

Chapter 1 : Levels of Use - Concerns-Based Adoption Model

The Concerns-Based Adoption Model was developed in the 1980s and 1990s by a team of researchers at the Research and Development Center for Teacher Education at the University of Texas at Austin. Since its development, researchers have tested CBAM for reliability and validity; in 2003, it was updated to ensure its accuracy.

The CBAM website has been redesigned: Please see the new Stages of Concern page on air. The progress of new programs is often measured by how well they are being executed. This approach tends to ignore a critical actor—the person charged with implementing the innovation. The Stages of Concern process helps keep the people doing the work at the center of the change process. Using the Stages of Concern, education leaders can assess and respond to the worries, attitudes, and perceptions of staff as they deal with the challenges of changing the way they work. In a Nutshell Video: Stages of Concern 6: The component is based on a key understanding—for a new program to succeed, it is critical to address the concerns of the people charged with implementing it. Staff may respond to change in many ways, from stress and anxiety to cynicism and burnout. Through the Stages of Concern process, leaders can identify staff concerns and provide targeted support to help individuals cope and focus on the task at hand. Seven Stages of Concern The Stages of Concern consists of and describes seven categories of possible concerns related to an innovation. People who are in the earlier stages of a change process will likely have more self-focused concerns, such as worries about whether they can learn a new program or how it will affect their job performance. As individuals become more comfortable with and skilled in using an innovation, their concerns shift to focus on broader impacts, such as how the initiative will affect their students or their working relationships with colleagues. Stage of Concern Typical Statement 0: The Stages of Concern process involves using one or more of the following methods to ask staff who are implementing a program about their concerns: Stages of Concern Questionnaire: This item questionnaire asks staff members to rate the extent to which they agree with various statements related to an innovation, such as how they will be able to manage all that a new math program requires. This method of assessment enables leaders to examine the concerns of a large number of staff across multiple sites. The questionnaire is available in print and online. Leaders hold brief one-on-one conversations with staff about their feelings, thoughts, and reactions to an innovation. This method enables leaders to hear from individual staff members in person. Typically administered at a staff meeting, these open-ended statements prompt staff to respond in writing about their concerns regarding an innovation. This method enables leaders to gather more in-depth information about staff concerns. The results of the data collection indicate where staff members fall within the seven stages and provide a snapshot of their concerns so that leaders can address them. Follow-up actions may include providing additional information about the research behind a new program or offering how-to supports and coaching. How are the data used? Leaders can analyze the data to inform the actions they take to support individual staff members. More typically, however, the data are examined at the organizational level to determine the types of concerns identified by the group—an approach that allows for confidentiality and for the actions of leaders to have a larger impact. When and how often should the Stages of Concern tools be administered? The Stages of Concern Questionnaire is usually administered at the start of a new program and no more than 2 times per year. Interviews and open-ended statements can be used more frequently, in a formative fashion, to gather more specific feedback on individual concerns. Since its development, researchers have tested CBAM for reliability and validity; in 2003, it was updated to ensure its reliability. Today, CBAM continues to be applied in a range of school, organizational, and research settings. The tools are commonly used to help leaders, evaluators, and researchers understand, monitor, and guide the complex process of implementing new and innovative practices. Measuring implementation in schools: The Stages of Concern Questionnaire. Stages of Concern Questionnaire online [Computer software]. Patterns, principles and potholes 4th ed. Upper Saddle River, NJ: Taking charge of change.

Chapter 2 : PPT - CBAM Concerns Based Adoption Model PowerPoint Presentation - ID

The Concerns-Based Adoption Model (CBAM): A Model for Change in Individuals. Reprinted with permission from the chapter entitled " Professional Development for Science Education: A Critical and Immediate Challenge," by Susan Loucks-Horsley.

