Abstract
In the present work the construction process of a scale-questionnaire is described to measure the attitude of the teaching staff as opposed to the educational innovation by means of techniques of cooperative work (CAPIC). In order to carry out its design and elaboration we need on the one hand a model of analysis of the attitudes and an instrument of measurement of the same ones capable of guiding its practical dynamics. The Theory of the Reasoned Action of Fishein and Ajzen (1975, 1980) and the summative scales (Likert) have fulfilled, in both cases, this paper.

Keywords
Educational innovation, teachers attitudes, cooperative learning.