

A Second Scoring Mechanism to Study Change

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Fullan (1991) reminds us that "change is multi-dimensional" and that it can "vary within the same person as well as within groups." Yet research frequently conceptualizes change solely in terms of differences in status. Researchers gather data over two time points, compute the status for each time point, and proceed to look for differences in status over time.

Consider the example of a survey of 7 items designed to measure teacher dynamism in 89 urban elementary schools. The survey administered in 1991 and 1994 consisted of items

that probed aspects of teacher behavior ranging from the more passive behaviors like acceptance of instructional goals and familiarity with school improvement plans, to more active behaviors like voicing concerns, enforcing rules, and helping to develop school improvement plans. Teachers responded to these items using a four-point rating scale, "Strongly Disagree, Disagree, Agree, Strongly Agree." These responses were scored 1,2,3, and 4 respectively. To study how

Figure 1: Teacher Dynamism - Patterns of Change 1991-1994

Acquiescence : Average94 - Average91

Decrease (-)	No Change (0)	Increase (+)	
1 2 3 4 Moderates Progress	(1 school) 1 2 3 4 All Round progress	(4 schools) 1 2 3 4 Laggards Progress	Increase (+)
1 2 3 4 Radicalizing	(58 schools) 1 2 3 4 Static	(21 schools) 1 2 3 4 Homogenizing	No Change (0)
1 2 3 4 Moderates Deteriorate	(3 schools) 1 2 3 4 All Round Deterioration	(2 schools) 1 2 3 4 Progressives Deteriorate	Decrease (-)

Teacher Dynamism
Average94 - Average91

Note:
1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree
Laggards= Those who pick Categories 1 & 2 (Strongly Disagree, Disagree)
Moderates= Those who pick Category 3 (Agree)
Progressives= Those who pick Category 4 (Strongly Agree)
Arrows represent movement from one category into another
The topmost entry in each cell represents the number of schools