Another framework that has implications for the practices of professional development acknowledges that learning brings change, and supporting people in change is critical for learning to "take hold. The model and other developmental models of its type holds that people considering and experiencing change evolve in the kinds of questions they ask and in their use of whatever the change is. In general, early questions are more self-oriented: When these questions are resolved, questions emerge that are more task-oriented: How do I do it? How can I use these materials efficiently? How can I organize myself? Finally, when self- and task concerns are largely resolved, the individual can focus on impact. Is this change working for students? The concerns model identifies and provides ways to assess seven stages of concern, which are displayed in Table 3. These stages have major implications for professional development. First, they point out the importance of attending to where people are and addressing the questions they are asking when they are asking them. Often, we get to the how-to-do-it before addressing self-concerns. We want to focus on student learning before teachers are comfortable with the materials and strategies. The kinds and content of professional- development opportunities can be informed by ongoing monitoring of the concerns of teachers. Second, this model suggests the importance of paying attention to implementation for several years, because it takes at least three years for early concerns to be resolved and later ones to emerge. We know that teachers need to have their self-concerns addressed before they are ready to attend hands-on workshops. We also know that help over time is necessary to work the kinks out and then to reinforce good teaching once use of the new practice smoothes out. Finally, with all the demands on teachers, it is often the case that once their practice becomes routine, they never have the time and space to focus on whether and in what ways students are learning. This often requires some organizational priority setting, as well as stimulating interest and concern about specific student learning outcomes. We also know that everyone has concerns-for example, administrators, parents, policy makers, professional developers-and that acknowledging these concerns and addressing them are critical to progress in a reform effort. Professional developers who know and use the concerns model design experiences for educators that are sensitive to the questions they are asking when they are asking them. Learning experiences evolve over time, take place in different settings, rely on varying degrees of external expertise, and change with participant needs. Learning experiences for different role groups vary in who provides them, what information they share, and how they are asked to engage. The strength of the concerns model is in its reminder to pay attention to individuals and their various needs for information, assistance, and moral support. Traditionally, those who provided professional development to teachers were considered to be trainers. Now, their roles have broadened immensely. Like teachers in science classrooms, they have to be facilitators, assessors, resource brokers, mediators of learning, designers, and coaches, in addition to being trainers when appropriate.

Chapter 3 : "USING THE CONCERNS BASED ADOPTION MODEL AS A FRAMEWORK FOR STUDYING

The Concerns-Based Adoption Model address each one of these assumptions: the individual's concerns about the innovation, the particular manner in which the innovation is delivered or implemented, and the adaptation of the innovation to the individual.

Introduction to CBAM 7: Successfully implementing a new program involves more than providing staff with materials, resources, and training. An often overlooked factor is the human element—the people actually doing the work. Each person will respond to a new program with unique attitudes and beliefs, and each person will use a new program differently. The three diagnostic dimensions of the Concerns-Based Adoption Model CBAM provide tools and techniques that enable leaders to gauge staff concerns and program use in order to give each person the necessary supports to ensure success. The Three Diagnostic Dimensions The effective implementation of a new program is a highly personal developmental process. The diagnostic dimensions of CBAM are three components for assessing and guiding this process: An Innovation Configuration Map provides a clear picture of what constitutes high-quality implementation. It serves as an exemplar to guide and focus staff efforts. The Levels of Use interview tool helps determine how well staff, both individually and collectively, are using a program. Levels range from nonuse to advanced use. When combined with the Innovation Configuration and first-hand observations, this information can help staff effectively implement a new program. Used at regular intervals, these components help pinpoint the issues that staff are having as they strive to master a new program. Leaders can then problem solve how best to help staff members achieve high-quality program implementation. As individual comfort level and competence with a program increases, staff can move beyond their personal concerns to focus on the desired outcomes, such as increasing student achievement. Use and Application How can the data be used? The CBAM diagnostic dimensions provide evidence of the current extent and quality of implementation that leaders can use to drive decisions and actions. For example, the Stages of Concern Questionnaire may indicate that teachers are worried about how much preparation time a new math curriculum requires. With this knowledge, school leaders can provide support targeting that specific concern. They may, for instance, temporarily provide teachers with more planning time by excusing them from some duties. Can the CBAM diagnostic dimensions be used separately as well as together? Depending on their specific goals and situation, leaders may want to use only one or two of the these tools. However, using various combinations of the three will provide a clearer picture of how well implementation of a program or initiative is progressing. We sell publications that describe the CBAM framework and components in depth, providing a solid foundation. Other support includes training classes, available both face-to-face and online. In such cases, staff with the Center for High-Performing Schools at SEDL work with district and school leaders to develop and deliver customized technical assistance and training. Our consultants can also assist in determining the best ways to apply CBAM data in the district or school. Since its development, researchers have tested CBAM for reliability and validity; in , it was updated to ensure its accuracy. Today, CBAM continues to be applied in a range of school, organizational, and research settings. The tools are commonly used to help leaders, evaluators, and researchers understand, monitor, and guide the complex process of implementing new and innovative practices. To learn more, consult the following resources: Measuring implementation in schools: The Stages of Concern Questionnaire. Stages of Concern Questionnaire online [Computer software]. Patterns, principles and potholes 4th ed. Upper Saddle River, NJ: Taking charge of change.

