standards through a process of external moderation. This validation is required for schools wishing the IBO to issue certificates to students who complete the program. Schools who opt for external moderation of internal assessments can award students with a portfolio of achievement. The IBO provides

this portfolio of achievement for completion of the IB MYP (IBO, 2002).

IB MYP Implementation

Schools that desire to implement an International Baccalaureate Middle Years Programme must be authorized by the International Baccalaureate Organization. The implementation process begins with a self-study in which the educational philosophy of the IB MYP is discussed. This self-study and initial planning should involve the entire school staff. Following consultation with an IB MYP regional office and evaluation of the information, schools may formally apply for authorization to offer an IB MYP. The application involves submission of written documentation, a period of implementation of the program, teacher training and a site visit by the organization's representatives. Once a school becomes authorized, they are entitled to use the organization's name, logo and program designations (IBO, 2000).

Throughout the application process, strategic planning is critical and must take place. This type of planning is necessary to establish the objectives of the IB MYP in the context of the school and district's mission. A timeline for implementation, funds for necessary resources and

opportunities to present the IB MYP to the total school community with conviction and clarity must be established. Additionally, strategic planning must address the time needed for teachers to work together at each level, across levels, across disciplines, and in the areas of interaction. This aids in enabling teachers to meet the objectives of the program. Additional resources must be provided to engage in continuous staff development as well as provide necessary books, supplies and equipment.

The IB MYP also requires a coordinator to ensure effective implementation of the program. There is a great deal of coordination that must take place within the school, between the school and community and between the school and the IBO. This individual is responsible for the majority of the communication, documentation and facilitation of the program (IBO, 2002).

The IB MYP has established three program standards related to the organization of the IB MYP. The first requires the school to provide ongoing support to the program through staffing, administration and resources. The second standard requires that the school's structures and curriculum management practices ensure the development of the areas of interaction in teaching and learning as a central role. The third standard requires the school to

provide opportunities and a structure enabling students to act and reflect on their actions and contribute to their well being and that of the community and the environment. (<http://www.ibo.org>).

Review of Literature on Change

Change: The Definition

The study of educational change has been ongoing in the United States for almost eighty years. The literature is extensive and the challenge for the practicing educator and university-based scholar is to determine its usefulness and applicability (Wiles, 1993). Regardless of the confusion this vast body of work may create, change is a fact of life and may involve loss, anxiety and struggle (Fullan, 2001).

"Whether the change is sought or resisted, and happens by chance or design; whether we look at it from the standpoint of reformers or those they manipulate, of individuals or institutions, the response is characteristically ambivalent" (Marris, 1986, p. 5). The initial reaction to any new experience comes from the context of familiarity. The meaning of this new experience must be personalized regardless of how meaningful the experience might be to others (Fullan, 2001). The key

factor in change is what it means to those who must implement it. The primary meaning of change encourages resistance, creates confusion, causes conflict, provokes loss and challenges competence (Evans, 2001).

Change may occur either through imposition or voluntarily. It may even occur through initiation because of dissatisfaction, inconsistency or intolerability with the current construct (Fullan, 2001). Schlechty (1997) states that change is usually motivated by the need for survival or because a new and compelling vision makes the status quo pale in significance. Change is rarely clear at the outset and unless the meaning of change is shared, there is no assimilation with the innovation (Fullan, 2001).

Senge (1999) says that "change" often means several contradictory things in organizations and businesses. The term could refer to external or environmental changes such as technology and customers or it could refer to internal issues which focus on how the organization adapts to these environmental changes through practices, strategies and views.

Change can also mean top-down programming and can be synonymous with reorganization or reengineering (Senge, 1999). The debate of whether change should start at the top

or bottom is quite a healthy one. Schlechty (1990) says that rather than beginning at the top or bottom, change should begin wherever someone is in a position to recognize the need, has the capacity to conceptualize and can articulate the nature of the change.

As it relates to education, Scott (1999) defines educational change as an act that can make things different and alter aspects of teacher practice with the purpose of improving customer delivery. Scott's transitive definition sees change as just happening through a drifting process and the action of forces not amenable to individual influence. Others agree that change may occur whether it is planned or not and is controlled by internal and external forces (Larson, 1992; Wiles, 1993). The concern becomes whether the internal will keep pace with the external changes (Senge, 1999).

Guba (as cited in Wiles, 1993) uses evolutionary, reactive and planned change to describe the types of change in schools. Evolutionary change occurs without direction. Reactive change is based solely on instinct. Planned change is directional, conscious and perceived as necessary. Change may range in magnitude from a simplistic substitution of practices to levels of restructuring ideas and the adoption of new values (Larson, 1992).

Senge (1999) uses the term "profound change" to describe organizational changes that combine internal shifts in values, behaviors and aspirations with external shifts in practices, strategies and systems. The key factor with "profound change" is that there is learning through capacity building; therefore capacity for ongoing change is present.

Change: The Organization

Larson (1992) states that system, subsystem, and individual levels of change are common in organizations. If one were to use an educational analogy, the system would be the school, the subsystem would be departments such as Math or Science and the individual level is the teacher. At all levels, numerous variables exist and interact in several and often confounding ways. Although one may think that change is easier at the individual level, personal variables such as values, abilities, relationships and motivation come to the forefront. As the other levels (system and subsystem) are explored, other variables such as power and authority, communications, leadership, decision-making, rules and regulations and resources are addressed. These layers of variables contribute to the confusing nature of change.

Senge (1999) has categorized the stages of organizational change into three steps: the challenges of initiating, the challenges of sustaining transformation and the challenges of redesigning and rethinking. First, the challenges of initiating include the challenge of control over one's time, the challenge for coherent and consistent guidance and support, the challenge of building relevance within the organization and the challenge of words matching actions within the leadership of the organization. After the initiated change is in place, the next challenge is the task of sustaining the transformation. The task of sustaining the transformation becomes critical. These challenges of sustaining transformation include fear and anxiety through different forms of defensiveness, challenges of assessment and measurement through dealing with tangible achievements versus traditional ways of measuring success, and the challenge of true believers versus nonbelievers of the initiated change may create opposition within the organization. Once the change has been sustained, the final challenge of system wide redesign and rethinking demands imaginative and courageous leadership. This is accomplished through addressing the challenges of governance, diffusion and reinvention through strategy and purpose (Senge, 1999).

Katz and Kahn (as cited in Baldrige & Deal, 1975) analyzed seven different approaches to organizational change. These approaches include: information, individual counseling and therapy, influence of the peer group, sensitivity training, group therapy in organizations, feedback and systemic change. The authors concluded that systemic change was the most powerful approach to changing human organizations through direct manipulation of organizational variables. Michael Holzman (1993) describes five ways the term "systemic change" is currently being used. First, systemic change means working with organizations in a vertically aligned approach to effect change. In short, it means working with bureaucratic structures to effect change. Secondly, systemic change means working with every department or component of a particular organization in a horizontally aligned approach. The author believes that if every department of the organization is not included in the change process, then there is no real change. Thirdly, systemic change may mean working with every aspect of the organization. If a school were used as an example, every aspect would include curriculum, budget, parents, student assessment, boards of education, etc. The fourth definition of systemic change means to be systematic in efforts to improve the

organization utilizing both vertical and horizontal structures. Finally, Holzman (1993) shares that systemic change means fundamental change. Implicit in the definition is that improvements needed in the organization are so extensive that they cannot be done within the limits of the present organization, so people should seek to change the nature of the organization.

Before initiating the change process in organizations, it is important to learn about the culture of the organization. An organization's culture is both product and process and effect and cause. The culture is representative of collective knowledge of predecessors and is repeatedly renewed and shared with new members of the organization. People's behavior, perception and understanding of events are shaped through culture and provide the template for learning in the organization. Culture exerts a profound impact on individuals within the organization as well as on the way that the organization responds to change (Evans, 2001). Structural change that is not supported by cultural change will eventually be overwhelmed by the culture, for it is in the culture that individuals and organizations find stability (Schlechty, 1997).

Change: The School

When approaching the problems of change, an assumption can be made that school is a subculture in our society. It has traditions, goals, dynamics, organization, and materials. Therefore, individuals who are a part of the school setting view themselves as different in numerous ways. The difference goes beyond actual feelings. The individual differences go to an awareness of having special knowledge, values and obligations that have a history, not only on an individual level but also in the larger context of history (Sarason, 1995).

House (as cited in Larson, 1992) describes three perspectives on change in education: the technical, political and cultural. The technical perspective, in terms of change, emphasizes rational behavior. The thought is that if the innovation emerged from a research and development process, a rational person should adopt or implement the innovation based on merit. The political perspective, in terms of change, focuses on processes to work through issues of power, conflicting values and authority. The perspective engages in negotiation and compromise; therefore, the planning process or outcome of the innovation may not please all parties. The cultural perspective, in terms of change, tends to be evolutionary

unless it is imposed. It is understood that the innovation may be altered as it is implemented based on cultural norms of the organization.

Scott (1999) describes two major types of change in education: changes in learning programs and changes in the milieu through development, delivery and support. As an example, some of the aspects that can be changed in learning programs are teaching and learning strategies, approaches to evaluation and enhancement, and the sequence of learning. Some of the aspects that can be changed in the operating milieu of education are culture and climate, planning and decision making, and systems of communication.

Hall and Hord (2001) correlate the time period in which change was introduced in schools over the past thirty years to one of three philosophical perspectives: behavioral, cognitive, or socially responsible. During the 1970s, behavioral objectives were the hallmark of curricular programs and instructional processes. In the early 1980s, the United States began moving into the postindustrial information age. The cognitive perspective created expectations for students to focus on higher level thinking skills such as critical thinking and problem solving. It was important for students to use, process and apply knowledge in meaningful ways. The early 1990s brought

the socially responsive perspective, which stressed productive relationships and environmental attention. Programs for schools were explicitly developed to focus on community service, caring for the environment, caring for others, world citizenship, appreciating and respecting diverse cultures and cooperative learning (Hall & Hord, 2001).

Change: Concerns Based Adoption Model

A team of researchers came together in the late 1960s at the University of Texas at Austin to study change processes in schools. Throughout the many years of research, other national and international researchers have joined in verifying the concepts and extending the research on the change process in schools that grew out of this earlier effort. As a result of this long-term collaborative research, there are some agreed upon conclusions about what happens when people and school organizations are engaged in change. These conclusions form the basis of the Concerns-Based Adoption Model (CBAM) (Hall, Hord, Huling-Austin, & Rutherford, 1987). Additionally, these conclusions have been translated into twelve change principles, which summarize predictable aspects of change.

The first principle, "change is a process, not an actual event", supports the process people and school organizations go through as they gradually gain skill, competence and understanding in the use of an innovation. Principle two states that "there are significant differences in what is entailed in development versus the implementation of an innovation". This principle delineates the activity related to creating the innovation as development whereas the implementation includes the steps and actions involved in using the innovation. The third principle reiterates the fact that "a school organization does not change until the individuals within the organization change". Successful change begins and ends at the individual level. "Innovations may vary based on the required amount of time, resources, and efforts" is the fourth principle. The fifth principle says that "the actions and events, known as interventions, are key to the success of the change process in schools".

A shift in traditional thinking by all concerned when viewing school organizational structures is necessary. Most look at schools and the way they work in a vertical top-down or bottom-up perspective. The sixth principle proposes that "in order for change to succeed, vertical perspectives can work but a horizontal perspective works best". When

using the vertical perspective, the bottom may be able to create and sustain an innovation for several years, but if school administrators do not engage in ongoing active support, it is more than likely that the change effort will die. Herein lies the seventh principle; "the leadership of the school administrator is essential to long-term change success". The strategy of the administrator is also an essential piece in the change process. Mandates by top-down leadership are often criticized but can be effective when accompanied by ongoing training, coaching, communication and time for implementation. The notion that "mandates can work" is the eighth change principle. There is an expectation that the innovation will be implemented through the use of mandates. The ninth principle shares that "the primary organizational unit for making change successful is the school". This principle is accompanied by the understanding that school staff and leadership will make or break any change effort, regardless of whether change is initiated from inside or outside the organization. Therefore, a collaborative effort between all staff is needed to facilitate the change process. This type of necessary team effort in order to facilitate change is outlined in the tenth principle. Change can be painful, but it can be fun if the process is well facilitated with

appropriate interventions. The notion that "appropriate interventions can dramatically reduce the challenges of change" is the eleventh principle. Lastly, the twelfth principle states that "the context of the school influences the change process". The context is broken into physical features of the facility such as size, resources and policies and people factors such as attitudes, beliefs and values (Hall & Hord, 2001).

Another significant part of the Concerns Based Adoption Model (CBAM) is based on the seminal work of Frances Fuller (1969) with pre-service teachers. Fuller identified three phases pre-service teachers go through and the concerns associated with each phase. These phases and associated concerns are: 1) Pre-teaching phase/non concerns, 2) Early teaching phase/concern with self, and 3) Late teaching phase/concern with students. A pre-service teacher's stage of concern was found to influence individual perceptions of teacher training experiences. Additionally, a model was further proposed by Fuller (1969) outlining how student teachers' concerns move through four levels: 1) unrelated, 2) self, 3) task and 4) impact. Unrelated concerns were found among student teachers who did not have any direct contact with school-age children or clinical experience in school settings. Self-concerns tend

to be more prevalent when student teachers begin student teaching. There is concern at this level about student teaching, but more in regards of personal success or what the experience would be like for the individual. Task concerns develop after the start of student teaching as the actual work begins to take on a central role. Lastly, impact concerns are the ultimate goal for student teachers, clinical instructors, and supervisory professors. At this level, the concerns focus on student development, teacher effectiveness and improving student outcomes (Hall & Hord, 2001).

The researchers involved in the development of the CBAM studied what happens to teachers involved in change. One component of the CBAM focuses on the concerns of teachers when confronted with using educational innovations. The researchers concluded that teachers' concerns move through developmental stages similar to those identified by Fuller (Bauer, 1987; Hall & Hord, 1987).

Through additional research, these concerns have been further categorized into seven specific areas known as the Stages of Concern (SoC). The SoC are: 1) awareness, 2) informational, 3) personal, 4) management, 5) consequence, 6) collaboration, and 7) refocusing. Although the stages are distinctive, they are not mutually exclusive. In the

awareness stage, there is little or no concern or involvement with the proposed change or innovation. Teachers in the informational stage seek to find out more details such as start date, why it is being done, how it is being done, and what preparation will be necessary. Such teachers have a general interest in learning about the innovation. During the personal stage, concerns are usually intense for teachers, but may not be expressed as openly as informational concerns. Another way teachers express personal concerns is to characterize the innovation as nothing new, which may present conflict related to individual commitment. The personal stage reflects uncertainty and inadequacy about the demands of the innovation. Teachers in the management stage are often concerned with efficient use of time, organization, and scheduling. The processes and tasks of using the innovation are reflected in the management stage. Teachers at the consequence stage focus on the impact the innovation has on students in their immediate sphere of influence. When the focus is on cooperation and coordination with colleagues, the teacher is at the collaboration stage. Lastly, the refocusing stage focuses on the exploration of more universal benefits of the innovation for students (Hall & Hord, 2001).

The seven stages are reflected and grouped into three levels of concern: self concerns, task concerns and impact concerns. Teachers engaged in the awareness, informational and personal stages are categorized into self concerns. The management stage is categorized as task concerns; while consequence, collaboration, and refocusing concerns fall into the impact stages (Hall, et. al, 1987).

The Stages of Concern provide a tool for change facilitators to find out what teachers think about the innovation and the change process. Hall and Hord (2001) share three methods for assessing these Stages of Concern. The first method is called the one-legged interview. This method entails engaging in short hallway, lounge or playground conversations to gather information from teachers. The second method is the open-ended statement. This is accomplished by giving a teacher(s) a piece of paper with the following question: When you think about (insert the name of the innovation) what are your concerns? This method dates back to Fuller's (1969) first systematic measure of concerns used with teacher education students. The third method of assessing the Stages of Concern is utilizing the Stages of Concern Questionnaire. This is a pre-developed questionnaire of thirty-five questions that has strong reliability estimates and internal consistency.

These results may provide valuable tools for planning professional development experiences for facilitating the change process.

In facilitating change, the CBAM offers a tool for clarifying change and constructing a common understanding of the change by everyone involved. The CBAM researchers constructed this tool in response to frequent problems encountered by teachers and others who are expected to implement new innovations and are unclear about what they are asked to do. Additionally, innovations can be made operational by utilizing different forms or configurations. This diagnostic dimension of the CBAM is called Innovation Configurations (IC). The IC is a draft of descriptions that outline what the innovation looks like through a type of visual known as an IC Map. This IC Map shows a continuum with non-implementation on one end, to full implementation on the other end and is shared with all parties involved. Thus, teachers have a clearer idea of what is expected and change facilitators can use IC as a tool to evaluate the extent to which the innovation is being implemented in the organization.

In examining the CBAM, IC maps provide clarity for potential users of the innovation. In order to evaluate the innovation, it becomes important to look at behaviors to

gain a sense of how much and how well the innovation is being implemented. The CBAM researchers call this method Levels of Use (LoU) and is classified into eight levels. The eight levels range from non-use to renewal, where an experienced user re-evaluates the quality of use of the innovation and seeks to modify or seek alternatives to meet the needs of students. Three of the eight levels are categorized as nonusers and the remaining five as users. To assess an individual's LoU, the CBAM researchers developed the LoU Branching Interview and the LoU Focused Interview. The branching interview may be conducted in an informal manner through one-legged conferencing, whereas, the formal interview is much more formal and controlled. The focused interview is used mainly for research and formal evaluation purposes and requires specific training to use this formalized protocol. The LoU like the SoC provides an understanding of the implementers' relationship to the innovation. However, SoC examines effect on innovations while LoU focuses on behaviors (Hall & Hord, 2001).

Change theory guided this study as a basis for exploration on what personal and group changes are experienced throughout the IB MYP implementation process and the levels of concern experienced throughout the change process. Additionally, change theory provided an

understanding of the change process to assist in drawing conclusions regarding teacher perceptions towards the change resulting from IB MYP implementation.

Review of Literature on Motivation

Diffusion of Innovations Theory

An innovation is any idea, practice or device that is perceived by an individual or people to be new. It is the perceived newness of the idea that determines the individual's reaction to the idea. Diffusion of Innovations is a theory that analyzes and assists in explaining the adoption of a new innovation. Rogers (1995) defines diffusion as "the process by which an innovation is communicated through certain channels over time among the members of a social system" (p.5). Thus, the four main elements of diffusion of innovations theory are the innovation, communication channels, time and the social system.

Communication channels are the means by which information is transmitted among individuals. This transmission may be face to face or utilize mediums such as radio, television, newspapers and magazines. Time relates to the rate at which the innovation is diffused. The social system refers to individuals or organizations who share a

common culture and are potential adopters of the innovation.

One aspect of the diffusion of innovations theory is the process and series of actions or choices an individual engages in before adopting the innovation. This process known as the innovation-decision process has five stages: 1) Knowledge stage - when an individual is exposed to the innovation, 2) Persuasion stage - when the attitude toward the innovation whether favorable or unfavorable is formed, 3) Decision stage - when the individual engages in activities that lead to adoption or rejection of the innovation, 4) Implementation stage - when an individual puts the innovation to use, and 5) Confirmation stage - when the individual seeks reinforcement about the decision to adopt the innovation or reverses the decision if exposed to conflicting messages (Rogers, 1995).

