

ABSTRACT

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The Influence Of The Louisiana Systemic Initiatives Program

On Instructional Practices In Classrooms

(Major Professor: George E. Rice, PhD)

The purpose of this study was to evaluate the stages of concern and levels of use that LaSIP fostered in 16 third-, fourth-, fifth-, and sixth grade-teachers that were involved in the 1999 - 2000 LaSIP Mathematics project. A fixation point was produced regarding the existent stages of concern and levels of use these teachers. The data provided a basis for making inferences regarding LaSIP training modifications and for determining which strategies were required to move these teachers to the next levels.

The study derived its theoretical constructs from concerns theory found in the Concerns-Based Adoption Model (CBAM). The *Stages of Concern Questionnaire (SoCQ)* and *Levels of Use (LoU) Interview* dimensions of CBAM were used as the primary data collection instruments in the study. Classroom observations were used to solidify the findings from the two instruments. Analyses of data were presented qualitatively in narrative form via teacher profiles from a single case study of the 16 teachers involved. Profiles described the school sites, teachers, class settings, interactions that took place in the classroom, and enumerated teachers' SoC and LoU of LaSIP.

The findings revealed that these teachers were implementing the innovation in their pedagogical practices, although concerns about implementation were of utmost importance. Teacher concerns and use levels were important because they can be determining factors in the success of any innovation.

The underlying theme that emerged from this study stated that teachers needed opportunities for collaboration. Adopting teachers of LaSIP had higher concerns about disseminating what they learned through the training. Teachers were concerned about working with their colleagues and others in coordinating the use of LaSIP. This concern was expressed in their wondering if they were actually disseminating to the greatest benefit for all. Teachers' levels of use varied with all of them deemed to be users of the innovation. Teachers were primarily using manipulatives and cooperative learning groups in instruction. Implications for theory, practice, and future research were presented.