Chapter 4 : Important Components of CBAM - Central Rivers AEA

The Concerns-Based Adoption Model (CBAM) is a conceptual framework that provides tools and techniques for facilitating and assessing the implementation of new innovations or reform initiatives.

Both of these concepts focus on the individuals that are involved in implementing the change initiative rather than those in charge of the decision to make the change: Although the CF Styles typically apply to leaders, the styles can be applied to everyone involved in the change initiative as well. Teacher performance According to research conducted by Hall and Hord , teachers who have leaders with the Initiator CF Style have the highest level of change initiative implementation. Those who have supervisors with a Manager CF Style are still relatively successful in implementing a change initiative; however, they are not as successful as those who have supervisors with an Initiator CF Style. Teachers whose supervisors have a Responder CF Style are the least successful when implementing a change initiative. They tend to lag behind and the implementation process will take a greater amount of time than it would for teachers whose supervisors have an Initiator or Manager CF Style. More specifically, students with high scores in reading and writing had supervisors with an Initiator CF Style. Students with high scores in math had supervisors with a Manager CF Style. Students who had supervisors with a Responder CF Style tended to score significantly lower in all tested subjects than students whose supervisors had an Initiator or Manager CF Style. What makes a good leader: Six dimensions of CF style Three main change facilitator styles Although these are the main three CF Styles that are discussed in relation to CBAM, it is imperative to remember that the following three styles do not represent all possible leadership styles. Initiator change facilitators Individuals who have this CF style tend to have strong and clear visions of the envisioned change. They encourage their staff or fellow coworkers throughout the change initiative to implement the change to their best ability. At the same time, individuals with the Initiator CF style who mean well may push too hard; leading others to feel uncomfortable and pressured. In addition, they may find themselves constantly questioning themselves and others actions; unsure if they were the best actions for the success of the innovation. Manager change facilitators Those who are Manager Change Facilitators are a bit more apprehensive of change initiatives than the Initiator Change Facilitators. These individuals tend to delay change initiatives so they have more time to research the proposed innovation. Manager Change Facilitators show high concern for the budget and available resources when considering a change initiative. In addition, they do not like to delegate tasks to others, and prefer, instead, to complete the work themselves. Responder change facilitators Those individuals who have a Responder Change Facilitator style are very focused on what is currently occurring. They are typically lacking on ideas for future changes or innovations. In fact, individuals with a Responder CF Style would prefer to let others take on the work load. In addition, these individuals tend to minimize the importance of change innovations and will put off making decisions about them. With a basic understanding of the three CF Styles, we can now discuss how these styles would have an impact on the success of the change initiative as well as an impact on the motivation of the staff involved in the initiative, and the students. In addition, they represent important components of each CF Style; helping us to better understand what makes a good leader. The six dimensions are split into three clusters: Concern for people cluster: These social conversations are not related to any change initiative and are often very personable. A supervisor who is strong in this dimension has conversations with the staff that are focused on a specific change initiative. In addition, they tend to implement many small interventions based on the needs of their staff that they learn about during these conversations Organization efficiency cluster: The Trust in Others dimension focuses on whether or not supervisors prefer to delegate tasks to others or if they prefer to do the work themselves. Responders will delegate anything possible. The Administrative Efficiency dimension looks at what the supervisors view as their primary responsibility. In addition, this dimension looks at how clearly the supervisor assigns and explains tasks to other staff members. As previously mentioned, some supervisors are very focused on day-to-day events and do not worry about the long-term consequences. The Day-to-Day dimension explores this very aspect of leadership. Is the leader concerned with day-to-day issues or are they looking into the future for later issues? Parallel to the day-to-day concerns, some leaders