There are several attributes related to an individual's intention toward and rate of adoption of an innovation. Rogers' (1995) theory of perceived attributes shares five characteristics that predict the rate of individual or group adoption towards an innovation. These five attributes are 1) relative advantage, 2) compatibility, 3) trialability, 4) complexity and 5) observability. Relative advantage is the degree to which an

innovation is perceived as superior to the idea being replaced. Innovations with a perceived high degree of relative advantage may be adopted more rapidly.

Compatibility is the degree to which an innovation is perceived as having consistency with existing values, past experiences and needs of potential adopters. Compatibility, as determined by the membership of a social system, is positively related to its rate of adoption. Complexity is the degree to which an innovation is perceived as relatively difficult to grasp and use. This attribute has been identified as an inhibitor to innovation adoption; therefore, complexity as perceived by the membership of a social system, is negatively related to its rate of adoption. Trialability is the degree to which an innovation may be experimented with on a finite basis. New ideas that can be tried or experimented with are generally adopted more rapidly than innovations that do not present limited exploration and experimentation. The trialability of an innovation, as perceived by the membership of a social system, is positively related to its rate of adoption. Observability is the degree to which the results of an innovation are apparent and visible to others. Individuals are more likely to adopt innovations that produce visible results; therefore, observability as perceived by the

membership of a social system, is positively related to its rate of adoption. The explanation of the theory suggests that the presence or absence of these attributes can predict whether an innovation will be adopted and its rate of diffusion through the system (Rogers, 1995).

Diffusion of innovations theory played a guiding role in this study by providing a tool for explaining the adoption of the IB MYP innovation as well as the innovation-decision process that shapes the probability for innovation adoption. Additionally, the diffusion of innovations theory provided a construct for examining the IB MYP innovation, the means of IB MYP transmission among individuals, the rate of IB MYP dissemination and the adopters of the innovation.

Attribution Theory

Attribution has become one of the more popular and influential theories in educational research (Ashton & Webb, 1986). Although Fritz Heider is acknowledged as the founder of attribution theory, the theory has been expanded and enhanced by Harold H. Kelly and Bernard Weiner. The theory of attribution is concerned with the perceived reasons why a behavior, event, or outcome has taken place (Graham, Weiner, & Zucker, 1997). A central assumption of

attribution theory is that the quest for understanding is a basic "spring of action" (Weiner, 1979). According to attribution theory, retrospective judgments of the causes of an individual's performances have motivational effects. The theory looks at thoughts and feelings as motivators of learning. Additionally, the theory looks at how individuals make causal explanations.

Heider (1958) suggests that there are four perceived causes of success and failure at achievement tasks. These causes of success and failure (ability, effort, task difficulty, and luck) are comprised within two causal dimensions: locus of control, which could be internal or external, and stability, which could be fixed or variable. Ability and effort are categorized into internal or personal forces. Task difficulty and luck are classified as external determinants.

Individuals who credit their successes to personal capabilities and their failures to lack of effort will undertake difficult tasks and persist. They do this because they see their outcomes as influenced by the amount of effort (Bandura, 1997). Based on the assumption that individuals are motivated to explain the causes of environmental events, attribution theory offers useful insights into achievement behavior (Ashton & Webb, 1986).

The work of Weiner (1979) shares that students' motivation is enhanced when they attribute their success to ability and/or effort, and motivation is decreased when they attribute their failure to their level of ability. A major source of motivation in persisting and beginning tasks relates to the perceived cause of former events (Meyerson, et. al, 1992). Individuals who perceive events to be within their control are more motivated than those who perceive the causes of events to be out of their control (Weiner, 1979).

Attribution theory played a guiding role in this study by providing perceived reasons and retrospective judgments that shape performance in teachers to implement the IB MYP. Additionally, since attribution theory provides a basis for explaining behavior and motivation, this theory was significant in identifying and organizing specific attributes necessary for successful IB MYP implementation while exploring factors that influenced teacher motivation.

Self-efficacy Theory

Bandura (1986) postulates that beliefs of self-efficacy affect motivation and persistence at enacting new skills. These beliefs are personalized judgments about one's ability to perform certain behaviors (Meyerson, et.

al, 1992). Self-efficacy can be more specifically defined as an individual's capability to generate necessary levels of motivation, have the necessary cognitive resources, and accomplish the necessary goals required to meet given situational demands (Bandura & Wood, 1989). "Individuals with high levels of self-efficacy are more likely to initiate new tasks and persist in light of roadblocks, frustrations, and difficulties" (Meyerson, et. al, 1992, p. 538).

Bandura (1997) notes that confidence differs from self-efficacy. Confidence is a term that refers to strength of belief but does not necessarily specify the exact strength. For instance, one can be extremely confident that he/she will fail at a given task. Self-efficacy refers to belief in one's power to yield given level(s) of attainment. A self-efficacy assessment includes both the affirmation and strength of that belief. Bandura (1997) also notes that self-esteem and perceived self-efficacy refer to different things. "Perceived self-efficacy is concerned with judgments of personal capability, whereas self-esteem is concerned with judgments of self-worth" (Bandura, 1997, p. 11).

In a study by Guskey (1988), the researcher identified a strong relationship between teachers' perceived self-

efficacy and their attitude toward implementing an innovation. Teachers with higher levels of self-efficacy were found to be more receptive to change.

Self-efficacy theory guided this study as a basis for how intrinsic confidence levels as well as levels of personal capabilities affect motivation and persistence when teachers are faced with change and implementing the IB MYP. Additionally, self-efficacy theory guided this study in providing a basis for identifying specific levels of self-efficacy beliefs that influence and affect teacher motivation when implementing new innovations, namely the IB MYP.

Summary

This chapter presented a review of literature relating to this study. The historical development of the middle school and its philosophy, the history, philosophy, curriculum and assessment, and implementation of the International Baccalaureate Middle Years Programme (IB MYP), change theory and the change process with particular emphasis on the Concerns Based Adoption Model (CBAM), and the research on diffusion of innovations, attribution, and self-efficacy are all relevant areas to this study. In exploring the factors influencing teachers' motivation and

their perceptions towards change in initiating and implementing a new program called the International Baccalaureate Middle Years Programme in a Colorado middle school, two large theoretical frameworks drive this study: change and motivation.

CHAPTER III

METHODOLOGY

This chapter on the methodology of this study includes a discussion of the research design, participants and method of subject selection, procedures of data collection and school setting for conducting this study.

Research Design

The purpose of this research was to explore the factors influencing teachers' motivation and their perceptions towards change in initiating and implementing the International Baccalaureate Middle Years Programme in a Colorado middle school. A case study research design was used in this qualitative study. Throughout the field of education, qualitative case studies are prevalent. Case study research has illuminated educational practice for over thirty years (Merriam, 2001). "Case study is the study of the particularity and complexity of a single case, coming to understand its activity within important circumstances" (Stake, 1995, p. xi). A case is a single entity or unit around which there are boundaries. A case could range anywhere from an individual (student, teacher, principal) to an innovative program to a group (class,

school, community) to a specific policy. Unlike other forms of research (experimental, survey, etc.), case study research does not claim any specific method(s) for data collection or data analysis. Any method or combination of methods of gathering data can be used in case study research although certain techniques are used more than others (Merriam, 2001).

Merriam (2002) suggests that before one examines or studies a particular phenomenon or problem, one must make a case for exactly why it is important. How useful will the findings be to individuals, institutions, or the body of research? Who will benefit from the study? This study holds some significance for the institution that serves as the school setting in that it may provide qualitative data on specific factors that motivate teachers in their school district to adopt and/or duplicate innovative programs. Additionally, it is anticipated that the results from this qualitative case study may provide insight on how teachers get interested in change processes and what motivates them to adopt innovations.

In this particular case study, a survey, individual interviews and document analyses were conducted to answer the following research questions:

1. How do teachers become initially involved in the implementation of the IB MYP innovation?
2. What levels of concern are experienced at various times during the innovation adoption process?
3. What personal changes are encountered while implementing the IB MYP innovation?
4. What attributes should a teacher possess in order to implement the IB MYP innovation?
5. How confident are teachers in their ability to implement the IB MYP innovation?
6. What level of self-efficacy influences teacher motivation to implement the IB MYP innovation?
7. What meaning do teachers make of their experiences in implementing the IB MYP innovation?

Participants and Method of Subject Selection

Although there are currently over 510 International Baccalaureate Middle Years Programmes (IB MYPs) in over 50 countries, there are a limited number of successful IB MYPs in Colorado. The participants in this qualitative study were practicing full-time teachers and an IB MYP coordinator (one in every school) in a successful International Baccalaureate Middle Years Programme in Colorado. The school was invited to participate based not

only on admission to the IB Organisation, but also on the basis of students' academic achievement (eg. high standardized test scores and other indicators of quality). The age range of the participants from the successful IB MYP Colorado middle school was between the age of 21 and 65. This age represents the typical range for practicing classroom teachers and school support staff. Both males and females (not necessarily of equal number) were included in this qualitative study. The individual interviews and survey included 35 teachers. Ten teachers participated in the individual interviews and 35 teachers in the survey. Part-time teachers or teachers who do not teach in a successful IB MYP were not invited to participate in the study. No subjects classified as vulnerable were included within the subject population.

Invitations to participate in a survey (Appendix A) were mailed to all IB MYP eligible teachers and the IB MYP coordinator at their school addresses. Invitations to participate in the survey included a copy of the cover letter and a self-addressed, stamped envelope for return. The cover letter included the title of the study, the purpose and importance of the study, assurance statement of confidentiality, the voluntary nature of their participation and instructions for returning the

invitation. Prior to administering the survey, permission was secured from the district's superintendent (Appendix B) and building principal (Appendix C). Only those IB MYP teachers who returned the invitation and survey in the self-addressed, stamped envelope provided became a part of the study. Ten IB MYP teachers who returned the invitation and survey were selected to participate in in-depth individual interviews. A voluntary consent form to participate in in-depth individual interviews (Appendix D) and a self-addressed, stamped envelope for return were mailed to ten selected IB MYP teachers at their school addresses. The voluntary consent form to participate in in-depth individual interviews included the title of the study, the purpose and importance of the study, assurance statement of confidentiality, the voluntary nature of their participation and instructions for returning the voluntary consent form. Additionally, the principal investigator requested permission to review the extensive documentation required in the IB MYP approval process from the IB MYP Coordinator.

Procedures of Data Collection

A survey, individual interviews and document analyses were used to obtain data for this qualitative study.

The survey used to collect data is the Stages of Concern Questionnaire (SoCQ). The SoCQ was designed to provide a quick scoring measure of the Stages of Concern as described in the second chapter. The questionnaire was field tested for estimates of reliability, internal consistency and validity with several different samples and eleven different innovations. The survey (Appendix E) is a paper-and-pencil instrument that includes thirty-five statements, each expressing a certain concern about the innovation. Respondents indicate the degree to which each concern is true of them by marking a number next to each statement on a zero to seven Likert response scale. The higher numbers indicate a high concern, low numbers indicate low concerns and zero indicates either a very low concern or the item is completely irrelevant. The questionnaire can be hand or computer scored and includes open-ended items. The SoCQ can be administered via mail or in person and a cover letter can be used to introduce the questionnaire and further define the innovation. The scoring of the questionnaire is based on converting the thirty-five item raw score totals for each scale into percentile scores. These percentile scores become the basis for data interpretation (Hall, George, and Rutherford,

1998). Permission for using the established instrument was obtained from the author (Appendix F).

Prior to the start of the study, the principal investigator obtained permission from the district's superintendent and building principal. At that time, the researcher procured a list of forty eligible teachers and the IB MYP coordinator. An invitation to participate in study, survey, and self-addressed stamped envelope was mailed to 40 eligible teachers and the IB MYP coordinator at their school addresses. The survey was returned to the principal investigator. The survey will assess individual and group levels of concern at various times during the innovation adoption process. If participants were interested in further telephone interviews, the researcher asked them to provide a telephone number. Data was analyzed to determine the individual and group levels of concern at various times during the IB MYP adoption process.

The principal investigator identified ten participants to participate in in-depth individual interviews. A voluntary consent form to participate in in-depth individual interviews and a self-addressed, stamped envelope for return were mailed to the ten selected participants at their school addresses. Letters informed participants that interviews would be audio-taped to ensure

clarity of responses. At times and locations designated by ten selected participants, the principal investigator conducted interviews to evaluate individual reasons for becoming involved in the IB MYP innovation, specific motivational influences, attributes, personal changes and levels of self-efficacy, and experienced reflections on program implementation and program success. Interview questions (Appendix G) were open-ended and further investigated issues and concerns that emerged from prior survey responses. The person-to-person interview is the most common form of interviews in qualitative research. Interviewing becomes necessary when one cannot observe feelings, behavior, how individuals interpret the world around them, and when there is interest in past events that are impossible to replicate (Merriam, 2001).

Documents that are public domain were requested in writing from the building principal to provide additional data. This permission to conduct document analyses was obtained in the initial permission letter to conduct the study. The researcher used the diffusion of innovations theory as a framework to analyze the documents and assist in explaining the adoption of the IB MYP innovation which directly impacts participants' motivation and their attitudes toward the innovation. The school's IB MYP

coordinator is the designated individual who stores and maintains these documents that are not confidential. These documents which include a self-study, initial application, curriculum development, meeting minutes, teaching schedules, samples of assessments, professional development opportunities, correspondence with the IB Organisation, and documentation for moderation, must be collected over several years as part of the IB MYP implementation process. The building principal and IB MYP coordinator were contacted to arrange and conduct opportunities for document analysis. At times and locations designated by the principal and IB MYP coordinator, the principal investigator examined pertinent documents for additional data. The greatest strength of document analysis is that it is unobtrusive and can be accomplished without disturbing the setting (Marshall & Rossman, 1999).

School Setting

At the time of study, there were 170 schools with certified International Baccalaureate Middle Years Programmes in the United States. Out of the 170 certified IB MYP schools, 18 were in Colorado. In Colorado, some of the 18 middle schools offer the IB MYP to a select population where selected staff members teach in the IB MYP

and others offer the whole school program which involves the entire student body and teaching staff.

The selected study site was a school in Colorado where the program was offered to a select population and selected staff members taught in the IB MYP. The school was a large school with a population of approximately 1200 students. The IB MYP, however, was only offered to approximately half (almost 600 students) of the school's population via application with a waiting list for students who had a desire to opt into the program.

The school, a certified IB MYP for over five years was housed in a newer building, not quite ten years old. Based on the academic achievement of the students, as evidenced by state testing, the school had received an Excellent rating from the Colorado Department of Education during the time frame of the study. The racial breakdown of the school was predominately white, with single digit percentages of Hispanic, Asian, African-American and Native American students. The teacher-student ratio was approximately 17:1 and a low percentage of students received free/reduced lunch. Approximately 40 teachers taught in the IB MYP and the average years of experience among the teaching staff was nine.

Summary

This chapter presented a description of the research design, participants and method of subject selection, procedures of data collection and school setting of this study. The next chapter reports the findings of the study.

CHAPTER IV

DATA ANALYSIS AND FINDINGS

The purpose of this qualitative case study was to describe and analyze factors influencing teachers' motivation to initiate and implement an International Baccalaureate Middle Years Programme (IB MYP) in a Colorado middle school and their perceptions towards the change. This study considered the following specific questions:

Question 1. How do teachers become initially involved in the implementation of the IB MYP innovation?

Question 2. What levels of concern are experienced at various times during the innovation adoption process?

Question 3. What personal changes are encountered while implementing the IB MYP innovation?

Question 4. What attributes should a teacher possess in order to implement the IB MYP innovation?

Question 5. How confident are teachers in their ability to implement the IB MYP innovation?

Question 6. What level of self-efficacy influences teacher motivation to implement the IB MYP innovation?

Question 7. What meaning do teachers make of their experiences in implementing the IB MYP innovation?

Overall Strategies for Analysis of Data

The description and analysis of factors influencing teachers' motivation to initiate and implement an IB MYP and their perceptions towards the change were explored through the use of a survey, individual interviews and document analyses. An invitation to participate in study, survey, and a self-addressed stamped envelope were mailed to 40 eligible teachers at their school addresses. Thirty-five teachers participated in the study. The survey used to collect data is the Stages of Concern Questionnaire (SoCQ) (Hall, George, and Rutherford, 1979) described in Chapter Two. The survey assessed individual and group levels of concern at various times during the IB MYP innovation adoption process.

The researcher then identified 10 teachers who participated in the initial survey to participate in in-depth individual interviews. Individual interviews evaluated reasons for becoming involved in the IB MYP innovation, specific motivational influences, attributes, personal changes, levels of self-efficacy, and experienced reflections on program implementation and program success. Interview questions were open-ended and further investigated issues and concerns that emerged from prior survey responses. The duration of the individual interviews

varied from 15 minutes to 30 minutes in length. The same set of 13 questions was posed to all participants. All 10 interviews were audio-taped to ensure clarity of responses.

Documents that are public domain were requested in writing from the building principal to provide additional data. Diffusion of innovations theory was used as a framework to analyze the documents and assist in explaining the adaptation of the IB MYP innovation. Diffusion of innovations theory directly impacts participants' motivation and their attitudes toward the innovation. The school's IB MYP coordinator is the designated individual who stores and maintains documents that are not confidential. These documents, which include a self-study, initial application, curriculum development, meeting minutes, teaching schedules, samples of assessments, professional development opportunities, correspondence with the IB Organisation, and documentation for moderation, must be collected over several years as part of the IB MYP implementation process.

Demographic Characteristics of Participants

The survey was completed by thirty-five participants. At the time the study was conducted, twenty-five participants were female, eight were male and two did not

share their sex designation. One participant was between 20 and 29 years of age; four were between 30 and 39; eleven were between 40 and 49; fourteen were between 50 and 59; three were 60 and over and two participants chose not to share their age. Five participants identified themselves as Science teachers; five were Language A teachers; two were Humanities teachers; three were Mathematics teachers; four were Arts teachers; two were Language B teachers; nine identified themselves as teachers without defining a subject area and five chose not to share their job function. The individual interviews comprised ten participants. Eight females and two males participated in the individual interviews. One participant was an Art teacher, one was a Technology teacher, two were Language A teachers, three were Science teachers, one was a Mathematics teacher, one was a Humanities teacher and one was a Language B teacher. The demographics of the survey and individual interview participants are summarized in Table 1.

Table 1

Survey and Interview Participant Characteristics

Group	Sex	Age	Job Function
<u>Survey</u>			
	Female (25)	20-29 (1)	Arts (4)
	Male (8)	30-39 (4)	Humanities (2)
	No Response (2)	40-49 (11)	Language A (5)
		50-59 (14)	Language B (2)
		60 + (3)	Mathematics(3)
		No Response(2)	Science (5)
			Teacher (9)
			No Response(5)
<u>Interviews</u>			
	Female (8)		Arts (1)
	Male (2)		Humanities (1)
			Language A (2)
			Language B (1)
			Mathematics(1)
			Science (3)
			Technology (1)

Data Analysis Procedures for Survey

In order to begin analysis of the Stages of Concern (SoC) survey, the researcher first created a database that could be sorted by statement number (1-35), stages of concern (0-6), degree to which concern is true (0-7) and participant code (to protect confidentiality). The next step was to take each survey and enter the data into the database. The thirty-five statements represent the seven

fundamental Stages of Concern. Each of the seven Stages of Concern is represented by five of the thirty-five statements in the survey. The "raw score" for each Stage of Concern is the sum of the responses to the five statements for that stage. Once the seven raw scale scores have been obtained, the scores are converted to percentile scores for interpretation. The percentile scores are based on the responses of 646 participants who completed the survey in the spring of 1975. The participants were a carefully selected stratified sample from elementary schools and higher education institutions with a range of experience with the innovation of teaming. Experience has shown that the percentiles are representative of other innovations (Hall, George, and Rutherford, 1998).

