

Steps in Developing an IC Matrix

1. Visualize and brainstorm parts of the new practice or change in terms of what the user would be doing.
2. Identify components that constitute the major pieces of the new practice—by referring to and organizing the brainstorm list, adding to it, combining, or deleting.
3. Actionalize the components by stating them in behaviors or actions/use verbs—what are the users' behaviors, what are they doing?
4. Consider the sequence of the components and reorder them to make the best sense.
5. Generate variations for each component from ideal to unacceptable—state variations in action terms also.
6. Review, refine, edit the entire document for clarity.
7. Draw lines to indicate ideal, acceptable, and unacceptable variations.

Demonstration Interview Task

Your task is to listen closely to the person being interviewed and identify components of the innovation. Then, wherever possible, identify variations of each component.

Component 1:

Variation:

Variation:

Variation:

Component 2:

Variation:

Variation:

Variation:

Component 3:

Variation:

Variation:

Variation:

Component 4:

Variation:

Variation:

Variation:

Component 5:

Variation:

Variation:

Variation:

The Science Program Building Summary Sheet

School _____

Teachers _____

Variations

Component 1: Units Taught	1	2	3	4	5
Component 2: Use of Materials	1	2	3		
Component 3: Student Grouping	1	2	3		
Component 4: Process/Content Emphasis	1	2	3	4	
Component 5: Assessment	1	2	3		

TSP Program Summary of Teacher Configurations



Teacher	(1) Units Taught	(2) Use of Materials	(3) Student Grouping	(4) Process/ Content Emphasis	(5) Assessment
A	_____	_____	_____	_____	_____
B	_____	_____	_____	_____	_____
C	_____	_____	_____	_____	_____
D	_____	_____	_____	_____	_____
E	_____	_____	_____	_____	_____
F	_____	_____	_____	_____	_____
G	_____	_____	_____	_____	_____
H	_____	_____	_____	_____	_____

(TSP) Science Program Configuration

Teacher: _____

Component 1: Units Taught

1	2	3	4	5
All units and most activities are taught	Most units and activities are taught	Some units are taught	A few selected activities are taught	No units or activities are taught

Component 2: Use of Materials

1	2	3	4
Students are constantly manipulating science materials	Only selected students and the teacher handle the materials most of the time	Typically, the teacher does demonstrations and students watch	

Component 3: Student Grouping

1	2	3	4
Students work individually and in small groups	Students are kept in three to five permanent groups	The whole class is taught as a group	

Component 4: Process/Content Emphasis

1	2	3	4
Science content and science processes are emphasized equally	Science content is given major emphasis	The processes of science are given major emphasis	Memorization of facts and reading about science are emphasized

Component 5: Assessment

1	2	3	4
All TSP assessment activities are used	Some TSP assessment activities are used	Teacher-made tests are used	all the time