always have a vision of the future and work towards that vision. Typically, they know what steps they need to take in order to achieve their vision and they follow those steps in addition to addressing day-to-day issues that arise. Leaders are not the only ones implementing interventions. Many types of interventions must be utilized to ensure success. Diagnostic tools should be consulted during the intervention implementation process. Interventions need to be targeted to the entire organization. Learning new information and skills is required when implementing a change initiative while planning and implementing interventions necessary for success in the change process. Six functions of interventions Developing, articulating, and communicating a shared vision of the intended change: A vision of the future increases student outcomes. The shared vision should be communicated often and during multiple settings. Planning and providing resources: Planning is not a one-time event; it needs to be repeated throughout the intervention. Investing in professional learning: Learning is the basic foundation of change, therefore, time must be made for individuals to learn about the change before implementing the change initiative. The progress needs to be monitored, and all change efforts can be lost if implementers do not continuously check progress. Use one-legged interviews to stay up-to-date on current progress. When needs are identified, a response is required to support the change initiative. Examples of providing assistance include: Creating a context supportive of change: Taking time to understand the school climate and culture can help encourage a positive environment for change initiatives. Positive and negative Not all intervention mushrooms are bad. There are some that are good and can contribute to the success of the change initiative. These intervention mushrooms should also be researched by change facilitators in order to understand the underlying theme. Once the underlying theme is understood, change facilitators can use this to their advantage and try to help the intervention mushroom spread to other staff members involved in the change initiative. These patterns may illustrate an underlying theme that is helping nurture a positive or negative intervention mushroom. Depending on where people are in their LoU, the chance of an intervention mushroom developing, and the type of intervention mushroom positive or negative developing, can change.

Chapter 5 : Concerns-Based Adoption Model (CBAM) - ppt video online download

The Stages of Concern was developed as part of the Concerns-Based Adoption Model in the s and s by a team of researchers at the Research and Development Center for Teacher Education, the University of Texas at Austin.

The Concerns Based Adoption Model We at Resource International are pleased to be working with you in providing quality speaking, training, consulting and coaching. This web page is to explain a foundation concept upon which we do much of our work. Our supervisory training programs assist executives in learning the practical tools and techniques for creating a more effective cooperative work environment. Many organizations are merging cultures. Few managers and executives have been prepared to effectively lead their organization through these changes. Supervisors need to augment their technical proficiency with expert knowledge, viable and appropriate conceptual models, and objective viewpoints which an organizational consultant is trained to provide. Individuals and organizations need persistent nudging to continually and effectively move towards their own goals. Training can offer a powerful and efficient method for developing skills and knowledge quickly. But success in the application of these newly learned skills requires consistent effort, encouragement and constant adjustments over time. RI trainers work to keep you and your organization on target. We do more than just training. We coach individual executives to apply the concepts learned while working with your management team to improve the effectiveness of your meetings. Called the Concerns Based Adoption Model, CBAM predicts that individuals in any organization which is adopting any new innovation or change go through predictable stages of concern. Whether it be computer software, privatization of a former government agency, new personnel or the inevitable doing more with less, the stages involved in successfully addressing change are the same. Most organizations only address the concerns for Task. CBAM states that the successful accomplishment of an intervention is directly dependant on moving employees through each of these levels of concern. Whenever change occurs, we worry how the change will affect us. Am I up to the challenge? Can I learn what I need in order to succeed in the new system? How will it affect me, my job, my future? Will I be able to do what is required? What am I required to do? What are the steps necessary to succeed? What do I have to do and how do I do it? Who else is involved in me successfully accomplishing my task? What difference will this change really make? How will it affect how decisions are made? Will it be better? RI Consultation Involves Resource International creates partnerships with its clients to accomplish the following: Support for key project personnel.