The individual score totals for each statement were then aligned to the corresponding Stage of Concern and combined to provide a raw score for each of the seven Stages of Concern. Each raw score was assigned an intensity percentile for the corresponding Stage of Concern, using the SoC Raw Score-Percentile Conversion Chart for Stages of Concern Questionnaire given on pages 26 and 27 of Hall et al. (1998). Additionally, the total raw scores of all seven Stages of Concern for each participant were combined and converted into a percentile. The intensity percentile for

each participant was charted in order to develop a SoC Profile for each of the thirty-five participants and is displayed in Table 2.

Table 2

SoC Profile for Individual Participants

Participant Number	Stages of Concern Intensity Percentile						Total %ile	
	0	1	2	3	4	5		6
1	53	43	39	30	9	52	20	21
2	10	23	45	43	19	16	34	15
3	84	43	76	88	90	91	38	83
4	53	51	25	30	19	98	47	45
5	84	66	31	15	27	91	69	57
6	60	75	80	65	63	72	57	80
7	10	60	83	34	54	80	30	63
8	77	45	17	15	16	98	77	45
9	84	88	80	43	33	91	30	77
10	81	43	41	27	11	59	6	21
11	66	48	67	83	33	40	52	63
12	77	51	48	52	33	76	20	51
13	53	60	28	11	30	95	38	42
14	99	69	83	23	24	48	42	69
15	81	91	87	34	33	68	52	77
16	99	88	57	52	43	40	34	74
17	66	5	5	2	33	48	42	12
18	53	37	31	30	48	80	87	51
19	29	69	48	77	33	64	57	63
20	46	43	52	73	21	68	69	54
21	37	16	12	15	30	80	38	18
22	37	34	48	15	63	88	84	54
23	29	12	52	30	54	98	42	45
24	77	99	97	99	63	59	65	98
25	98	93	85	73	33	22	52	83
26	97	97	87	69	30	22	52	83
27	99	63	63	43	33	36	38	66
28	98	72	83	83	63	88	84	95
29	53	88	91	18	76	93	73	86
30	72	16	12	9	1	10	14	3
31	72	12	5	9	11	55	11	6
32	66	45	39	18	11	59	26	27
33	94	40	39	43	8	12	47	27
34	37	37	41	9	43	97	69	48
35	77	84	83	92	59	36	52	83

Additionally, the number of participants that are highest on each SoC were tallied to give a clear picture of the range of peak SoC scores within the entire group. This frequency of highest SoC for all participants is displayed in Table 3.

Table 3

Frequency of Highest SoC Scores for All Participants

Number of Individuals	Stages of Concern
13	0 - Awareness
3	1 - Informational
2	2 - Personal
5	3 - Management
0	4 - Consequence
11	5 - Collaboration
1	6 - Refocusing

In order to create a SoC profile for the entire group of participants, mean scores were used. The mean scores were derived by dividing the raw score totals by the number of participants $n = 35$. This was done in order to calculate group scores for each of the seven Stages of Concern. The mean or group scores were then assigned an intensity percentile for the seven Stages of Concern using the *SoC Raw Score-Percentile Conversion Chart for Stages of Concern Questionnaire*. The percentiles were then charted in order

to create a SoC profile for the entire group of participants. The profile for the entire group of participants is given in Figure 2.

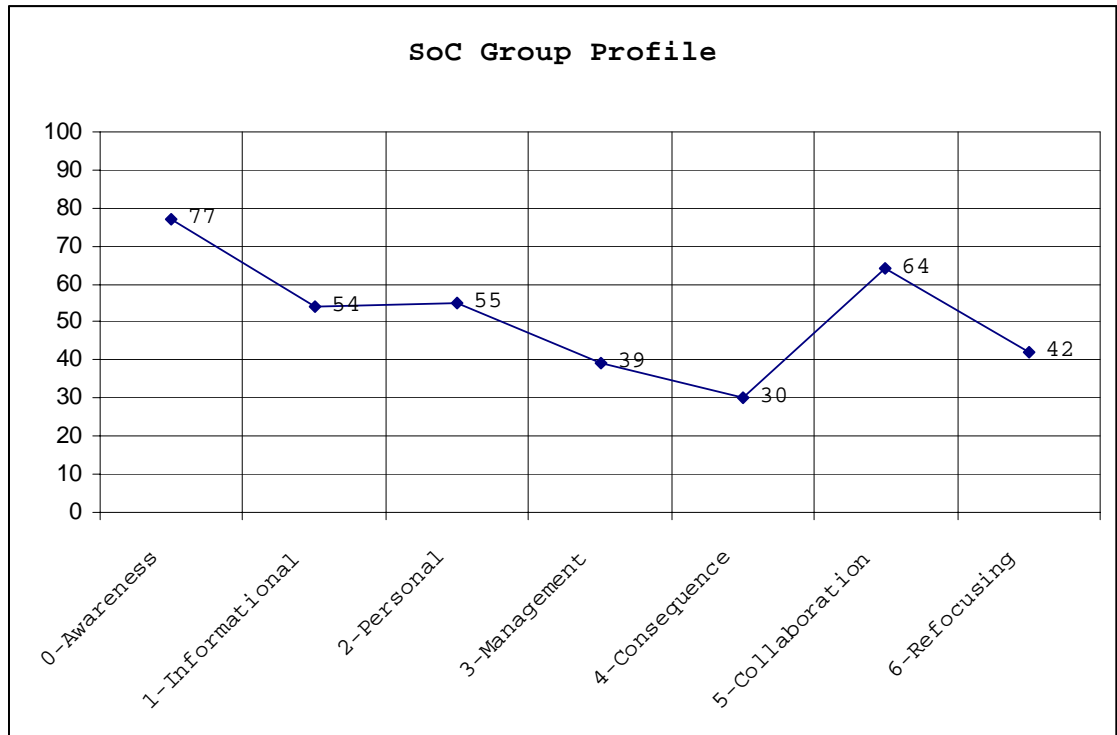


Figure 2. SoC profile for entire group of participants.

Interpretation of SoC Group Profile

The group indicates high scores in 0-Awareness (77) and 5-Collaboration (64) and a low score in 4-Consequence (30). This indicates that as a group, there are experienced users of the IB MYP innovation, they are comfortable with the IB MYP innovation, but are clearly not concerned about the IB MYP innovation implementation. The low score in 4-

Consequence also indicates that the participants have minimal to no concerns about the relationship of students to use of the IB MYP innovation. The group has low concerns regarding the IB MYP innovation.

Interpretation of SoC Individual Profiles

After reviewing the guidelines for interpretation of the Soc Questionnaire, the authors recommend four guidelines for interpretation: 1) Establish a holistic perspective, 2) look at high and low stage scores, 3) look at individual item responses, and 4) look at the total score. The focus should be on what Stages of Concern are high and low, and what the participant seems to be indicating about his/her concerns (Hall, George, and Rutherford, 1998).

Participant 1 indicates high scores in 0-Awareness (53) and 5-Collaboration (52) and a low score in 4-Consequence (9). The total percentile is 21 (relatively low) and when looking at the individual item raw score distribution, there is no clear sorting among the Stages of Concern. This indicates that the participant is an experienced user of the IB MYP innovation, has a level of comfort with the innovation but is clearly not concerned about the innovation. The low score in 4-Consequence also

indicates that the participant has minimal to no concerns about the relationship of students to the use of the IB MYP innovation.

Participant 2 indicates high scores in 2-Personal (45) and 3-Management (43) and a low score in 0-Awareness (10). The total percentile is 15 (relatively low) and when looking at the individual item raw score distribution, there is no clear sorting among the Stages of Concern. This indicates that the participant may have intense personal concerns about the IB MYP innovation and its consequences as well as logistics, time, and management concerns. The low score in 0-Awareness also suggests intense involvement with the innovation.

Participant 3 indicates high scores in 5-Collaboration (91) and 4-Consequence (90) and a low score in 6-Refocusing (38). The total percentile is 83 (relatively high) and when looking at the individual item raw score distribution, there is no clear sorting among the Stages of Concern. This indicates that the participant may have concerns about a collaborative effort in relation to other high stage concerns. The relatively high total percentile suggests definite feelings and involvement with the IB MYP innovation which may be either positive or negative.

Participant 4 indicates a high score in 5-Collaboration (98) and a low score in 4-Consequence (19). The total percentile is 45 (moderate) and when looking at the individual item raw score distribution, there is no clear sorting among the Stages of Concern. This indicates that the participant may have concerns about working with others in relation to the innovation and perceives him/herself to be in a leadership role. The low score in 4-Consequence also suggests minimal to no concerns about the relationship of students to use of the IB MYP innovation.

Participant 5 indicates a high score in 5-Collaboration (91) and a low score in 3-Management (15). The total percentile is 57 (moderate) and when looking at the individual item raw score distribution, there is no clear sorting among the Stages of Concern. This indicates that the participant may have concerns about working with others in relation to the innovation and perceives him/herself to be in a leadership role. The low score in 3-Management also suggests minimal to no concerns about managing use of the IB MYP innovation.

Participant 6 indicates a high score in 2-Personal (80) and a low score in 6-Refocusing (57). The total percentile is 80 (relatively high) and when looking at the individual item raw score distribution, there is no clear

sorting among the Stages of Concern. This indicates that the participant may have intense personal concerns about the IB MYP innovation and its consequences for them. These concerns may reflect uneasiness but not necessarily resistance regarding the innovation. The relatively high total percentile suggests definite feelings and involvement with the IB MYP innovation which may be either positive or negative.

Participant 7 indicates high scores in 2-Personal (83) and 5-Collaboration (80) and a low score in 0-Awareness (10). The total percentile is 63 (moderate) and when looking at the individual item raw score distribution, there is no clear sorting among the Stages of Concern. This indicates that the participant may have intense personal concerns about the IB MYP innovation and its consequences for them. These concerns may reflect uneasiness but not necessarily resistance regarding the innovation. The low score in 0-Awareness also suggests intense involvement with the IB MYP innovation.

Participant 8 indicates a high score in 5-Collaboration (98) and low scores in 3-Management (15), 4-Consequence (16), and 2-Personal (17). The total percentile is 45 (moderate) and when looking at the individual item raw score distribution, there is a pattern of similar

scores among the Stages of Concern. This indicates that the participant may perceive him/herself to be in a leadership role where coordinating others is the priority. The low scores in 3-Management, 4-Consequence, and 2-Personal also suggests a feeling of no personal threat in relation to the IB MYP innovation, minimal to no concerns about managing the use of the innovation and minimal to no concerns about the relationship of students to the use of the IB MYP innovation.

Participant 9 indicates high scores in 5-Collaboration (91) and 1-Informational (88) and a low score in 6-Refocusing (30). The total percentile is 77 (relatively high) and when looking at the individual item raw score distribution, there is no clear sorting among the Stages of Concern. This indicates that the participant may have concerns about looking for ideas from others, reflecting more a desire to learn from what others are doing and know, rather than a concern for collaboration. The relatively high total percentile suggests definite feelings and involvement with the IB MYP innovation which may be either positive or negative.

Participant 10 indicates a high score in 0-Awareness (81) and a low score in 6-Refocusing (6). The total percentile is 21 (relatively low) and when looking at the

individual item raw score distribution, there is no clear sorting among the Stages of Concern. This indicates that the participant is somewhat aware of and concerned about the IB MYP innovation and is interested in learning more about the IB MYP innovation from a positive proactive perspective. The low tailing-off Refocusing score suggests that the participant does not have other ideas that would be potentially competitive with the IB MYP innovation. The overall profile suggests and reflects the interested, not terribly over-concerned, positively disposed nonuser.

Participant 11 indicates a high score in 3-Management (83) and a low score in 4-Consequence (33). The total percentile is 63 (moderate) and when looking at the individual item raw score distribution, there is no clear sorting among the Stages of Concern. This indicates that the participant may have logistics, time and management concerns regarding the IB MYP innovation. The low score in 4-Consequence also suggests minimal to no concerns about the relationship of students to use of the IB MYP innovation.

Participant 12 indicates high scores in 0-Awareness (77) and 5-Collaboration (76) and a low score in 6-Refocusing (20). The total percentile is 51 (moderate) and when looking at the individual item raw score distribution,

there is no clear sorting among the Stages of Concern. This indicates that the participant is an experienced user of the IB MYP innovation, has a level of comfort with the IB MYP innovation but is clearly not concerned about the innovation. The low tailing-off 6-Refocusing score suggests that the participant does not have other ideas that would be potentially competitive with the IB MYP innovation.

Participant 13 indicates a high score in 5-Collaboration (95) and a low score in 3-Management (11). The total percentile is 42 (moderate) and when looking at the individual item raw score distribution, there is a pattern of similar scores among the Stages of Concern. This indicates that the participant may perceive him/herself to be in a leadership role where coordinating others is the priority. The low scores in 3-Management suggests minimal to no concerns about managing the use of the IB MYP innovation.

Participant 14 indicates a high score in 0-Awareness (99) and low scores in 3-Management (23) and 4-Consequence (24). The total percentile is 69 (moderate) and when looking at the individual item raw score distribution, there is no clear sorting among the Stages of Concern. This indicates that the participant may be an experienced user who is more concerned about things not related to the IB

MYP innovation. The low scores in 3-Management and 4-Consequence also suggest minimal to no concerns about managing the use of the innovation and minimal to no concerns about the relationship of students to the use of the IB MYP innovation.

Participant 15 indicates a high score in 1-Informational (91) and low scores in 3-Management (34) and 4-Consequence (33). The total percentile is 77 (relatively high) and when looking at the individual item raw score distribution, there is no clear sorting among the Stages of Concern. This indicates that the participant is somewhat aware of and concerned about the IB MYP innovation and is interested in learning more about the IB MYP innovation from a positive proactive perspective. The low scores in 3-Management and 4-Consequence also suggests minimal to no concerns about managing the use of the IB MYP innovation and minimal to no concerns about the relationship of students to the use of the IB MYP innovation.

Participant 16 indicates an extremely high score in 0-Awareness (99) and steady progression to the lowest score in 6-Refocusing (34). The total percentile is 74 (relatively high) and when looking at the individual item raw score distribution, there is no clear sorting among the Stages of Concern. This indicates that the participant is a

nonuser who is just becoming aware of the IB MYP innovation.

Participant 17 indicates a high score in 0-Awareness (66) and extremely low scores in 3-Management (2), 1-Informational (5) and 2-Personal (5). The total percentile is 12 (relatively low) and when looking at the individual item raw score distribution, there is some sorting among the Stages of Concern. This indicates that the participant is an experienced user with many other things in their lives outside of the IB MYP innovation that concern them more. The low total percentile also suggests low intensity of concerns and a level of comfort with the IB MYP innovation.

Participant 18 indicates a high score in 6-Refocusing (87) and low scores in 3-Management (30) and 2-Personal (5). The total percentile is 51 (moderate) and when looking at the individual item raw score distribution, there is some sorting among the Stages of Concern. This indicates that the participant is not interested in learning more about the IB MYP innovation. The participant is also likely to feel that he/she already knows all about the IB MYP innovation and has plenty of ideas.

Participant 19 indicates a high score in 3-Management (77) and a low scores in 0-Awareness (29). The total

percentile is 63 (moderate) and when looking at the individual item raw score distribution, there is no clear sorting among the Stages of Concern. This indicates that the participant may have logistics, time and management concerns regarding the IB MYP innovation. The low score in 0-Awareness suggests intense involvement with the IB MYP innovation.

Participant 20 indicates high scores in 3-Management (73) and 6-Refocusing (69) and a low score in 4-Consequence (21). The total percentile is 54 (moderate) and when looking at the individual item raw score distribution, there is no clear sorting among the Stages of Concern. This indicates that the user tends to be positive in attitudes toward the IB MYP innovation, but has many logistics issues to address. The low score in 4-Consequence suggests minimal to no concerns about the relationship of students to the use of the IB MYP innovation.

Participant 21 indicates a high score in 5-Collaboration (80) and low scores in 2-Personal (12), 3-Management (15) and 1-Informational (16). The total percentile is 18 (relatively low) and when looking at the individual item raw score distribution, there is some sorting among the Stages of Concern. This indicates that the participant has most intense concerns about

coordination with others in relation to the IB MYP innovation. The low scores in 2-Personal, 3-Management and 1-Informational also suggests minimal to no concerns about managing the use of the IB MYP innovation, no feelings of personal threat in relation to the IB MYP innovation, and feel that he/she already knows enough about the IB MYP innovation. The low total percentile also suggests low intensity of concerns and a level of comfort with the IB MYP innovation.

Participant 22 indicates a high score in 5-Collaboration (88) and a low score in 3-Management (15). The total percentile is 54 (moderate) and when looking at the individual item raw score distribution, there is some sorting among the Stages of Concern. This indicates that the participant has concerns about a collaborative effort in relation to the other high stage concerns. The low score in 3-Management suggests minimal to no concerns about managing use of the IB MYP innovation.

Participant 23 indicates an extremely high score in 5-Collaboration (98) and a low score in 1-Informational (12). The total percentile is 45 (moderate) and when looking at the individual item raw score distribution, there is some sorting among the Stages of Concern. This indicates that the participant may have concerns about working with others

in relation to the IB MYP innovation and may see him/herself in a leadership role where coordinating others is the priority. The low score in 1-Informational suggests that he/she already knows enough about the IB MYP innovation.

Participant 24 indicates extremely high scores in 1-Informational (99), 3-Management (99), and 2-Personal (97) and a low score in 5-Collaboration (59). The total percentile is 98 (relatively high) and when looking at the individual item raw score distribution, there is some sorting among the Stages of Concern. The high scores in 1-Informational, 3-Management, and 2-Personal suggests that the participant wants more information about the IB MYP innovation, he/she has logistics, time and management concerns regarding the IB MYP innovation and intense personal concerns about the innovation and its individual consequences although the uneasiness regarding the innovation does not necessarily indicate resistance. The high total percentile suggests definite feelings and involvement with the IB MYP innovation which may be either positive or negative.

Participant 25 indicates an extremely high score in 0-Awareness (98) and a low score in 5-Collaboration (22). The total percentile is 83 (relatively high) and when looking

at the individual item raw score distribution, there is no clear sorting among the Stages of Concern. The high score in 0-Awareness indicates either an experienced user who is more concerned about things not related to the IB MYP innovation, or a nonuser who is just becoming aware of the IB MYP innovation. The relatively high total percentile suggests definite feelings and involvement with the IB MYP innovation which may be either positive or negative.

Participant 26 indicates extremely high scores in 0-Awareness (97) and 1-Informational (97) and a low score in 5-Collaboration (22). The total percentile is 83 (high) and when looking at the individual item raw score distribution, there is no clear sorting among the Stages of Concern. The high scores in 0-Awareness and 1-Informational indicate either an experienced user who is more concerned about things not related to the IB MYP innovation, or a nonuser who is just becoming aware of the IB MYP innovation and the participant may want more information about the innovation. The relatively high total percentile suggests definite feelings and involvement with the IB MYP innovation which may be either positive or negative.

