

**Research Questions and examples of coding**  
**Case Study of the NCTM Standards**  
 coordinated with Michael Huberman's Network Research Questions (4/6/93)

Topic	Code for observation, interview, paper trail
<b>1. Background and History</b>	
1.1 Circumstances under which NCTM Standards were developed? the chronicle?	
were adopted? the chronicle?	INHST-CHRON= Chronicle of adoption
1.2 Prime "advocates?" Roles of admin, tchrs, etc.	INHST-ADV= Activities, moves of advocates
1.3 Roles played by NCTM in state & local adoption?	
1.4 Context at the time? social, econ, polit, etc	INHST-CON=Contextual factors
Context now? ditto	INHST-CON=Contextual factors
Characteristics of school, dist, neighborhood	INHST-CON=Contextual factors
Innovation history of the school	
<b>2. Process of assessment and development</b>	
2.1 Motivations and incentives	TAD-MOT=Motivations, incentives to adopt
Were decisions pragmatic (to do it better)?	
Were decisions strategic (to gain advantages)?	INHST-TRAJ = Career trajectory of advocates
Were decisions inherent (an obvious next step)?	
Were decisions pedagogical (to improve learning)?	
2.2 Were Standards seen as solution to a problem?	TAD-NEED=Need to which Stds were solution
What were initial perceptions of the Standards?	
What expectations were raised?	INHST-PERC=Initial perceptions, expectations
2.3 Characteristics, orientation of users?	TAD-STAT=Status of adopters
Pedagogical stance of users? constructivist, etc.	TAD-STAT=Status of adopters
Age, exp, bkgd, tech soph. of advocates?	TAD-STAT=Status of adopters
Age, exp, bkgd, tech soph. of opponents?	TAD-STAT=Status of adopters
2.4 Initial perceptions of:	TAD-MOD=Initial understanding of how to use
how Standards were to be used in classroom:	TAD-MOD=Initial understanding of how to use
level of complexity of the Standards:	
demandingness on teacher skills and capacities:	
clarity of the Standards:	
fit with existing teacher styles, pupil readiness:	
2.5 Financial issues in development, adoption.	
Are cost, availability of materials problematic?	
<b>Developers perspectives and production</b>	
3.1 NCTM orientation to math education	
3.2 Key components of the innovaton	
NCTM demand for "faithful implementation"	
3.3 How does NCTM regard this site	
Is it similar to other pilot or observation sites?	INHST-USE=Number of schools also using
3.4 What connection between NCTM and site?	INHST-DEV-PU=Role of developer in adoption
Are there interactions btw the two at this time?	INHST-DEV-PU=Role of developer in adoption
<b>Organization fit</b>	
4.1 Do Standards fit into grand plan for improvemnt?	
4.2 Do Standards nest well into other workings	
4.3 Do Standards fit with existing math, sci curric	
Do Standards fit with policy and vision	