Chapter 6 : Concerns-based models - WikiEducator

The Concerns-Based Adoption Model (CBAM) is used to address change implementation on a systems level. This model can help supervisors or change leaders to understand.

Change is a process requiring developmental growth in feelings and skills Consider posing a question to your group to get them started talking. You may want to ask them about a time they were asked to make a change. Ask them to think about the way that the change was approached and how they felt about the change. How can I refine it to have more impact? Concerns reflect a need for more information and answers. Stage 3 Most frequently expressed just prior to and during the initial stage of implementation of a new innovation. Concerns reflect a need to know how to manage the innovation. Concerns reflect questions about the impact on student learning, how to improve the innovation, how effective it is, or how to collaborate with others to improve it. I am not yet able to anticipate what things I will need to have on hand for next week. I feel inefficient when I think about how I am using the program. They seem to need more monitoring, closer supervision, and fewer distractions. I wonder if it might help for my aide to work with them more closely. What types of concern statements do you hear most often from stakeholders? In what stage of concern are the majority of the your stakeholders in your school district? Ask participants to share the answers to these prompts at their table. After time is given for discussion share out. See if you can identify any common themes in the concerns. How do we help address concerns for each stage? Awareness Concerns Involve them in discussions and decisions. Give permission not to know. Provide information and encourage sharing. For each of the following slides consider asking your audience for additional intervention ideas 16 Interventions to Address Concerns Stage 1: Informational Concerns Provide clear and accurate information. Share information often and in a variety of ways. Show how changes relate to current practices similarities and differences. Personal Concerns Draw out and address personal concerns directly. Use personal notes and conversation. Connect people to others who are influential and supportive. Management Concerns Focus on specific areas for change. Identify sequences of activities and set timelines for implementation. Consequence Concerns Gather data and provide feedback. Provide opportunities for users to share knowledge and skills. Collaboration Concerns Train people to collaborate. Arrange for people to help each other. Rearrange schedules so people have time to work together. Refocusing Concerns Train people to experiment and collect data on results. Document changes being made and monitor impact. Change is a process requiring developmental growth in feelings and skills. Plan interventions that support people wherever they are, not just the beginning. Repeat interventions over time, accommodate new people to the system. Check to make sure you are getting the results you intend.

Chapter 7 : The Concerns-Based Adoption Model (CBAM): A Model for Change in Individuals

The Concerns Based Adoption Model We at Resource International are pleased to be working with you in providing quality speaking, training, consulting and coaching. This web page is to explain a foundation concept upon which we do much of our work.

Chapter 8 : PPT “ ConcernsBased Adoption Model PowerPoint presentation | free to view - id: 17eb5a-Z

The Concerns-Based Adoption Model (CBAM), a representation of the process by which an educational institution adopts an innovation, views adoption as a developmental process involving complex interaction between an adopting institution, a user system, and a resource system. The resource system is.

Chapter 9 : Concerns-Based Adoption Model (CBAM) at SEDL

“ The Concerns-Based Adoption Model (CBAM) is a framework and set of tools for understanding and managing change in people. “ Created through a decade of research and development (Hall.