Participant 27 indicates an extremely high score in 0-Awareness (99) and low scores in 4-Consequence (33), 5-Collaboration (36) and 6-Refocusing (38). The total

percentile is 66 (moderate) and when looking at the individual item raw score distribution, there is no clear sorting among the Stages of Concern. The high score in 0-Awareness indicates either an experienced user who is more concerned about things not related to the IB MYP innovation, or a nonuser who is just becoming aware of the IB MYP innovation.

Participant 28 indicates an extremely high score in 0-Awareness (98) and a low score in 4-Consequence (63). The total percentile is 95 (very high) and when looking at the individual item raw score distribution, there is no clear sorting among the Stages of Concern. The high score in 0-Awareness indicates either an experienced user who is more concerned about things not related to the IB MYP innovation, or a nonuser who is just becoming aware of the IB MYP innovation. The low score in 4-Consequence suggests minimal to no concerns about the relationship of students to the use of the IB MYP innovation. The relatively high total percentile suggests definite feelings and involvement with the IB MYP innovation which may be either positive or negative.

Participant 29 indicates high scores in 5-Collaboration (93) and 2-Personal (91) and a low score in 3-Management (18). The total percentile is 86 (relatively

high) and when looking at the individual item raw score distribution, there is no clear sorting among the Stages of Concern. This indicates that the participant may have concerns about working with others in relation to the IB MYP innovation and may see him/herself in a leadership role where coordinating others is the priority. Additionally, this may indicate that there are intense personal concerns about the IB MYP innovation and its individual consequences although the uneasiness regarding the innovation does not necessarily indicate resistance. The low score in 3-Management suggests minimal to no concerns about managing the use of the IB MYP innovation. The relatively high total percentile suggests definite feelings and involvement with the IB MYP innovation which may be either positive or negative.

Participant 30 indicates a high score in 0-Awareness (72) and an extremely low score in 4-Consequence (1). The total percentile is 3 (extremely low) and when looking at the individual item raw score distribution, there is some sorting among the Stages of Concern. The high score in 0-Awareness indicates either an experienced user who is more concerned about things not related to the IB MYP innovation, or a nonuser who is just becoming aware of the IB MYP innovation. The extremely low score in 4-Consequence

suggests minimal to no concerns about the relationship of students to use of the IB MYP innovation. The extremely low total percentile also suggests low intensity of concerns and a level of comfort with the IB MYP innovation.

Participant 31 indicates a high score in 0-Awareness (72) and an extremely low score in 2-Personal (5). The total percentile is 6 (extremely low) and when looking at the individual item raw score distribution, there is some sorting among the Stages of Concern. The high score in 0-Awareness indicates either an experienced user who is more concerned about things not related to the IB MYP innovation, or a nonuser who is just becoming aware of the IB MYP innovation. The extremely low score in 2-Personal suggests that the participant feels no personal threat in relation to the IB MYP innovation. The low total percentile also suggests low intensity of concerns and a level of comfort with the IB MYP innovation.

Participant 32 indicates a high score in 0-Awareness (66) and a low score in 4-Consequence (11). The total percentile is 27 (relatively low) and when looking at the individual item raw score distribution, there is no clear sorting among the Stages of Concern. The high score in 0-Awareness indicates either an experienced user who is more concerned about things not related to the IB MYP

innovation, or a nonuser who is just becoming aware of the IB MYP innovation. The low score in 4-Consequence suggests minimal to no concerns about the relationship of students to use of the IB MYP innovation. The low total percentile also suggests low intensity of concerns and a level of comfort with the IB MYP innovation.

Participant 33 indicates a high score in 0-Awareness (94) and an extremely low score in 4-Consequence (8). The total percentile is 27 (relatively low) and when looking at the individual item raw score distribution, there is no clear sorting among the Stages of Concern. The high score in 0-Awareness indicates either an experienced user who is more concerned about things not related to the IB MYP innovation, or a nonuser who is just becoming aware of the IB MYP innovation. The low score in 4-Consequence suggests minimal to no concerns about the relationship of students to use of the IB MYP innovation. The low total percentile also suggests low intensity of concerns and a level of comfort with the IB MYP innovation.

Participant 34 indicates an extremely high score in 5-Collaboration (97) and a low score in 3-Management (9). The total percentile is 48 (moderate) and when looking at the individual item raw score distribution, there is some sorting among the Stages of Concern. The extremely high

score in 5-Collaboration suggests that the participant may have concerns about working with others in relation to the IB MYP innovation and may see him/herself in a leadership role where coordinating others is the priority. The extremely low score in 3-Management suggests minimal to no concerns about managing the use of the IB MYP innovation.

Participant 35 indicates a high score in 3-Management (92) and a low score in 5-Collaboration (36). The total percentile is 83 (relatively high) and when looking at the individual item raw score distribution, there is no clear sorting among the Stages of Concern. This indicates that the participant has logistics, time and management concerns regarding the IB MYP innovation.

Summary of SoC Individual Profiles

Based on the profile of the 35 participants in the Stages of Concern Questionnaire, certain patterns were merged and identified. Regarding the total percentile of the 35 participants, most fell into the moderate range with a good mixture of participants on either ends. This indicates that among the 35 participants, there is a good combination of some who have a level of comfort with the IB MYP and others who have definite feelings and involvement with the IB MYP innovation which may be either positive or

negative. After examination of the highest identified stages of concern by participants, most fell into self concerns (awareness, informational and personal) with a majority in the awareness stage. A minimal amount of concerns fell into task concerns (management). These high levels of self concerns may be attributed to teacher time with using the innovation and the newness of the IB MYP innovation. The lowest stages of concern identified by the 35 participants were shared between the management and consequence stage. Although this was the case, the actual lowest concerns when categorized fell into impact concerns (consequence, collaboration and refocusing) then task concerns (management). A minimal amount of low concerns fell into self concerns (awareness, informational and personal). Again, these levels of low concerns speak to the newness of and intimate teacher time with using the IB MYP innovation.

Data Analysis Procedures for Individual Interviews

As stated earlier, 10 teachers who participated in the initial survey were invited to participate in in-depth individual interviews. A voluntary consent form and a self-addressed, stamped envelope for return were mailed to the participants at their school addresses. Letters informed

participants that interviews would be audio-taped to ensure clarity of their responses. At times and locations designated by ten selected participants, the principal investigator conducted interviews.

Thirteen open-ended interview questions were posed to each participant and later evaluated based on the seven research questions. The thirteen interview questions focused on individual reasons for becoming involved in the IB MYP innovation, specific motivational influences, attributes, personal changes and levels of self-efficacy, and experienced reflections on IB MYP implementation and success. The following thirteen interview questions were used for data collection:

Question 1. Suppose I wanted to become an IB MYP teacher, what would the process involve?

Question 2. Tell me one memorable experience that would really help me understand what it means to be an IB MYP teacher.

Question 3. Suppose I am an IB MYP teacher, what attributes would I have?

Question 4. Would you say that an IB MYP teacher has to be self-motivated? Why or why not?

Question 5. How confident do you feel about your ability to implement the IB MYP?

Question 6. Reflecting on the IB MYP implementation process, what were some concerns you had regarding program implementation?

Question 7. Some people would say that implementing the IB MYP requires no change in philosophy but rather teaching pedagogy, what would you say to them?

Question 8. What does it mean to be an International Baccalaureate Middle Years Programme (IB MYP) teacher?

Question 9. How do you describe your motivation to implement the IB MYP?

Question 10. Would you recommend participation in IB MYP implementation as a way to improve teaching and learning? Why or why not?

Question 11. What personal changes have you noticed throughout the implementation process of the IB MYP?

Question 12. Would you say that now you are an IB MYP teacher, you are a more confident teacher?

Question 13. Now that you are a part of a successful IB MYP, what sense do you make out of the process for becoming a certified IB MYP?

Each of the thirteen interview questions was aligned to a specific research question. This alignment of research and interview questions is displayed in Table 4.

Table 4

Research Questions and Interview Question Alignment

Research Question	Interview Question
1. How do teachers become initially involved in the implementation of the IB MYP innovation?	1 and 8
2. What levels of concern are experienced at various times during the innovation adoption process?	6
3. What personal changes are encountered while implementing the IB MYP innovation?	7 and 11
4. What attributes should a teacher possess in order to implement the IB MYP innovation?	3 and 10
5. How confident are teachers in their ability to implement the IB MYP innovation?	5 and 12
6. What level of self-efficacy influences teacher motivation to implement the IB MYP innovation?	4 and 9
7. What meaning do teachers make of their experiences in implementing the IB MYP innovation?	2 and 13

Interpretation of Individual Interviews

The ten participants were identified by the following pseudonyms: the Art teacher (Tchr1), the Technology teacher (Tchr2), the first Language A teacher (Tchr3), the first Science teacher (Tchr4), the second Science teacher (Tchr5), the Mathematics teacher (Tchr6), the Humanities

Teacher (Tchr7), the third Science teacher (Tchr8), the second Language A teacher (Tchr9), and the Language B teacher (Tchr10). Tchr2 and Tchr5 are male teachers. Tchr1, Tchr3, Tchr4, Tchr6, Tchr7, Tchr8, Tchr9, and Tchr10 are female teachers.

Process for Becoming an IB MYP Teacher

When asked, "Suppose I wanted to become an IB MYP teacher, what would the process involve," participants responded:

"Well, you have to be in an MYP school, so you would have to locate that. I think that before you even do that, you need to do some investigation about the entire program. The fact that it is really an international school program and be willing to buy into that. I think some people have problems with that international education philosophy. You have to buy into the program; you have to be willing to open yourself to some different new ideas. I went through training and it was real eye opener." (Tchr1)

"Well if you were the teacher investigating doing it, I would hook up with some teachers that are experienced and find out what they like about it. It

has as a program, some fantastic approaches to getting kids hooked on learning. So, if you go to some experienced teachers and get some background from them on what they like about it that would be a positive thing. You should then do some research and investigation on the requirements and then once you are selected, you go to training." (Tchr2)

"The process involves usually you get assigned a position and then training comes after that often." (Tchr3)

"First you would get hired by an IB MYP school, and then they would send you for training."
(Tchr4)

"Assuming you are in our school, the first thing would be to talk to the principal... Once you get hired, the expectation of the administration is that you get trained in IB." (Tchr5)

"Here at our school, right now if you are already teaching here, it would be an internal hire, more of a transfer. We interviewed as a team with another IB MYP team, administration and IB coordinator. I think now, it would be posted on the website as an IB position and we would go from there. Then the training began. When you

bring people on board, they are trained the same year." (Tchr6)

"Within this building, certainly the first thing that would happen would be the interview process, generally with the department chair, team mates, administration in which we would interview the candidate for a position here at school. Included with that would be questions about the teacher's willingness for differentiation within the classroom, commitment to the IB program, what they may know about IB or not, some people are familiar, some are not, and that willingness to be flexible, change, do additional trainings, those sorts of things, as well as certainly looking at the background. Before they would come into the interview process generally within this district, the potential candidates are screened at the district office, then we would get a pool of candidates. That's generally how it works. Once hired as an IB teacher, certainly IB teachers as soon as possible go to the IB training wherever that would be." (Tchr7)

"I think the process needs to start with your training to give you some idea about what you are

going to be getting into. There are different levels of IB training, and here we go through those levels, sometimes they are concurrent and sometimes you skip depending on what is available at that time." (Tchr8)

"Here the process would involve being interested really and talking to our principal here and our IB coordinator. You would want to find out as much as you could about the program and then you would need to be willing to do some training and typically that's three to four days away from family. A lot of times they send you out of the country and so it's really exciting and anybody can participate, it's just a matter of getting chosen." (Tchr9)

"The process involves the teacher going to a training session and also a good way to begin, because they may not be able to go to the training session until they are half way through the year, is to talk to other teachers in the same field and what methods they implement. We have IB meetings once a month and those meetings are a good way to express what someone is feeling or what someone needs to know to gain assistance if they need it. Primarily the process is:

training, you teach it, and get building wide support throughout the process." (Tchr10)

Regarding the process involved to become an IB MYP teacher, all participants emphasized the need for training. Participants also stressed a thorough investigation of the program through a variety of methods before committing oneself to involvement in the IB MYP. Openness to new ideas and change are critical facets that candidates must embrace before becoming IB MYP teachers. Lastly, participants shared that an informational meeting with the principal or IB coordinator as well as a more formal interview for an IB MYP teaching position, whether an internal or external applicant, were parts of the process.

Memorable Experiences as an IB MYP Teacher

When asked, "Tell me one memorable experience that would really help me understand what it means to be an IB MYP teacher," participants responded:

"I like the investigative process, especially in the Art classroom. I really like that whole design process that we go through where you don't just give kids something to do without going through the entire process of discovery and then an evaluation process

afterwards. I think that is hugely beneficial to children." (Tchr1)

"When I went to the training, I was trained by a guy from Montreal, Quebec and the guy was just a fantastic guy. That's before I got hooked up. Because everything we do is hands on, he took us through a lesson. I was able to bring that lesson back and I could have done it the next day. Because the homo faber part of the IB fits everything I do in the shop, so that's a big thing and then 'approaches to learning' is a big thing. Those are the two areas of interaction that we really emphasize. I guess he hooked me on it and I came back and started just implementing the design cycle in everything that I do. All of the rubrics, all of the stuff that I do with the kids, got it hooked up with the design cycle. The project that I came back with was called unusual furniture. They get two materials to build a piece of furniture that has to go into a house. They are on a very limited budget so the materials are very cheap; they get newspaper and cold water paste. Then the premise of the project is whatever that piece of furniture is has to be able to support me. I tell the kids at the end of the project we are going to test them out. I am going to sit in

it, I am going to wiggle around, and I am going to relax like I am watching the ball so your piece of furniture has to be able to support me. Because of the nature of the project, we did it outside my room on the side walk. The kids got in it, they got messy, they had to investigate, they had to plan, they had to then build it, and they had an evaluation with me sitting in it. I think all of the kids hooked up on it. They like that kind of stuff. So as far as a memorable in my career, that was thing that got me hooked." (Tchr2)

"Wow, I think one memorable experience would be even just a couple of weeks ago when my kids produced their Hounds of the Baskervilles project. The reason that it is memorable is because the kids delved in so much deeper in all different areas. So when they consider homo faber which is man as creator, it's not just that they talk about man as creator but they talk about if man created society in this way and society is growing and developing, how is it different from the Victorian era and why. Like for example heroes, they studied the difference of a hero of the Victorian era and a hero of today. They just don't talk about characteristics, but how it influences people and the culture, how does

it change how people think. They just go a little deeper I think. Every student's project is completely different. So when you have one hundred twenty students and they are presenting, the kids even start to say, Wow, nobody thought the same, nobody came up with the same answer."(Tchr3)

"I was in Cherry Creek, NJ and spent a week at an IB school there. It was in a district a little smaller than ours. They had special education kids, they had regular kids, and they had the top of the line kids to my surprise. I remember shadowing one of the special education kids for a day and beyond me they went from one room to the other and there were no bells. I said where is your locker, why didn't you go to your locker? He said, it's right there but we are not supposed to. I said OK. Some time later I asked him, what would happen if you didn't do well? He said sort of as a matter of fact and looked at me, and they didn't pair me up with the best kid in the school, he was one I had chosen once I was there. He said there are people waiting in line. If I mess up, I am back at my regular school and there is someone to take my place. In other words, he assured me that it was a privilege to be there and what teacher in the world

doesn't want kids like that, it was really an eye opener." (Tchr5)

"I made the transition from traditional to IB MYP teacher and my most memorable experiences then were the kids. They really had a mindset of just thirst for knowledge. Really wanting to work hard and improve their academic status. I really enjoyed especially in the Humanities, the sharing of each other's cultures and religions and all of those sorts of things which I found were very well received by the kids and parents." (Tchr7)

"I think the coolest thing is having kids say that they never realized how connected all the subject areas are and they'll come in 'Hey, we were talking about that in Humanities today' and then taking a field trip and really doing some hands-on stuff with it. We go to Manitou Springs on our team. We explore water and what's in it as well as the flow rate which is a math concept, the history of the little town that's associated here and then you'd have to see another community to realize how we could help that community to stay true to its cute little self. That's just neat for kids to just see how things go together." (Tchr9)

"One of my students six years ago, when she graduated from high school, she had her pick of any of the military academies. She came back and said thank you for my basis, because I was the one who got her started and interested in French. I had her for three years and then she went on to high school and excelled in high school and all three of the military institutes were looking for her plus MIT. So, its when these students come back and let me know, yes I did make a difference and thank you for making it as hard as you did because that's what we needed in order to get through the high school years and its all paid off." (Tchr10)

While each participant shared unique memorable experiences that would help someone understand what it means to be an IB MYP teacher, several common themes emerged. One prevalent theme throughout the experiences was the positive impact the IB MYP has on students. Participants spoke of students who returned long after leaving their classrooms to thank them. They also detailed changes in students' responses after the introduction of the IB MYP principles. A new understanding and acceptance of these principles was also significant for the participants. Several mentioned how the integration of

these philosophies, specifically 'homo faber', has had a positive impact on student performance and their thirst for knowledge. Each participant emphatically tied their experience back to children, their learning and success.

Attributes of an IB MYP Teacher

When asked, "Suppose I am an IB MYP teacher, what attributes would I have," participants responded:

"I think you have to be willing to let go of some of the control you may have come into teaching with. You have to be willing to let students formulate some of their own education. I think you need to be able to build up a trust with them, set up some parameters, and let them go. I think you need to be willing to look at education globally rather than just as what is happening in your classroom." (Tchr1)

"I think that you would have good communication skills, the same attributes that good teachers have. I mean that's all it is, its good teaching. If they're historically good teachers, they going to fit right in. Those attributes are inclusive of the IB MYP program. Good communication skills, organizational skills, classroom management, creative, energetic, and outgoing people." (Tchr2)

"I think you would have to be a listener and a questioner. Those two things are the attributes that are the most important. Oh, let me add a world citizen and a global thinker because I know at times I take that for granted." (Tchr3)

"I think that you have to be flexible, willing to work with other team mates, have your eyes always open in terms of how it relates to the areas of interaction. From a Science standpoint, I think you have to embody the inquiry process, you have to live it, try new things and evaluate it." (Tchr4)

"Ability to develop curriculum a little bit differently, flexibility, and a willingness to learn." (Tchr5)

"Being willing to be a little bit of a risk taker, get out there and do something just a little bit different, just trying to look at things at a little bit different perspective. How can I put another spin on that that's going to take it outside the box, that's probably the biggest thing?" (Tchr6)

"The attributes would be an ability to change and adapt." (Tchr7)

"I think you are going to be really excited about what you do. I think most IB MYP teachers are really

willing to stretch, grow, they're not afraid of changing established norms that they have created in their class, they're going to want to learn and go to training and want to find it what that looks like and then incorporate it through collaboration in the school." (Tchr8)

"Really be interested in making kids global learners and just be pumped up by the program. It's just so cool to see how things are so intertwined and to be aware of other cultures and to realize that although we may not do things the same way it is OK, there are other ways to do things. To talk a lot about just philosophy, that's really exciting with the Language Arts stories and literature that I do to really work on how different we are but we are all still people and that's huge. The respect piece is really big with me. I want them to respect me, to listen to each other. I have never worked with so many kids that are really different. We have some really geeky guys and then you've got these jocks and everybody still seems to really listen to each other and I didn't get that before I started doing IB." (Tchr9)

"The training, you would have probably a better knowledge of different areas of differentiation for

the students. When we talk about the areas of interaction, I really think that you would be able to set up your lesson plans that you will be able to hit all of these areas that the IB program asks you to hit." (Tchr10)

Participants identified varied attributes that shaped one's ability to be an IB MYP teacher. Many participants stressed that these attributes are common among all good teachers: strong communication, classroom management, and organizational skills, creativity, and lots of energy. Other participants focused on personal development and translation of new skills to the classroom: flexibility, a willingness to learn, working with others, appropriate risk taking, as well as the ability to inspire and manage change. Thinking and acting globally were also important attributes. Additionally, the ability to step back in order to allow students to have a role in formulating their own education was mentioned.

