

Reis, S. M., Westberg, K. L., Kulikowich, J., Caillard, F., Hébert, T., Plucker, J., Purcell, J. H., Rogers, J. B., & Smist, J. M. (1993). *Why not let high ability students start school in January? The curriculum compacting study* (Research Monograph 93106). University of Connecticut, The National Research Center on the Gifted and Talented.
<https://nrcgt.uconn.edu/wp-content/uploads/sites/953/2015/09/rm93106.pdf>

STAGES OF CONCERN QUESTIONNAIRE (SoC Q)

CURRICULUM COMPACTING STUDY

To: Participating faculty members in Curriculum Compacting Project, a research study conducted by The National Research Center on the Gifted and Talented (NRC/GT)

From: Sally M. Reis, Principal Investigator
The National Research Center on the Gifted and Talented

As you are already aware, your school is participating in a research study conducted by the National Research Center on the Gifted and Talented. This study relates to the process of **Curriculum Compacting**.

A part of this involves completing the enclosed questionnaire. The purpose of this questionnaire is to determine the concerns of teachers who are using or anticipate using **Curriculum Compacting** after viewing the videotapes on this topic.

Please respond to the items on this questionnaire in terms of *your present concerns*, or how you feel about your involvement or potential involvement with **Curriculum Compacting**. The possible responses range from irrelevant (0) to somewhat true (3) to very true (7). Please think of it in terms of *your own perception* of what it involves. Your responses are strictly confidential.

Thank you for your help with this research study.

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Name: _____

School: _____

District: _____

STAGES OF CONCERN QUESTIONNAIRE ITEMS

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

1.	I am very concerned about students' attitudes toward Curriculum Compacting.	0	1	2	3	4	5	6	7
2.	I know of some other approaches that might work better than Curriculum Compacting.	0	1	2	3	4	5	6	7
3.	I don't even know what Curriculum Compacting is.	0	1	2	3	4	5	6	7
4.	I am concerned about not having enough time to organize for Curriculum Compacting each day.	0	1	2	3	4	5	6	7
5.	I would like to help other faculty in their use of Curriculum Compacting.	0	1	2	3	4	5	6	7
6.	I have very limited knowledge about Curriculum Compacting.	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 Curriculum Compacting.	0	1	2	3	4	5	6	7
10.	I would like to develop working relationships with both our faculty and outside faculty using Curriculum Compacting.	0	1	2	3	4	5	6	7
11.	I am concerned about how Curriculum Compacting affects students.	0	1	2	3	4	5	6	7
12.	I am not concerned about Curriculum Compacting.	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 Curriculum Compacting.	0	1	2	3	4	5	6	7
15.	I would like to know what resources are available if we decide to adapt Curriculum Compacting.	0	1	2	3	4	5	6	7

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

16.	I am concerned about my inability to manage all that Curriculum Compacting requires.	0	1	2	3	4	5	6	7
17.	I would like to know how my teaching and administration is supposed to change.	0	1	2	3	4	5	6	7
18.	I would like to familiarize other department of persons with the progress of Curriculum Compacting.	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 Curriculum Compacting'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 Curriculum Compacting based on the experiences of our students.	0	1	2	3	4	5	6	7
23.	Although I don't know about Curriculum Compacting, I am concerned about things in the area of gifted education.	0	1	2	3	4	5	6	7
24.	I would like to excite my students about their part in this approach.	0	1	2	3	4	5	6	7
25.	I am concerned about time spent working with non-academic problems related to Curriculum Compacting.	0	1	2	3	4	5	6	7
26.	I would like to know what the use of Curriculum Compacting will require in the immediate future.	0	1	2	3	4	5	6	7
27.	I would like to coordinate my effort with others to maximize Curriculum Compacting'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 Curriculum Compacting.	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 Curriculum Compacting.	0	1	2	3	4	5	6	7
31.	I would like to determine how to supplement, enhance, or replace Curriculum Compacting.	0	1	2	3	4	5	6	7
32.	I would like to use feedback from students to change the program.	0	1	2	3	4	5	6	7

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33.	I would like to know how my role will change when I am using Curriculum Compacting.	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 Curriculum Compacting is better than what we have now.	0	1	2	3	4	5	6	7

Adapted from
 Procedures for Adopting Educational Innovations/CBAM Project
 R&D Center for Teacher Education, The University of Texas at Austin