Self-motivation as an IB MYP Teacher

When asked, "Would you say that an IB MYP teacher has to be self-motivated, why or why not," participants responded:

"Absolutely, I think you have to be self-motivated! For myself and I can only speak for myself, I love to learn. I could become a professional student. I am, I take lots of classes, I teach classes. I love discovering things with my students and I love discovering things with my peers. I suppose that's a self-motivation, you know, the more you know, the less you know. Now that I am in an IB school, my next goal is to learn another language." (Tchr1)

"Well, I think good teachers are self motivated and so I would say yes, that they do need to be self-motivated. I think teachers that are self motivated are life long learners and they instill that in the kids." (Tchr2)

"Absolutely, to be an IB teacher, there is a lot of extra time involved in really creating lessons that really get kids to think on their own. There is so much extra material and extra time that I think I spend because there is so much more involved than just talking about our own little world here in the United States. We try to talk about how our decisions affect the entire world." (Tchr3)

"I think you do have to be self-motivated because it is very easy to fall back into the same old way of

doing things. They do give us textbooks and it's easy to just open up the textbook and say okay, here is this lesson plan that they have given you, you don't have to tweak it to make it IB. The textbooks are not inquiry based and so you really have to change things. You have to be self-motivated because it's nothing that is going to be spoon fed for you." (Tchr4)

"To be successful in the MYP, yes you definitely need to be self-motivated. Why? It's hard work and being a good teacher is hard work. You need to be motivated to be a teacher, that doesn't mean you have to be motivated just for MYP." (Tchr5)

"I would say definitely, part of it is because the MYP is still very, very new and it has changed a whole bunch. If you are not a self starter or not willing to get out there and do things on your own and are looking for a set curriculum, this is not the program for you. It definitely is something you have to be highly motivated; it requires a lot of thinking on our part because it is not a canned program." (Tchr6)

"Absolutely, I think you have to believe in the program, you have to believe in the process, you have to believe in that we are trying to reach this unattainable goal that probably will never ever really

happen and so therefore you're constantly trying to improve and make it better from that standpoint."

(Tchr7)

"I would agree that any teacher needs to be self-motivated, not necessarily an IB MYP teacher. To be a good teacher you need to be motivated to grow and change and learn and provide more and more information for your kids. Not more information to teach but more information of how they can learn in this environment. In order to do a good job at the IB MYP, you do need to be motivated and a lot of it is knowledge." (Tchr8)

"Yes, definitely because integrating those lessons and working well with your team mates is huge." (Tchr9)

"Yes, you do have to be self-motivated. It's a lot more work. I am talking about language as an academic versus language as an exploratory. It's almost like teaching a Language Arts class. In my eighth grade, I have got compositions to grade, there's just so much more work. You do have to be motivated; you have to be very motivated in order to make it work for you and the students." (Tchr10)

Participants were unanimous in their belief that an IB MP teacher has to be self-motivated. The need for motivation had two sources. First, teachers must respond to

the increased amounts and levels of work as well as the time commitment for IB MYP implementation. Second, the IB MYP philosophy requires teachers to commit to life long learning in order to encourage the same in their students. Some participants pointed out that these skills, self-motivation and life long learning, are not exclusive to IB MYP teachers but are the hallmark of all good teachers.

Confidence in Ability to Implement IB MYP

When asked, "How confident do you feel about your ability to implement the IB MYP," participants responded:

"I feel fairly confident, but it's still new for me and I don't think you can ever stop learning. I don't think you can go to an IB MYP training and go 'all righty, I'm trained'. It's a whole discovery process and I am continually learning. International education means more than having 'Fiesta Day,' there's a much deeper meaning to international education." (Tchr1)

"Very confident, everything that we do, we brought back from our training sessions and just changed not the curriculum, just the way we present the curriculum and it fits into their model perfectly and we like it a lot." (Tchr2)

"I think there is always a hesitation and a little bit of concern that there are always days where I think at the end wow, I didn't quite get it that day. But then, there were also days where it was really fantastic and suddenly kids asked the right questions." (Tchr3)

"At this point, I would say I'm about at 20%. Actually this summer, I am going to be spending some more time and doing a better analysis on comparing IB to other models of inquiry so I can get a better handle on it. I had my training in October of this year. It also may be because I am a new teacher at this school." (Tchr4)

"I'm not saying 100% but pretty darn close. I just have to work hard and put in some time." (Tchr5)

"I feel very confident, it has changed a whole bunch and I know I keep saying that but it has changed a lot since I came on board." (Tchr6)

"You know, it vacillates. Sometimes I think I really got this now and its going really well and the next time I think I didn't do that so well." (Tchr7)

"I'm a baby, I'm just learning. I would say 7.5 because I have been trained and I am doing it." (Tchr8)

"Very, I have been doing this for eight years and I just recently over Spring Break became a trainer, so I'll be going out training people." (Tchr9)

"I feel confident." (Tchr10)

The majority of the participants ranged from fairly to very confident when asked about their individual abilities to implement the IB MYP. The small numbers of participants who expressed low confidence or ambivalence in their abilities were those who placed themselves on a continuous learning continuum. This thought process created a certain level of modesty. The limited experience of those new to IB MYP implementation also resulted in low and or ambivalent responses.

Concerns regarding IB MYP Implementation

When asked, "Reflecting on the IB MYP implementation process, what were some concerns you had regarding program implementation," participants responded:

"For myself, I really didn't have a lot of hesitation." (Tchr1)

"I guess learning all of the terminology and making it all fit. But as you get going, it just becomes a seamless part of the program. Anytime there is change,

there is little bit of consternation and concern."

(Tchr2)

"I think that it seems like a lot, I think it seems overwhelming to teachers. How every single day do I get an area of interaction in and how every single day do I have my kids think in the IB way where they're thinking about being a world citizen. How do I make them constantly get those points? And I think what I figured out is that it's not every single day."

(Tchr3)

"I was told that I was going to get this really great training, I went to the training and it was useless, it was totally useless. I just was expecting a lot more from it and I really didn't get a lot from it. This is one of the reasons why I am going to have to spend a lot of time on my own to kind of go back and try to figure it out. I actually had someone who attended the training say that this wasn't a good session." (Tchr4)

"Will I have to teach things differently? People handle change differently. Some people like change. I like change and I don't worry about hard work. However, I wondered if I had to change. I didn't know enough about the IB MYP at the beginning to know that

it was a nice marriage between my philosophy and IB. I had to tweak very little in Science." (Tchr5)

"Looking back at how it used to be, kids used to fill out an application. We had an application process and every child in the IB MYP was interviewed. The kids that were in the IB program were probably kids that would stay in the IB program to the diploma years.

Concerns now, we are looking at a different type of program, making sure that we are still meeting all of the needs of all and the program is now more inclusive, but it does not guarantee students will go on the Diploma program. It has changed the make up of our school, almost half and half. Originally it was a small school within a school. Initially, it was a lot of tension because it took the high end kids and scraped them from every program and placed them into IB." (Tchr6)

"For me it was back to, Am I doing what I'm supposed to be doing?" (Tchr7)

"I had no concerns." (Tchr8)

"I was really worried about us being a school within a school and still staying connected with my peers. Those traditional teachers, I didn't want them to feel like, why is she teaching IB and I'm not. I didn't

want any of that. I was also concerned about the high school. For the first couple of years, they were still calling things pre IB and I remember being really irritated by that. No, we are MYP! I hear that they weren't doing this and weren't doing that and we were working so hard down here. I thought maybe their piece would ruin us." (Tchr9)

"The concerns I had were some of the special needs students and the lower level ability students who are now coming into IB. Even though I try differentiation, there's a certain standard that I set for myself and my classes that I know I need to continue with, in order to get them prepared for second year in high school and that's the whole idea behind our program." (Tchr10)

After participants reflected on the IB MYP implementation process, their concerns regarding program implementation were varied. Two participants had few to no concerns. Others expressed concerns about administrative features of the program. One participant expressed concerns about the possible integration of lower level ability students and special needs students coming into the IB MYP. Two participants expressed initial concerns with the IB MYP becoming a school within a school and the impact or

possible tension it would create within the school community as well as initial feelings of limited acceptance from the high school staff (Grades 9 and 10) and its impact on the success of the IB MYP. Some participants expressed that their primary concerns centered on managing and adapting to change. Additionally, two participants expressed their concerns about program requirements that were later alleviated with further information and or experience.

Philosophy vs. Pedagogy in Implementation

When asked, "Some people would say that implementing the IB MYP requires no change in philosophy but rather teaching pedagogy, what would you say to them," participants responded:

"I would say I'm sorry you're wrong, sorry you're mistaken. It is such an international based program that you can bring your traditional ed. fabulous practices in, but you're going to need to reevaluate every lesson plan you have and see how you can bring the world into that lesson plan and other cultures into that lesson plan, and how you can let go of some of the standard practices that you had and open up to the kids a little bit more as far as them setting

their own goals and discovering things about themselves." (Tchr1)

"Like I mentioned earlier, good teachers are good teachers regardless of program. You do have to change your terminology and all of that kind of stuff, but as far as the rest of it goes, you are a good teacher. I'll say that at the beginning, I don't think my philosophy changed but as I got more into it, more experience, that's kind of changing my outlook a little bit and so as it changes my outlook, my philosophy might change along with that." (Tchr2)

"I think that depends on people who perhaps just graduated from education. I'm only a two year teacher. So yes, in my education as a teacher, they talked a lot about essential questions and teaching kids how to ask questions. I think nowadays, teachers are more educated in that way of thinking and that's very similar to the IB way. But I think there is a difference in philosophy or a difference in how you organize the classroom in that there is so much more about the world as a community." (Tchr3)

"I think you do have to have a slightly different philosophy because of the areas of interaction and because of the connections. I don't think that most

inquiry like the five Es, none of that says that you need to think about this in an international way so IB MYP is much richer." (Tchr4)

"Not as much as a change in philosophy, but a change in how to deliver that philosophy." (Tchr5)

"It's a matter of perspective and where you come from. It depends on what an individual's philosophy is. If how teacher's teach is that what they're looking for as how can I meet kids in all levels and what can I do to think a little bit outside the box then yeah, there isn't a lot of change in philosophy. But I think it's really a two edged sword, it is both, because definitely the teaching practices are just a teeny bit different but you have to buy-in to the ideas that this is good teaching for all students." (Tchr6)

"I say it is just the opposite. We were doing a lot of the pedagogy already. I think the philosophy and incorporating the areas of interaction and getting more global with our thought process and all of those sorts of things and moving outside into the community and community service and what that means. I think that's the difference in philosophy and getting the kids to realize that your world is bigger than your

community. I think that's the biggest difference."

(Tchr7)

"I don't know that I would agree with that. It does involve a change in philosophy. Even if you're going to change your lesson base from a more standard lesson base to one that's more inquiry based, there's still a change in philosophy." (Tchr8)

"The term is philosophy. You look at what their mission statement is; it is something you have to believe in. This seems to really make sense. It is a mind set. You have to believe and I believe in a philosophy more than I believe in methods." (Tchr9)

"I would say there might be some, but I have not changed the way I teach. I probably add more of the culture." (Tchr10)

Regarding whether IB MYP implementation requires no change in philosophy rather teaching pedagogy, most participants disagreed. Participants opined that, by IB MYP definition, a change in philosophy is required. Key areas, student interaction, making connections, inquiry based lessons, 'letting go' of standard practices, classroom organization, infusing culture, and the focus on getting more global demands a change in philosophy when implementing the IB MYP.

Meaning of an IB MYP Teacher

When asked, "What does it mean to be an International Baccalaureate Middle Years Programme (IB MYP) teacher," participants responded:

"In the art field, it's the perfect balance, because we have artists all over the world, we have different styles, we have different cultures, we do different things. It's a perfect program for me to bring into these children's world. It's also a perfect program to let kids see that they need to think about what they do before they do it, as they're doing it maybe change it and then reflect on it after they're done." (Tchr1)

"It's a world wide program and you can take some pride in that. I like that." (Tchr2)

"I have the chance to open my kids' eyes to the fact that the world is interconnected. That it means their choices truly have an effect on their community which ripples and ripples and ripples. What they learn now is really going to affect the way they perform in their jobs and with the world becoming so small, who knows where they're going to be placed." (Tchr3)

"It means that you have high levels of excellence for yourself, you set high standards for yourself, you set

high standards for your kids and you are constantly trying to develop the best program that you can for your kids." (Tchr4)

"I am proud of what I do. I have a sense of pride in teaching IB MYP, a lot of pride." (Tchr5)

"It requires us to look at what we are teaching. Hopefully, we are looking at our five areas of interaction every day and at the end of the day we can say, were the students able to get something out of it, did I do a good job on the areas of interaction so that kids get an understanding of where they are? This is a global thing, it's not just sitting here at school but it is where we are today and our impact on the wonderful world. We have to be willing to look at what we do critically and be willing to tweak it all the time. We can't be satisfied with what we did last year and always be looking at what can we do a little bit better." (Tchr6)

"It really incorporates moving out, making your world bigger." (Tchr7)

"Essentially, at the beginning it means more work because you are transitioning from possibly old habits to new habits. It also involves more knowledge. It

involves that willingness and openness to be able to allow changes. It involves a lot of learning." (Tchr8)

"For me it means phenomenal students, students that really want to be here. They're typically motivated. It means that I am going to have these great students."

(Tchr9)

"It means a lot of work. I am very proud to be an IB MYP teacher. I am very conscious of doing a good job."

(Tchr10)

Participants shared that being an IB MYP teacher has intrinsic meaning and extrinsic rewards. An IB MYP teacher must possess high levels of intrinsic confidence and pride and sets high personal standards. An IB MYP teacher must also be a hard worker, set high standards for students, and is open to change while equipping students with additional knowledge, tools and reflective practice to make them better learners and global citizens. Extrinsic rewards come regularly when participants see their hard work rewarded by increased student involvement and performance.

Personal Motivation to Implement IB MYP

When asked, "How do you describe your motivation to implement the IB MYP," participants responded:

"This is a very small world and I am old enough that I realize that and I want these kids to realize that they live in a very small world and that if we don't all learn how to get along, it's not going to be good. What I really want them to learn is that they can get along and the solutions to a lot of the problems in the world are up to them." (Tchr1)

"I like it. I like what it does for our curriculum. We really emphasize approaches to learning. We put a lot of responsibility back on our students through that which is part of the design cycle and helps our motivation." (Tchr2)

"Because I'm a multicultural kid, I see the need. I think it is really important that we understand where we come from and who we are and I think in IB we have the chance to do this with kids." (Tchr3)

"These students have signed up to be in this program, our school has the IB on the outside, so it behooves me since I am an IB teacher to make sure that I am trying the best that I can to implement the program." (Tchr4)

"I like change and I like hard work. I put in a lot of hours and it comes back to pride. Whatever job I do, I need to do the best I can." (Tchr5)

"I think that I am motivated. I think that it is a very good program. I am glad that I am part of the program. It felt like a good fit." (Tchr6)

"My motivation comes from seeing that it really works." (Tchr7)

"My motivation is for the kids to succeed in life."
(Tchr8)

"The belief in that we are all out there creating this country that needs to work with other countries. How important it is to get to know others, to understand other cultures, to realize that we are not this little picture by ourselves, we have so many other people to consider. I just really want kids to understand that especially through the literature that we read."
(Tchr9)

"I want these kids to succeed and I think their success is behind my motivation. I want them to feel comfortable in their high school years." (Tchr10)

Participants described their motivation to implement the IB MYP from three perspectives: student success and the potential for student impact on a global level; personal pride; and program alignment and results. Several participants saw their motivation as based on the endless possibilities for students based on focal points of the IB

MYP (emphasis on the five areas of interaction and focus on intercultural awareness, holistic learning and communication).

IB MYP Improving Teaching and Learning

When asked, "Would you recommend participation in IB MYP implementation as a way to improve teaching and learning, why or why not," participants responded:

"Absolutely, because it isn't just rote education that a lot of us think of like reading, writing and arithmetic. It's not that. It's learning about the world, it's discovering that world in a way that works for you and it's documenting how you learn." (Tchr1)

"Yes, because of the structure and the great framework to keep yourself organized and on task." (Tchr2)

"I would absolutely. The why is because we will have kids who are stronger learners, who will know more, who will know in situations how to respond, who will be thinkers, questioners, that makes for a strong kid." (Tchr3)

"Well, not if you went to the workshop I went to. I think that what I have heard about it exactly dovetails with what I have come to the conclusion of

what kids need to be successful. I think it would be a way to improve teaching and learning." (Tchr4)

"Yes, definitely yes, the main reason would be for someone who doesn't understand true middle school philosophy. IB goes above and beyond middle school philosophy. It brings about an understanding of true middle school philosophy and then some." (Tchr5)

"It's really good for kids. It's a great way to teach. It validates good teaching in a lot of ways. It is something that has to be presented to staff for buy-in." (Tchr6)

"Yes, I do. Once again, I think you have to have buy-in from the staff because if the teachers don't believe in it, the kids don't believe in it." (Tchr7)

"I would, just because of my experience and growth." (Tchr8)

"Yes, because I see it works." (Tchr9)

"I do. The areas of interaction and all of the points that IB stresses really brings in a total, whole picture for the students. You're just not teaching one subject, you're teaching five areas in one subject. I think it puts more of a motivation on the teacher if they want these students to succeed. I think it deals

with higher level learning on the student's part. I think I'm a better teacher." (Tchr10)

All participants recommended participation in IB MYP implementation as a way to improve teaching and learning. Some participants shared the program's structure, framework, organization and the fact that it works as reasons for recommending participation to improve teaching and learning. Other participants shared the benefits for students as well as personal growth as other reasons. One participant shared that he would recommend participation as a way to improve teaching and learning because IB MYP implementation creates an understanding of true middle school philosophy and beyond.

Personal Changes from IB MYP Implementation

When asked, "What personal changes have you noticed throughout the implementation process of the IB MYP," participants responded:

"It makes me more curious about process. It makes me more curious about good ways to document that process. It is just a continuous process of learning for me and I am curious about learning more about the IB program because like I said, you can't just go to one training and be done." (Tchr1)

"I am more global in my thinking and international in my outlook. My horizons have been broadened." (Tchr2)

"For me, probably just being more comfortable with it." (Tchr3)

"I am a lot more aware of trying to make connections to the Areas of Interaction." (Tchr4)

"Delivery is a little bit different. I do more pre assessments and I do post assessments a little bit differently than in the past, lot more rubrics than before, one interesting change is now standards and I share why we are doing these standards." (Tchr5)

"It causes me to reflect on what I'm doing and how I can always do it better. It causes me to look further than just my classroom." (Tchr6)

"Personally, a lot of changes in the aspect of the professional learning communities, it's been wonderful to collaborate with others. I have enjoyed the teaming with elementary and high schools." (Tchr7)

"I think a feeling of professional growth." (Tchr8)

"I have worked a lot harder." (Tchr9)

"Time consumption, I work like a dog but I am very proud of the product. I even have kids come back from college and then I know that I have made a difference.

I am willing to put in the time for these kids."

(Tchr10)

Personal changes noticed by participants throughout IB MYP implementation were varied. Most participants shared that their experienced personal changes tied directly to changing behavior in accordance with IB MYP philosophy (global thinking, international outlook, making connections with the areas of interaction, reflection, more curious about process and ways to document process, infusion of professional learning communities, more use of pre and post assessments). Other participants shared that their experienced personal changes involved working harder but that the results for students made the additional time and work beneficial.

Levels of Confidence as an IB MYP Teacher

When asked, "Would you say that now you are an IB MYP teacher, you are a more confident teacher," participants responded:

"No, I don't think so. The reason for that is because I got into teaching very late. This is my sixth year of teaching. I was in education before that for a long time and then I finally went back to school and finished my degree. I was pretty confident when I

first entered the classroom, scared to death, but pretty confident and some of that came with age. I am still confident, I question everything I do, I'm not cocky, but I do think that I'm confident." (Tchr1)

"I think so." (Tchr2)

"Absolutely!" (Tchr3)

"No, I think I am less confident. I am worrying if I am hitting all of the IB MYP areas. It does give you a framework to work from so I guess I do have some confidence because of the program." (Tchr4)

"Yes." (Tchr5)

"I don't really know. Grown yes, but I have taught a long time but I really don't know." (Tchr6)

"I think so. It has opened my eyes to a lot of different ideas." (Tchr7)

"I would say that I am definitely more confident."
(Tchr8)

"I think so. I have definitely become a better teacher." (Tchr9)

"I am a more confident teacher, but actually I have always been a confident teacher because I know my subject, I know how to teach it and I know how to make it interesting even though it's a lot of work."

(Tchr10)

Nine out of ten participants shared that as an IB MYP teacher they are more confident. Although a few participants initially stated that they were either less confident or not confident, after evaluating their initial response, they decided that they were more confident. One participant stated that she has grown as a teacher and has taught for a long time, but did not really know if she were more confident as an IB MYP teacher.

Making Sense of IB MYP Implementation Process

When asked, "Now that you are a part of successful IB MYP, what sense do you make out of the process for becoming a certified IB MYP," participants responded:

"Well I haven't been through that process yet so I have no clue. I can't answer that." (Tchr1)

"Timing wise, it worked well for us. It was decided that this is what we were going to do. How are we going to do it? Here we did a school within a school, so we were able to grow those people who were willing. It was more of a gradual process. We now have a waiting list for students to get into the IB MYP."

(Tchr2)

"I think it just takes determination and interest."

(Tchr3)

"I think you should be able to train locally and not have to go all the way to Norfolk with less expense to the district." (Tchr4)

"It's necessary, but I don't like the process of accreditation, the red tape and forms to fill out. I will give you tons of creative labs, but I don't want to fill out forms. I just want to see the changes with kids." (Tchr5)

"Well there is a lot involved. I feel that we should include everyone so we can share the wealth. If it's good and we know that it's good, everybody would be good at it. If it's good for kids then all kids should do it." (Tchr6)

"I think it helped the school. We are still struggling with having the two tracks within the school. We had fifty kids out of four hundred originally, next year we will have two-thirds of the kids in IB. The dynamics have changed from the elite high group to everybody." (Tchr7)

"It takes some time and I would not try to rush it. I would do it at a comfort level that is good for the people that you are working with and trying to change. The program has grown and our community is now seeing the benefits of IB MYP." (Tchr8)

"You really have to look at the monetary aspect of the school district. I think that it is worthwhile. Our test scores are some of the highest because we have the IB program here. The support of our district is important and this is huge for our district." (Tchr9)

"I think the quality of the student was better initially but by opening up to everyone, the quality is going down a little bit. I think it's a nice plus for the school and it's a nice plus for the district to know that we are IB certified. We have successful students going through the IB. The teaching staff can feel very proud of what they have accomplished as an IB teacher." (Tchr10)

The sense that participants made out of the process for becoming a successful, certified IB MYP were varied but shared common themes. Most participants felt that the implementation of the IB MYP has helped the school's reputation and the community has embraced the program based on results. Some participants felt that it was a good decision to do a school within a school program so you could initially implement gradually with willing staff members that would be comfortable. Others felt that although the original elitist dynamics of a school within a school has changed, everyone should be included based on

the positive benefits for students. Other participants felt that although the program was a bit expensive, the IB certification brings a sense of pride for staff, schools, and districts.

Summary of Findings from Interview Data

Thirteen interview questions were posed to participants as a means of providing the process and reasons for becoming involved in the IB MYP innovation, specific motivational influences, attributes, personal changes and levels of self-efficacy, and experienced reflections on IB MYP implementation and program success.

It was found that the process for becoming an IB MYP teacher required investigation and conversation about the program followed by required IB MYP training. This was critical because the program requires a high level of commitment and acceptance. The experiences shared by participants that would help someone understand what it means to be an IB MYP teacher centered on common themes tied to the positive impact the IB MYP had on students, their learning and overall success. The participants identified several attributes of an IB MYP teacher and categorized most as "good teacher" attributes (strong communication, classroom management, and organizational

skills, creativity and lots of energy). Other attributes identified focused on personal development and translation of new skills to the classroom: flexibility, a willingness to learn, working with others, appropriate risk taking, as well as the ability to inspire and manage change.

The finding regarding whether or not an IB MYP teacher has to be self-motivated were unanimous among participants. Participants believed that IB MYP teachers have to be self-motivated. Participants ranged from fairly confident to very confident in their abilities to implement the IB MYP but are more confident in their current status as an IB MYP teacher. After reflecting on the IB MYP implementation process, the concerns participants shared were varied. Approximately half of the participants focused on self concerns while another half focused on impact concerns and one participant focused on task concerns.

The findings regarding whether IB MYP implementation required no philosophical changes but rather changes in teaching pedagogy revealed that most participants disagreed and shared that they did experience philosophical changes. When asked to share what it means to be an IB MYP teacher, participants revealed that there are many intrinsic meanings (high levels of confidence, pride, standards, and work ethic) coupled with extrinsic rewards that come with

increased student involvement and performance. The findings regarding how participants describe their motivation to implement the IB MYP revealed three overarching ideas: student success and the potential for student impact on a global level, personal pride, and program alignment and results. Additionally, all participants recommended participation in IB MYP implementation as a way to improve teaching and learning and cited the program's structure, framework, organization and value as well as the benefits for students and their personal growth.

Reflections of personal changes noticed throughout the IB MYP implementation process revealed that most participants' changed behavior in accordance with IB MYP philosophy (global thinking, international outlook, making connections with the areas of interaction, reflection, more curious about process and ways to document process, infusion of professional learning communities, more use of pre and post assessments). The findings regarding participants sharing what sense they made out of the process for becoming a certified IB MYP now that it is successful, again revealed common themes. Most participants felt that the implementation of the IB MYP has helped the school's reputation and created a sense of pride among the

staff, school and district. The community has also embraced the program based on results.

Document Analyses Procedures

Documents that are public domain were requested in writing from the building principal to provide additional data. The school's IB MYP coordinator is the designated individual who stores and maintains non confidential documents. At a mutually convenient time, the principal investigator and the IB MYP coordinator met at the school site to review documents for analyses. Since innovation theory was used a framework for analyses, the principal investigator analyzed the documented process of communication over time with stakeholders (staff, parents, community, administration) and the International Baccalaureate Organisation regarding the implementation of the International Baccalaureate Middle Years Programme. Additionally, the analyses examined the documented series of actions the school engaged in annually utilizing the innovation-decision process. This five stage process includes the initial exposure to the IB MYP known as the knowledge stage, the persuasion stage, the decision stage, the implementation stage and the confirmation stage. As innovation theory suggests, the presence or absence of this

process along with several attributes related to an individual's intention and rate of adoption towards an innovation can predict whether an innovation will be adopted (Rogers, 1995).

Interpretation of Document Analyses

The documents that were available for review were categorized by the principal investigator into three groups: staff information and support; student information; and parent and community information.

The staff and support documents that were available for analyses did not include the original application and correspondence for IB MYP certification. The IB MYP coordinator was fairly new to the position and did not have those materials available. The materials that were available were subject guides, web based resources, professional development schedules, areas of interaction posters, IB MYP professional development offerings, team schedules, meeting minutes, copies of written forms of communication, and sample work from project and lessons requested for re-certification. The materials were dated and provided a continuum of efforts made to inform and educate the staff on the aims and objectives of the IB MYP over time.

Staff Information and Support

The subject guides were purchased from the International Baccalaureate Organisation. Each of the eight subject areas (Arts, Humanities, Language A, Language B, Mathematics, Physical Education, Sciences, Technology) had a separate subject guide. The subject guides were updated and shared a specific date when subject guides should be used and to discard old subject guides. The Arts guide was last updated in September 2000, Language A and Physical Education in August 2002, Mathematics in May 2004, Humanities and Sciences in September 2005, and Language B and Technology in September 2006.

All of the subject guides began with an introduction to the Middle Years Programme. The introduction shared an explanation of the three fundamental concepts (holistic learning, intercultural awareness, communication); five areas of interaction (approaches to learning, homo faber, community and service, health and social education, environment); four aims and objectives (knowledge, understanding, skills, attitudes); information about schemes of work; and assessments. The newer subject guides share additional requirements regarding academic honesty and students with special educational needs. Lastly, all

subject guides provided a visual and explanation of the IB MYP model.

The second section of the subject guides provided an explanation of the particular subject area in the MYP. This portion delineated the required time for instruction by subject area, how to develop the curriculum in the classroom by subject, how to address the areas of interaction with examples specific to each subject, and specific aims or objectives of each subject.

The third section of the subject guides focused on assessment in the IB MYP. Again, this section began with introductory literature regarding assessment in the IB MYP as well as the mandated use of formative and summative assessment in all subjects. The guides also gave advice on assessment during years 1-5 of the program as well as guidelines for final assessment. Each subject area had specific assessment criteria created by the IBO. For example, Technology's assessment criteria includes Investigate, Plan, Create a Product/Solution, Evaluate, Personal Engagement and Independence, whereas Language A's assessment criteria includes Content, Organization, Style and Language usage. A seven point general grade level descriptor scale used to provide parents a picture of the

knowledge and skills students have mastered was also shared in the third section of the subject guides.

The final two sections of the subject guides provided some information on frequently asked questions and a glossary on MYP and subject area terminology.

These subject guides seemed to provide the most comprehensive support for teachers on program implementation. The web based resources primarily came from the IBO's website which included a synopsis of the program, available IBO approved professional development opportunities as well as an Online Curriculum Centre for teachers that provided additional information on the subject areas, an on-line forum to ask questions and participate in discussion groups, and sample lessons and student work.

Student Information

The student documents available for analyses included support resources for developing particular skills, student requirements for creativity, action, service and reflections via a printed booklet, personal project guide with time lines, copies of progress and compliance reports and correspondence regarding academic and other IB MYP requirements.

The support resources for developing particular skills came in a variety of booklets. Some resources focused on developing good study habits while others focused on time management and decision-making.

Student requirements for creativity, action and service were outlined in the CAS Log Book. The school required students to extend classroom learning by becoming involved in doing new tasks and then reflecting on them over time. This is accomplished in the form of 10 hours of creativity, 10 hours of action and 10 hours of community service and must be logged in the CAS Log Book. Students can begin logging hours on June 1st and must complete all hours by May 1st of the following year.

Creativity can encompass a wide range of arts and other activities outside of the normal school day. Additional examples of creativity were shared in the CAS Log Book and students can contact the school's IB MYP coordinator for additional suggestions. The aim of creativity is for students to create something that was not present before, log the activities and complete a minimum of five creativity reflections. The creativity reflections required students to share what they did, what they hoped to accomplish, their level of success in achieving goals, any difficulties encountered, things that they would do

differently next time to improve, what they learned about themselves, abilities, attitudes and values developed, and how what was learned can be applied to other life situations.

Action can encompass participation in expeditions, individual and team sports, physical activities, as well as physical activity involved in carrying out creative and service projects outside the normal school day. Additional examples of action were shared in the CAS Log Book and students can contact the school's IB MYP coordinator for additional suggestions. Although some action may be considered creativity, students can only log hours for one area, not both. Students are also required to complete the 10 hour action requirement, log the activities and complete a minimum of 5 action reflections. The action reflections also required students to share what they did, what they hoped to accomplish, their level of success in achieving goals, any difficulties encountered, things that they would do differently next time to improve, what they learned about themselves, abilities, attitudes and values developed, and how what was learned can be applied to other life situations.

Service can encompass students actively participating in first-hand experiences that meet the needs of others

outside the normal school day. Additional examples of action were shared in the CAS Log Book and students can contact the school's IB MYP coordinator for additional suggestions. Students cannot be paid for doing service and must complete the 10 hour service requirement, log the activities and complete a minimum of 5 service reflections. Again, the service reflections required students to share what they did, what they hoped to accomplish, their level of success in achieving goals, any difficulties encountered, things that they would do differently next time to improve, what they learned about themselves, abilities, attitudes and values developed, and how what was learned can be applied to other life situations.

The CAS Log Book served as an excellent tool for students to bring IB MYP philosophy, areas of interaction and global understanding together beyond the normal school environment.

The student personal project guide with time lines was an informational packet that included a cover letter with dates for particular levels of implementation and personal project progress. The personal project is the culminating activity in Grade 10 for the IB MYP, but the school must prepare students over time for success. Behind the cover letter was information shared by the IBO on the personal

project. The information described the personal project; what are acceptable types of personal projects; how to start the personal project with necessary steps; how to investigate and choose the topic; steps for planning the personal project; how to collect the necessary materials; useful ideas; and how to present the outcome of the personal project. Additionally, the six mandated assessment criteria for the personal project were shared in the informational packet. The assessment criteria included planning and development; collection of information/resources; choice and application of techniques; analysis of information; organization of the written work; analysis of process and outcome; and personal engagement. Each criterion was further clarified with an explanation and scoring rubric so the expectations of the personal project would be transparent.

Parent and Community Information

The parent and community documents available for analyses were similar to the student documents. One of the major differences was the level of clarity shared with parents and community regarding student expectations in the IB MYP. The expectations were not only shared in an opening letter disseminated at the beginning of the school year,

but in numerous forms of communication throughout the year that highlighted systems of consequences for not meeting IB MYP expectations and reward systems for adherence to IB MYP policies. Other documents available for parents and community were opportunities posted throughout the school for involvement within the school as well as community resources providing additional educational opportunities for families to fulfill IB MYP requirements. These documents were compiled as part of the coordinator's documents.

Document Analyses Summary

The analyses of documents provided a documented structure and system for communication over time with all stakeholders. The patterns that emerged from the analyses of documents are in alignment with diffusion of innovations theory. As explained in Chapter Two, the innovation, communication channels, time and the social system are the four main elements of diffusion of innovations theory (Rogers, 1995). In this case, the IB MYP was the innovation; the communication channels included subject guides, web based resources, professional development schedules and offerings, posters, CAS Log Books, etc; the time depended upon the amount of teacher expertise and

experience with IB MYP implementation; and the social system included staff, students, parents, and the community. Additionally, the analyses of documents aligned well with the five stage innovation-decision process (knowledge stage, persuasion stage, decision stage, implementation stage and confirmation stage) of diffusion of innovations theory.

The patterns that emerged from the analyses of documents provided additional validation for interview responses on the meaning of teacher experiences while implementing the IB MYP and their levels of confidence and self-efficacy that influenced their overall motivation to implement the IB MYP. Additionally, the analyses of documents provided additional information that supported survey responses regarding levels of concern experienced during the IB MYP innovation adoption process.

The presence of this additional structure and system to support IB MYP implementation outlined via document analyses aids in the ongoing implementation, development and success of the IB MYP, the acceptance by students, staff and parents, and the overall motivation of teachers and their attitudes toward the IB MYP.

Summary of Results

The purpose of this study was to describe and analyze factors influencing teachers' motivation to initiate and implement an International Baccalaureate Middle Years Programme (IB MYP) in a Colorado middle school and their perceptions towards this change. Seven research questions were explored through the use of a survey, individual interviews and document analyses. The survey assessed individual and group levels of concern at various times during the IB MYP innovation adoption process. Individual interviews evaluated individual reasons for becoming involved in the IB MYP innovation, specific motivational influences, attributes, personal changes and levels of self-efficacy, and experienced reflections on program implementation and program success. Document analyses examined and analyzed the process in which the implementation of the International Baccalaureate Middle Years Program was communicated through certain channels over time among stakeholders and the International Baccalaureate Organisation. In order to answer the research questions posed in this study, it is necessary to further interpret and summarize the results of the survey, individual interviews and document analyses. The next chapter will summarize the findings of the study as they

relate to the research questions, make conclusions and provide suggestions for future studies.

CHAPTER V
SUMMARY OF FINDINGS

The purpose of this qualitative case study was to explore the factors influencing teachers' motivation and their perceptions towards change in initiating and implementing the International Baccalaureate Middle Years Programme in a Colorado middle school. The study assessed individual and group levels of concern at various times during the IB MYP innovation adoption process and evaluated individual reasons for becoming involved in the IB MYP innovation, specific motivational influences, attributes, personal changes and levels of self-efficacy, and experienced reflections on program implementation and program success. This chapter discusses the findings of the study as they relate to the seven research questions. Finally, this chapter ends with conclusions and suggestions for future studies.

Training, Commitment and Intrinsic Meanings

The purpose of Research Question 1 was to evaluate how teachers become initially involved in the implementation of the IB MYP innovation. Two interview questions were designed to elicit a response to this question.

Participants were asked to speak to the process of becoming an IB MYP teacher and to the meaning of being an IB MYP teacher.

The findings regarding the process of becoming an IB MYP teacher revealed that training is an absolutely non-negotiable part of the process. Most recommended that some level of investigation and conversation about the program would be a wise choice before becoming involved because a high level of commitment and acceptance was important and necessary. In this school, the implemented innovation was not a full school initiative, so only interested staff interviewed. It was also recommended that a conversation of interest take place with the school's principal and/or IB MYP coordinator.

The findings regarding the meaning of being an IB MYP teacher revealed that there are many intrinsic meanings coupled with extrinsic rewards. The intrinsic meanings of being an IB MYP teacher are high levels of confidence, pride, standards, and work ethic. The extrinsic rewards come with increased student involvement and performance.

These findings support the work of Guskey (1988) where his research demonstrated a strong relationship between teachers' perceived self-efficacy and their attitudes toward implementing an innovation. Additionally, Bandura

(1997) states, individuals who credit their successes to personal (intrinsic) capabilities and their failures to lack of effort will undertake difficult tasks and persist. He also shares that they do this because they see their outcomes as influenced by the amount of effort.

Self Concerns and IB MYP Implementation

The purpose of Research Question 2 was to share levels of concern experienced at various times during the IB MYP innovation adoption process. A survey assessed individual and group levels of concern at various times during the IB MYP innovation adoption process. Additionally, an interview question was posed to share personal concerns regarding program implementation after reflecting on the implementation process.

The findings regarding the individual and group levels of concerns revealed that, based on the individual and group profiles of 35 participants in the Stages of Concern Questionnaire, most concerns fell into self concerns (awareness, informational and personal). These high levels of concerns may be attributed to teacher time with using the innovation and the newness of the IB MYP innovation.

The findings regarding participants' personal concerns about program implementation after reflection on the process revealed that their concerns were varied. Approximately half of the participants focused on self concerns while two focused on impact concerns and one participant focused on task concerns. Two participants shared that they had no concerns. As reviewed in Chapter Two, teachers engaged in the awareness, informational and personal stages are categorized into self concerns. The management stage is categorized as task concerns, while consequence, collaboration, and refocusing concerns fall into the impact stages of concern (Hall, et. al, 1987).

The finding that half of the participants focused on self concerns (awareness, informational and personal stages) is supported by responses from participants when asked to share personal concerns regarding program implementation after reflecting on the IB MYP implementation process.

"I guess learning all of the terminology and making it all fit..." (Tchr2)[was a concern]

"I was told that I was going to get this really great training, I went to the training and it was useless, it was totally useless. I just was expecting a lot more from it and I really didn't get a lot from it.

This is one of the reasons why I am going to have to spend a lot of time on my own to kind of go back and try to figure it out. I actually had someone who attended the training say that this wasn't a good session." (Tchr4)

"Will I have to teach things differently? I didn't know enough about the IB MYP at the beginning to know that it was a nice marriage between my philosophy and IB." (Tchr5)

"For me it was back to, Am I doing what I'm supposed to be doing?" (Tchr7)

"I was really worried about us being a school within a school and still staying connected with my peers. Those traditional teachers, I didn't want them to feel like, why is she teaching IB and I'm not. I didn't want any of that. I was also concerned about the high school. For the first couple of years, they were still calling things pre IB and I remember being really irritated by that. No, we are MYP! I hear that they weren't doing this and weren't doing that and we were working so hard down here. I thought maybe their piece would ruin us." (Tchr9)

The finding that two participants focused on impact concerns (consequence, collaboration and refocusing stages)

is supported by the responses from these participants when asked to share personal concerns regarding program implementation after reflecting on the IB MYP implementation process.

"Looking back at how it used to be, kids used to fill out an application. We had an application process and every child in the IB MYP was interviewed. The kids that were in the IB program were probably kids that would stay in the IB program to the diploma years. Concerns now, we are looking at a different type of program, making sure that we are still meeting all of the needs of all and the program is now more inclusive, but it does not guarantee students will go on the Diploma program. It has changed the make up of our school, almost half and half. Originally it was a small school within a school. Initially, it was a lot of tension because it took the high end kids and scraped them from every program and placed them into IB." (Tchr6)

"The concerns I had were some of the special needs students and the lower level ability students who are now coming into IB. Even though I try differentiation, there's a certain standard that I set for myself and my classes that I know I need to continue with, in

order to get them prepared for second year in high school and that's the whole idea behind our program."

(Tchr10)

The finding that one participant focused on task concerns (management stage) is supported by the response from a participant when asked to share personal concerns regarding program implementation after reflecting on the IB MYP implementation process.

"I think that it seems like a lot, I think it seems overwhelming to teachers. How every single day do I get an area of interaction in and how every single day do I have my kids think in the IB way where they're thinking about being a world citizen. How do I make them constantly get those points? And I think what I figured out is that it's not every single day."

(Tchr3)

Participants' time with using the IB MYP innovation and the newness of the IB MYP innovation may speak directly to reasons why most were experiencing self concerns. Due to the developmental nature of change, professional development for staff should be focused in a progressive manner around the stages of concern if the IB MYP implementation process is to be effective. Individual concerns should be addressed and professional development

should be focused on moving individuals or groups with similar concerns to the next level of concern.

Philosophical Changes Aligned with IB MYP

The purpose of Research Question 3 was to identify personal changes encountered while implementing the IB MYP innovation. Two interview questions were designed to elicit a response to this question. Participants were asked to reflect on whether the implementation process required no philosophical changes but rather changes in teaching pedagogy and to share personal changes noticed throughout the process of IB MYP implementation.

The findings regarding whether the IB MYP implementation process required philosophical changes or changes in teaching pedagogy revealed that most disagreed and shared that they did experience philosophical changes. Participants shared that the IB MYP, by definition, required a philosophical shift (areas of interaction, holistic learning, intercultural awareness, communication, etc.) that is critical for successful implementation.

The findings regarding personal changes noticed throughout the process of IB MYP implementation revealed that most participants' personal changes related to changing behavior in accordance with IB MYP philosophy

(global thinking, international outlook, making connections with the areas of interaction, reflection, more curious about process and ways to document process, infusion of professional learning communities, more use of pre and post assessments).

The philosophical changes that teachers experienced and the personal changes noticed throughout the IB MYP implementation process are also echoed in the work of Hall and Hord. Hall and Hord (2001) identify the philosophical perspective of change in schools from the early 1990s as the socially responsive perspective. This philosophical perspective stressed productive relationships and environmental attention with a focus on community service, caring for the environment, caring for others, world citizenship, appreciating and respecting diverse cultures, and cooperative learning. These elements are clear and evident in the philosophy of the IB MYP and have permeated the ethos of the teachers charged with implementing this now successful program.

Attributes of Ability and Effort

The purpose of Research Question 4 was to share attributes a teacher should possess in order to implement the IB MYP. Two interview questions were designed to elicit

a response to this question. Participants were asked to share the attributes of an IB MYP teacher and whether they would recommend participation in IB MYP implementation as a way to improve teaching and learning.

The findings regarding the attributes of an IB MYP teacher revealed that the majority of attributes identified were categorized as "good teacher" attributes (strong communication, classroom management, and organizational skills, creativity and lots of energy). Other attributes focused on personal development and translation of new skills to the classroom: flexibility, a willingness to learn, working with others, appropriate risk taking, as well as the ability to inspire and manage change. Regardless of the shared attribute, all centered on internal or personal forces and ability and effort.

The attributes of ability and effort were supported by the following participant responses:

"The attributes would be an ability to change and adapt." (Tchr7)

"I think you have to embody the inquiry process, you have to live it, try new things and evaluate it."

(Tchr4)

"I think most IB MYP teachers are really willing to stretch, grow, they're not afraid of changing

established norms that they have created in their class, they're going to want to learn and go to training and want to find out what that looks like and then incorporate it through collaboration in the school." (Tchr8)

"I think that you would have good communication skills, the same attributes that good teachers have. Those attributes are inclusive of the IB MYP program. Good communication skills, organizational skills, classroom management, creative, energetic, and outgoing people." (Tchr2)

"Flexibility and a willingness to learn." (Tchr5)

The findings regarding whether participants would recommend participation in IB MYP implementation as a way to improve teaching and learning revealed that all participants agreed in the affirmative. Some participants cited the program's structure, framework, organization and efficacy while others participants cited the benefits for students and personal growth as reasons for their endorsement. Participants also shared reasons why the program has positively shaped teacher performance and motivation.

"I see it works." (Tchr9)

"The areas of interaction and all of the points that IB stresses really brings in a total, whole picture for the students. I think it puts more of a motivation on the teacher if they want these students to succeed. I think it deals with higher level learning on the student's part. I think I'm a better teacher."

(Tchr10)

"Because of the structure and the great framework to keep yourself organized and on task." (Tchr2)

"It's really good for kids. It's a great way to teach. It validates good teaching in a lot of ways." (Tchr6)

"I would, just because of my experience and growth."

(Tchr8)

Attribution theory looks at thoughts and feelings as motivators of learning, as well as how individuals make causal explanations. The attributes identified by participants and the positive feelings regarding IB MYP implementation as a way to improve teaching and learning, positively shaped teacher performance and motivation.

Strength of Belief

The purpose of Research Question 5 was to share the confidence level of teachers in their ability to implement the IB MYP. Two interview questions were designed to elicit

a response to this question. Participants were asked to share how confident they were in their ability to implement the IB MYP and their current levels of confidence as an IB MYP teacher.

The findings regarding how confident participants were in their ability to implement the IB MYP revealed that the majority of the participants ranged from fairly confident to very confident. The small numbers of participants who expressed low confidence or ambivalence in their abilities were those who placed themselves on a continuous learning continuum.

The findings regarding participants' current levels of confidence as an IB MYP teacher revealed that an overwhelming majority shared that they are more confident.

Bandura (1997) notes that confidence is a term that refers to strength of belief but does not necessarily specify the exact strength. Although the exact level of confidence cannot be determined, teacher confidence is a factor that influences motivation to adopt the IB MYP.

Self-efficacy for Motivation and Success

The purpose of Research Question 6 was to describe the level of self-efficacy influencing teacher motivation to implement the IB MYP. Two interview questions were designed

to elicit a response to this question. Participants were asked to share their thoughts on whether or not an IB MYP teacher has to be self-motivated and how they describe their motivation to implement the IB MYP.

The findings regarding whether or not an IB MYP teacher has to be self-motivated and participant reasoning revealed that participants were unanimous in their belief that IB MYP teachers have to be self-motivated. Participant reasons for self-motivation centered on teacher response to the increased amounts and levels of work as well as the time commitment for IB MYP implementation and the IB MYP commitment to life long learning in order to encourage the same in their students.

The findings regarding how participants describe their motivation to implement the IB MYP revealed three overarching ideas: student success and the potential for student impact on a global level, personal pride, and program alignment and results.

Self-efficacy can be defined as a teacher's capability to generate necessary levels of motivation, have the necessary cognitive resources, and accomplish the necessary goals required to meet given situational demands (Bandura & Wood, 1989). "Individuals with high levels of self-efficacy are more likely to initiate new tasks and persist in light

of roadblocks, frustrations, and difficulties" (Meyerson, et. al, 1992, p. 538). High levels of self-efficacy through intrinsic motivation and personal capabilities developed through IB MYP training and teacher commitment to life-long learning were apparent in teacher participants.

"I think you have to be self-motivated! I love to learn. I could become a professional student. I am, I take lots of classes, I teach classes. I love discovering things with my students and I love discovering things with my peers." (Tchr1)

"I think teachers that are self motivated are life long learners and they instill that in the kids."
(Tchr2)

"To be an IB teacher, there is a lot of extra time involved in really creating lessons that really get kids to think on their own. There is so much extra material and extra time that I think I spend because there is so much more involved than just talking about our own little world here in the United States."
(Tchr3)

"You have to be self-motivated because it's nothing that is going to be spoon fed for you." (Tchr4)

"To be successful in the MYP, yes you definitely need to be self-motivated. Why? It's hard work and being a good teacher is hard work." (Tchr5)

"If you are not a self starter or not willing to get out there and do things on your own and are looking for a set curriculum, this is not the program for you. It definitely is something you have to be highly motivated; it requires a lot of thinking on our part because it is not a canned program." (Tchr6)

"Yes, you do have to be self-motivated. It's a lot more work. I am talking about language as an academic versus language as an exploratory. It's almost like teaching a Language Arts class. In my eighth grade, I have got compositions to grade, there's just so much more work. You do have to be motivated; you have to be very motivated in order to make it work for you and the students." (Tchr10)

"I like change and I like hard work. I put in a lot of hours and it comes back to pride. Whatever job I do, I need to do the best I can." (Tchr5)

These high levels of self-efficacy positively impacted teacher motivation and persistence throughout IB MYP implementation.

Student Impact and Program Reputation

The purpose of Research Question 7 was to share the meaning teachers made of their experiences in implementing the IB MYP. Two interview questions were designed to elicit a response to this question. Participants were asked to share one memorable experience that would help someone understand what it means to be an IB MYP teacher and to share what sense they made out of the process for becoming a certified IB MYP now that it is successful.

The findings regarding participants sharing a memorable experience that would help someone understand what it means to be an IB MYP teacher revealed common themes centered on the positive impact the IB MYP has on students. Each participant emphatically tied their experience back to children, their learning and success.

The findings regarding participants sharing what sense they made out of the process for becoming a certified IB MYP now that it is successful, again revealed common themes. Most participants felt that the implementation of the IB MYP has helped the school's reputation and created a sense of pride among the staff, school and district. The community has also embraced the program based on results. The major differences focused on the pros and cons about partial or whole school implementation of the IB MYP. Some

participants felt that it was a good decision to do a school within a school program so you could initially implement gradually with willing staff members that would be comfortable and others felt that everyone should be included based on the positive benefits for students although the numbers have increased over the years.

Diffusion of innovations theory analyzes and assists in explaining the adoption of a new innovation (IB MYP). Rogers (1995) defines diffusion as "the process by which an innovation is communicated through certain channels over time among the members of a social system" (p.5).

There are several attributes related to an individual's intention and rate of adoption towards an innovation. Rogers' (1995) theory of perceived attributes shares five characteristics that predict the rate of individual or group adoption towards an innovation. As explained in Chapter Two, these five attributes are 1) relative advantage, 2) compatibility, 3) trialability, 4) complexity and 5) observability. Innovations with a perceived high degree of relative advantage may be adopted more rapidly. Compatibility, as determined by the membership of a social system, is positively related to its rate of adoption. Complexity has been identified as an inhibitor to innovation adoption; therefore, complexity as

perceived by the membership of a social system, is negatively correlated to its rate of adoption. The trialability of an innovation, as perceived by the membership of a social system, is positively related to its rate of adoption. Individuals are more likely to adopt innovations that produce visible results; therefore, observability as perceived by the membership of a social system, is positively related to its rate of adoption. The explanation of the theory suggests that the presence or absence of these attributes can predict whether an innovation will be adopted and its rate of diffusion through the system (Rogers, 1995).

Through participants sharing the meaning they made of their experiences in implementing the IB MYP, it is clear that the presence of four of the five attributes (relative advantage, compatibility, trialability, and observability) that predict the rate of individual or group adoption towards an innovation, namely the IB MYP, were present throughout the implementation process. This notion was also supported through the findings noted from the researcher's document analyses.

Conclusions

After exploring the factors influencing teachers' motivation and their perceptions towards change in initiating and implementing a new program called the International Baccalaureate Middle Years Programme in a Colorado middle school, the following conclusions can be drawn:

1. Teachers became initially involved in the implementation of the IB MYP through personal investigation and conversation with other teachers, the IB MYP coordinator and principal. Information creates interest and a sense of commitment. Interested teachers would then interview for positions in an IB school and, later, attend available IB MYP training.
2. The levels of concern experienced at various times during the IB MYP innovation adoption process were primarily self concerns (awareness, informational and personal).
3. The personal changes encountered while implementing the IB MYP innovation were behavioral changes in accordance with the IB MYP philosophy (global thinking, internationally minded focus, multiple forms of communicating learning, making connections with the areas of interaction, reflection, more curiosity about process

and ways to document process, infusion of professional learning communities, more use of pre and post assessments). Although personal changes differed with each individual, all changes related to philosophical changes.

4. The attributes a teacher should possess in order to implement the IB MYP innovation were attributes of ability and effort. Specific attributes categorized as "good teacher" attributes were strong communication, classroom management, and organizational skills, creativity and lots of energy and flexibility. In addition, a willingness to learn, ability to work with others, appropriate risk taking, as well as the ability to inspire and manage change were seen as admirable attributes.

5. Teachers were very confident in their ability to implement the IB MYP as an educational innovation.

6. High levels of self-efficacy, or an awareness of one's capabilities, influenced teacher motivation to implement the IB MYP innovation.

7. The meaning teachers made out of their experiences in implementing the IB MYP innovation were that the program has helped the school's reputation and created a sense of pride among the staff, school, and district and the community has also embraced the program based on results.

Implications of the Study

This study's implications are important in addressing the role of teacher motivation and their perceptions towards change when successful implementations of innovations are desired. More specifically, the implications of this study are important to address the role of teacher motivation and their perceptions towards change when implementing the International Baccalaureate Middle Years Programme in middle schools.

The first conclusion that explained how teachers became initially involved in the implementation of the IB MYP holds practical implications for middle school and school district leaders in terms of direction. School leaders continually explore and research educational innovations in hopes of providing effective programming that prepare students for global competition. Additionally, the mandates of No Child Left Behind legislation require failing schools and school districts to explore aggressive approaches for improving student achievement which may come in the form of innovations. The IB MYP is one of those innovations and the study provides important information on the program's history, philosophy, curriculum and assessment, and implementation procedures. Additionally, the process by which teachers became involved in the

successful implementation of an IB MYP may provide valuable insight for successful duplication.

The second conclusion shared the levels of concern experienced at various times during the IB MYP innovation adoption process. These findings also hold practical implications for school and district leaders in terms of direction. Change is complex. The balance between self, task and impact concerns provides additional perspectives for consideration when implementing change. Additionally, the results from the Stages of Concern questionnaire and individual interviews may be used to determine departure points for professional development and support for successful implementation of innovations. When an extensive examination of the level of concerns is desired during the implementation of an innovation, it is recommended that the Stages of Concern questionnaire be utilized at several times during the actual implementation process.

The third conclusion delineated personal changes encountered while implementing the IB MYP innovation. The findings may assist with improving teacher quality and overall improvement of schools. Through a systematic implementation of the IB MYP innovation, teacher behavior and expectations became aligned with the philosophical principles of the IB MYP. The personal changes experienced

by participants speak to changes that allow for positive cultural and behavioral transformation in schools. The philosophical principles of the IB MYP show close alignment with Hall and Hord's (2001) philosophical perspective of schools from the early 1990s known as the socially responsive perspective. This perspective stressed productive relationships and environmental attention with a focus on community service, caring for the environment, caring for others, world citizenship, appreciating and respecting diverse cultures, and cooperative learning. It is recommended that these philosophical perspectives provide additional focus for schools that wish to remain innovative, competitive and current. Additionally, diversity issues, structural and cultural changes within schools, partial or full implementation of an innovation, and requirements for entrance into programs may impact school success.

The "good teacher" attributes a teacher should possess in order to implement the IB MYP innovation were addressed in the fourth conclusion. These findings supported Bandura's (1997) stance on attributes of ability and effort having motivational effects on individuals to undertake difficult tasks and persist. The implications of these findings provide a knowledge base for school leaders when

motivating teachers to implement an IB MYP or other innovative programs.

High levels of teacher confidence and self-efficacy are demonstrated factors influencing teacher motivation to implement new and innovative programs. The findings referenced in the fifth and sixth conclusions supported the work of Guskey (1988) who identified a strong relationship between teachers' perceived self-efficacy and their attitude toward implementing an innovation. The practical implications of the study's findings provide a construct for gauging teacher perceptions about change processes.

The meaning teachers made of their experiences while implementing the IB MYP was the final conclusion. The findings made a strong case for the importance of process when implementing innovations. The diffusion of the IB MYP innovation was a process involving communication over time, utilizing multiple methods among varied stakeholders for acceptance. The alignment of Rogers' (1995) theory of perceived attributes (relative advantage, compatibility, trialability, complexity and observability) that predicts the rate of individual or group adoption towards an innovation was present in the implementation process of the IB MYP. After reflection, participants valued the implementation process that motivated them to create a

successful IB MYP. The implications from the research on diffusion of innovations and this study provide a construct to assist school leaders with deliberate strategies for communicating change over time that lead to acceptance of innovations. Additionally, the findings provide a clear reminder from Hall and Hord (2001) that "change is a process, not an event."

The findings and major conclusions of this study contribute positively to the value of the growing body of research in the areas of teacher motivation and change theory. Additionally, from a practical standpoint, school and district leaders, teachers and other educators may use the findings in the following ways:

1. Educators can use the study to gain a clear understanding of the process and involvement necessary to become a certified IB MYP school.
2. School and district leaders can utilize the Stages of Concern Questionnaire as well as individual interviews as tools to assess individual and group levels of concern. They can also utilize the questionnaire at various times throughout the implementation process. This becomes necessary throughout the innovation adoption process to make informed decisions regarding teacher support and

professional development needs for individual and groups of teachers when implementing innovations.

3. Educators can use the results of this study to build a level of consciousness regarding the importance of teacher attributes and its correlation to teacher motivation when implementing innovations. Additionally, school leaders can use the results of the study to strategize knowing that high levels of confidence and perceived self efficacy have a strong relationship to positive teacher attitudes when implementing innovations.

4. School and district leaders can utilize diffusion of innovations theory as well as examples from the study to effectively communicate the change process over time utilizing multiple means when implementing innovations or an IB MYP.

5. Educators can use the results of the study after reviewing the individual interviews where teachers passionately shared the positive effects the IB MYP had on students and teacher personal and professional development as motivation.

Suggestions for Future Studies

This study that explored the factors influencing teachers' motivation and their perceptions towards change

in initiating and implementing a new program called the International Baccalaureate Middle Years Programme in a Colorado middle school provides opportunities for future studies. As school leaders and school districts continually look for innovations that will positively impact student achievement and preparedness for global competition, I offer the following suggestions for future studies:

1. Replicate this study with other innovative programs.
2. Replicate this study in different IB MYP schools that may be defined as urban, suburban, or rural.
3. Explore factors influencing principal as well as teacher motivation to implement innovative programs.
4. Compare factors influencing teacher motivation and their perceptions towards change between a successful and an unsuccessful implementation of the same innovative program.
5. Compare factors influencing teacher motivation and their perceptions towards change between a full school IB MYP versus a partial school IB MYP.
6. Compare factors influencing student motivation and their perceptions towards change throughout the implementation process in an IB MYP.

Teacher motivation and their perceptions towards change are critical factors that shape school and student

success. The impact of motivation and perception should never be minimized as both bring complex dynamics that require deliberate examination when initiating and implementing change in schools.

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APPENDICES

APPENDIX A

TEACHER INFORMED CONSENT

Appendix A

Teacher Informed Consent

March, 2006

Dear International Baccalaureate Middle Years Programme Educator,

You are invited to participate in a research study that examines teachers' motivation to initiate and implement the International Baccalaureate Middle Years Programme (IB MYP) and their perceptions towards the change. The purpose of this case study is to describe and analyze factors influencing teachers' motivation to implement the innovation of an International Baccalaureate Middle Years Programme and their perceptions towards the change. It is anticipated that this research will provide insight on how teachers get interested in change processes and what motivates them to adopt innovations.

The following information is provided in order to help you make an informed decision whether or not to participate. If you have any questions, please do not hesitate to ask. You are eligible to participate because you are a practicing full-time teacher in an IB MYP. The Indiana University of Pennsylvania supports the practice of protection for human subjects participating in research. There are no known risks or discomforts associated with this research. Your participation in this study is strictly voluntary. You are free to withdraw at any time and may do so by contacting me at the phone number, e-mail or address below. All data collected thus far pertaining to you will be destroyed. Your decision will not result in loss of benefits to which you are otherwise entitled. Participation or non-participation in this study will not affect your relationship with the investigator at IUP or your employer.

Participation in this study will require approximately thirty minutes of your time. The enclosed survey should take about thirty minutes to complete. Please respond based on your educational training and experience implementing the IB MYP. Your name will never be divulged nor associated with the findings in any way. All information obtained will be kept confidential and incorporated into data. The information obtained in this study may be published in academic journals or presented at conferences, but your identity will be kept strictly confidential. Please complete and return the enclosed survey by April 30, 2006. Your return of the completed documents implies consent.

A summary of the findings from this study will be made available to you upon request. If you have any questions or require additional information, please feel free to contact me at home (), in my office () or via e-mail at wwalters1@pghboe.net. If you choose not to participate, please return the uncompleted survey in the enclosed stamped envelope. Your time and cooperation are highly valued and deeply appreciated.

Sincerely,

Wayne N. Walters, Principal Investigator
120 LaCledde Street
Pittsburgh, PA 15211

Email: wwalters1@pghboe.net

Dr. Wenfan Yan, Faculty Sponsor
Indiana University of Pennsylvania
Professional Studies in Education
113 Davis Hall
Indiana, PA 15705
724-357-7931

This project has been approved by the Indiana University of Pennsylvania Institutional Review Board for the Protection of Human Subjects (724-357-7730).

APPENDIX B

SUPERINTENDENT CONSENT

Appendix B

Superintendent Consent

March, 2006

Dear Superintendent,

Please accept this letter as my written request for your permission to involve middle school teachers from your district in the final phase of data collection for my dissertation research. The study examines factors influencing teachers' motivation to initiate and implement the International Baccalaureate Middle Years Programme (IB MYP) and their perceptions towards the change. Responses will be elicited from practicing full-time teachers in the IB MYP during the spring semester. Three methods of collecting data will be used: individual interviews, survey, and document analysis.

The individual interviews will center around five questions: What prompted you to become involved in the IB MYP innovation? What influenced your motivation? What attributes and levels of self-efficacy are involved in becoming an IB MYP teacher? What personal changes are encountered in the IB MYP implementation process? What sense do you make out of this reflective process now the innovative program has been implemented and is successful? The survey will measure the teacher's relationship to the IB MYP. Documents that are public domain will be requested from the school administrator(s) and the IB MYP coordinator to provide additional data. These documents which include a self-study, initial application, curriculum development, meeting minutes, teaching schedules, samples of assessments, professional development opportunities, correspondence with the IB Organisation, and documentation for moderation, must be collected over several years as part of the IB MYP implementation process.

The purpose of this case study is to describe and analyze factors influencing teachers' motivation to implement the innovation of an International Baccalaureate Middle Years Programme and their perceptions towards the change. It is anticipated that this research will provide insight on how teachers get interested in change processes and what motivates them to adopt innovations.

If granted permission, I will need a letter authorizing me to conduct research with teachers from your school district. Teachers will be made aware that participation in this study is strictly voluntary and that they may withdraw at any time and all data collected thus far pertaining to them will be destroyed. Teachers will also be informed that participation or non-participation will not affect their relationship with the investigator at

IUP or their employer. The cover letter to teachers will convey that findings will be reported in combination with those from other participants, and confidentiality will be maintained. A copy of the letter of consent for teachers is attached for your review.

If you have any questions or require additional information, please feel free to contact me at home (), in my office () or via e-mail at wwalters1@pghboe.net. Your time and cooperation are highly valued and deeply appreciated.

Sincerely,

Wayne N. Walters, Principal Investigator
120 LaClede Street
Pittsburgh, PA 15211

Email: wwalters1@pghboe.net

Dr. Wenfan Yan, Faculty Sponsor
Indiana University of Pennsylvania
Professional Studies in Education
113 Davis Hall
Indiana, PA 15705
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APPENDIX C

PRINCIPAL CONSENT

Appendix C

Principal Consent

March, 2006

Dear Building Principal,

Please accept this letter as my written request for your permission to involve middle school teachers from your building in the final phase of data collection for my dissertation research. The study examines factors influencing teachers' motivation to initiate and implement the International Baccalaureate Middle Years Programme (IB MYP) and their perceptions towards the change. Responses will be elicited from practicing full-time teachers in the IB MYP during the spring semester. Three methods of collecting data will be used: individual interviews, survey, and document analysis.

The individual interviews will center around five questions: What prompted you to become involved in the IB MYP innovation? What influenced your motivation? What attributes and levels of self-efficacy are involved in becoming an IB MYP teacher? What personal changes are encountered in the IB MYP implementation process? What sense do you make out of this reflective process now the innovative program has been implemented and is successful? The survey will measure the teacher's relationship to the IB MYP. Documents that are public domain will be requested from the IB MYP coordinator to provide additional data. These documents which include a self-study, initial application, curriculum development, meeting minutes, teaching schedules, samples of assessments, professional development opportunities, correspondence with the IB Organisation, and documentation for moderation, must be collected over several years as part of the IB MYP implementation process.

The purpose of this case study is to describe and analyze factors influencing teachers' motivation to implement the innovation of an International Baccalaureate Middle Years Programme and their perceptions towards the change. It is anticipated that this research will provide insight on how teachers get interested in change processes and what motivates them to adopt innovations.

If granted permission, I will need a letter authorizing me to conduct research with teachers from your building and acquire the documents listed above from the IB MYP coordinator. Teachers will be made aware that participation in this study is strictly voluntary and that they may withdraw at any time and all data collected thus far pertaining to them will be destroyed. Teachers will also be informed that participation or non-participation will not affect their relationship with the investigator at IUP or their

employer. The cover letter to teachers will convey that findings will be reported in combination with those from other participants, and confidentiality will be maintained. A copy of the letter of consent for teachers is attached for your review.

If you have any questions or require additional information, please feel free to contact me at home (), in my office () or via e-mail at wwalters1@pghboe.net. Your time and cooperation are highly valued and deeply appreciated.

Sincerely,

Wayne N. Walters, Principal Investigator
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Indiana University of Pennsylvania
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Indiana, PA 15705
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APPENDIX D

TEACHER VOLUNTARY CONSENT

Appendix D

Teacher Voluntary Consent

March, 2006

Dear International Baccalaureate Middle Years Programme Educator,

Thank you for responding to the survey that examined factors influencing teachers' motivation to initiate and implement the International Baccalaureate Middle Years Programme (IB MYP). You have been selected for in-depth follow-up participation in this study because you are a practicing full time teacher in an IB MYP at your school. The following information is provided in order to help you make an informed decision whether or not to participate. If you have any questions, please do not hesitate to ask.

As you may recall, the purpose of this case study is to describe and analyze factors influencing teachers' motivation to implement the innovation of an International Baccalaureate Middle Years Programme and their perceptions towards the change. It is anticipated that this research will provide insight on how teachers get interested in change processes and what motivates them to adopt innovations. Follow-up participation will require approximately thirty minutes of your time and involves participating in an individual interview. Individual interviews will further investigate personal experiences encountered throughout the implementation of the IB MYP innovation process. Interviews will be conducted where and when it is most convenient for you and will be audio-taped (to ensure clarity of responses). When we meet, you should respond based on your educational training and experience implementing the IB MYP.

Your name will never be divulged nor associated with the findings in any way. All information obtained will be kept confidential and incorporated into data. The information obtained in this study may be published in academic journals or presented at conferences, but your identity will be kept strictly confidential. Your input is critical to the collection of data; however, your participation remains strictly voluntary. The Indiana University of Pennsylvania supports the practice of protection for human subjects participating in research. There are no known risks or discomforts associated with this research. Your participation in this study is strictly voluntary. You are free to withdraw at any time and may do so by contacting me at the phone number, e-mail or address below. All data collected thus far pertaining to you will be destroyed. Your decision will not result in loss of benefits to which you are otherwise entitled. Participation or non-participation in this study will not affect your relationship with the investigator at IUP or your employer.

Please complete and return one copy of this voluntary consent form in the enclosed, stamped envelope. Keep the extra, unsigned copy for your own records. A summary of the findings from this study will be made available to you upon request. If you have any questions or require additional information, please feel free to contact me at home (), in my office () or via e-mail at wwalters1@pghboe.net. If you choose not to participate, please return the uncompleted consent in the enclosed stamped envelope. Your time and cooperation are highly valued and deeply appreciated.

Sincerely,

Wayne N. Walters, Principal Investigator
120 LaCledde Street
Pittsburgh, PA 15211

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VOLUNTARY CONSENT FORM:

I have read and understand the information on the form and I consent to volunteer to be a participant in follow-up data collection. I understand that my responses are completely confidential and that I have the right to withdraw at any time. I also understand that the interview will be audio-taped. I have received an unsigned copy of this Informed Consent Form to keep in my possession.

NAME (PLEASE PRINT) _____

SIGNATURE _____

PHONE NUMBER _____

DATE _____

E-MAIL ADDRESS _____

ADDRESS _____

BEST METHOD, DAYS, TIMES TO REACH YOU

I certify that I have explained to the above individual the nature and purpose, the potential benefits, and possible risks associated with participating in this study. Additionally, I have addressed any questions raised.

DATE _____

INVESTIGATOR'S
SIGNATURE _____

APPENDIX E

STAGES OF CONCERN QUESTIONNAIRE

Stages of Concerns Questionnaire

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 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, according to the explanation at the top of each of the following pages.

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 is 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 the International Baccalaureate Middle Years Programme. 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. Since this questionnaire is used for a variety of innovations, the name International Baccalaureate Middle Years Programme never appears. However, phrases such as "the innovation," "this approach," and "the new system" all refer to the International Baccalaureate Middle Years Programme. Remember to respond to each item in terms of your present concerns about you involvement or potential involvement with the International Baccalaureate Middle Years Programme.

Thank you for taking time to complete this task.

First Initial _____

Last Initial _____

	0	1	2	3	4	5	6	7	
	<u>Irrelevant</u>	<u>Not true of me now</u>		<u>Somewhat true of me now</u>		<u>Very true of me now</u>			
1.	I am concerned about students' attitudes toward this innovation.						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 innovation 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 innovation.						0	1	2 3 4 5 6 7
6.	I have a very limited knowledge about the innovation.						0	1	2 3 4 5 6 7
7.	I would like to know the effect of this 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 innovation.						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 innovation.						0	1	2 3 4 5 6 7
11.	I am concerned about how the innovation affects students.						0	1	2 3 4 5 6 7
12.	I am not concerned about this innovation.						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 innovation.						0	1	2 3 4 5 6 7
15.	I would like to know what resources are available if we decide to adopt this innovation.						0	1	2 3 4 5 6 7
16.	I am concerned about my inability to manage all the innovation requires.						0	1	2 3 4 5 6 7

	0	1	2	3	4	5	6	7						
	<u>Irrelevant</u>	<u>Not true of me now</u>			<u>Somewhat true of me now</u>		<u>Very true of me now</u>							
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
19.	I am concerned about evaluating my impact on students.						0	1	2	3	4	5	6	7
20.	I would like to revise innovation'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 innovation based on the experiences of our students.						0	1	2	3	4	5	6	7
23.	Although I don't know about this innovation, I am concerned about other 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 my time spent working with nonacademic problems related to this innovation.						0	1	2	3	4	5	6	7
26.	I would like to know what the use of the innovation will require in the immediate future.						0	1	2	3	4	5	6	7
27.	I would like to coordinate my efforts with others to maximize the innovation'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 innovation.						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 the innovation.						0	1	2	3	4	5	6	7
31.	I would like to determine how to supplement, enhance, or replace the innovation.						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

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 innovation. 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 innovation is better than what we have now. 0 1 2 3 4 5 6 7

PLEASE COMPLETE THE FOLLOWING:

36. Male ____ Female ____
37. Age ____ 20-29 ____ 30-39 ____ 40-49 ____ 50-59 ____ 60 or over
38. What agency or institution do you represent?
39. Briefly describe your job function.

APPENDIX F

PERMISSION TO USE SURVEY

Appendix F

Permission to use survey

-----Original Message-----

From: gehall@ccmail.nevada.edu [mailto:gehall@ccmail.nevada.edu]
Sent: Tuesday, August 10, 2004 1:46 PM
To: Walters, Wayne N
Subject: Re: Request for permission to use SoC questionnaire

Thank you for the phone call and email. You have my permission to use the SoCQ in your dissertation study. I request that you obtain a copy of the SoCQ technical manual (if you have not done so already). Also, be sure to contact me if you have any questions about the SoCQ, its use, or data interpretation.

One of the key decisions for you to make is selecting the "innovation" that will be the frame of reference for teachers completing the SoCQ. The obvious decision is to use the IB program. However, since this is an early implementation I would expect that most teachers will have Self and Task concerns about implementing this "innovation." You may also want to assess their concerns about teaching in general. Impact concern teachers will likely be supportive of the innovation, but may still have Self and Task concerns about its implementation.

Also, you should use the Change Facilitator Stages of Concern Questionnaire(CFSocQ) to assess the concerns of the principal and other change leaders.

Have fun with the study.

"Walters, Wayne N"
To: <gehall@ccmail.nevada.edu>
<wwalters1@pghboe.net>
cc: <gehall@nevada.edu>, "Walters, Wayne N"
<wwalters1@pghboe.net>
Subject: Request for permission to use SoC questionnaire
08/03/2004 01:58 PM

Hello Dr. Hall,

My name is Wayne Walters and I am a doctoral candidate at Indiana University of Pennsylvania (IUP). I left a message today on your office phone and went into my office to send this follow-up e-mail. We met several years ago (Summer 2001) at a seminar you did for our class at IUP on the Stages of Concern about an Innovation with Dr. Robert Millward. I was intrigued by your topic and decided to explore change theory further. I am now in the process of completing my Institutional Review Board proposal at IUP and need your permission to use the SoC questionnaire as a part of my study, get information on acquiring the instrument and the scoring manual.

My topic is "A Case Study of Implementing A Successful International Baccalareate Middle Years Programme: Factors Influencing Teachers' Motivations."

The following gives a quick snap shot:

The International Baccalaureate Middle Years Programme (IB MYP) is a highly competitive and rigorous review process of a middle school curriculum that, if successful, results in acceptance in an international form of accreditation. Middle schools that can successfully document their attainment of the organization's standards, including 1) approaches to teaching such as varied methodology (formal instruction, whole-class activities, cooperative groups, etc.), reflection as an ongoing practice, thematic interdisciplinary work, and a coherent curriculum, 2) three to five year strategic planning, 3) comprehensive staff development, 4) internal and external validated assessments in all subject areas based on IB MYP rubrics, and effective team planning/reporting are recognized as certified IB MYPs (International Baccalaureate Organisation, 2000). If middle schools are successful in earning the IB MYP endorsement, there is considerable prestige associated with acceptance into the International Baccalaureate Organisation.

The purpose of this case study is to explore the factors influencing teachers' motivation to implement the innovation of an International Baccalaureate Middle Years Programme. More specifically, this qualitative case study will describe and analyze the factors influencing teachers' motivation to initiate and implement a new program called the International Baccalaureate Middle Years Programme in a Western Pennsylvania middle school.

The primary theoretical framework guiding this qualitative case study is change theory. I want to use the questionnaire to look at stages of concern of teachers and utilize interviews and document analysis to further examine this topic. I would greatly appreciate any assistance you can provide with granting permission to use the instrument and any information on acquiring the instrument and scoring manual. Thanks.

Wayne Walters
wwalters1@pghboe.net

APPENDIX G

INTERVIEW QUESTIONS

Appendix G

Interview Questions

1. Suppose I wanted to become an IB MYP teacher, what would the process involve?
2. Tell me one memorable experience that would really help me understand what it means to be an IB MYP teacher.
3. Suppose I am an IB MYP teacher, what attributes would I have?
4. Would you say that an IB MYP teacher has to be self-motivated? Why or why not?
5. How confident do you feel about your ability to implement the IB MYP?
6. Reflecting on the IB MYP implementation process, what were some concerns you had regarding program implementation?
7. Some people would say that implementing the IB MYP requires no change in philosophy but rather teaching pedagogy, what would you say to them?
8. What does it mean to be an International Baccalaureate Middle Years Programme (IB MYP) teacher?
9. How do you describe your motivation to implement the IB MYP?
10. Would you recommend participation in IB MYP implementation as a way to improve teaching and learning? Why or why not?
11. What personal changes have you noticed throughout the implementation process of the IB MYP?
12. Would you say that now you are an IB MYP teacher you are a more confident teacher?

13. Now that you are a part of a successful IB MYP, what sense do you make out of the process for becoming a certified IB MYP?