

OBJECTIVES

AT THE END OF THIS SESSION PARTICIPANTS WILL:

- HAVE BEEN INTRODUCED TO THE SEVEN STAGES OF CONCERN ABOUT AN INNOVATION
- BE ABLE TO INTERPRET AN OPEN-ENDED STATEMENT OF CONCERNS
- HAVE CONSIDERED STRATEGIES FOR INTERVENTIONS WITH AN INDIVIDUAL BASED ON THE INDIVIDUAL'S CONCERNS ABOUT THE USE OF AN INNOVATION.

RATIONALE AND REFERENCES FOR CBAM

Schools today are becoming increasingly concerned with the amount of change expected of them. Teachers are expected not only to effectively teach their students; they are also required to assist in school policy formulation, curriculum development and community involvement.

Education is becoming increasingly political. Governments are initiating policy changes, community groups are more vocal, and employers are demanding that schools 'get back to the basics' and equip students more effectively for the labour market.

Where does all this leave the classroom teacher, trying to cope with these changes? And how can the inservice educator provide appropriate activities to match the very real concerns of teachers at the chalkface?

The ideas and research described in this session come from the work of the Procedures for Adopting Educational Innovations Program of the Research and Development Center for Teacher Education at the University of Texas at Austin. The Program's long-term goal is development of better understanding about the change process as it is experienced by teachers and professors. With this increased understanding it is hoped that procedures can be developed to assist change facilitators in designing and delivering relevant assistance. C.B.A.M. provides a useful framework for matching inservice activities to the real concerns that teachers have when trying to implement a new curriculum, organizational structure, project, etc. The research also has implications for decision-makers as they make decisions about change and evaluators as they attempt to assess its effects.

For more information about the program some of the publications which are available have been listed below. They may be obtained through Rooney Library.

Hall, G.E. & Loucks, S.F., Assessing and facilitating the implementation of innovations: A new approach. *Educational Technology*, Spring 1977.

Hall, G.E. & Loucks, S.F., Teacher concerns as a basis for facilitating and personalizing staff development. *Teachers College Record*, 1978, 80(1), 36-53.

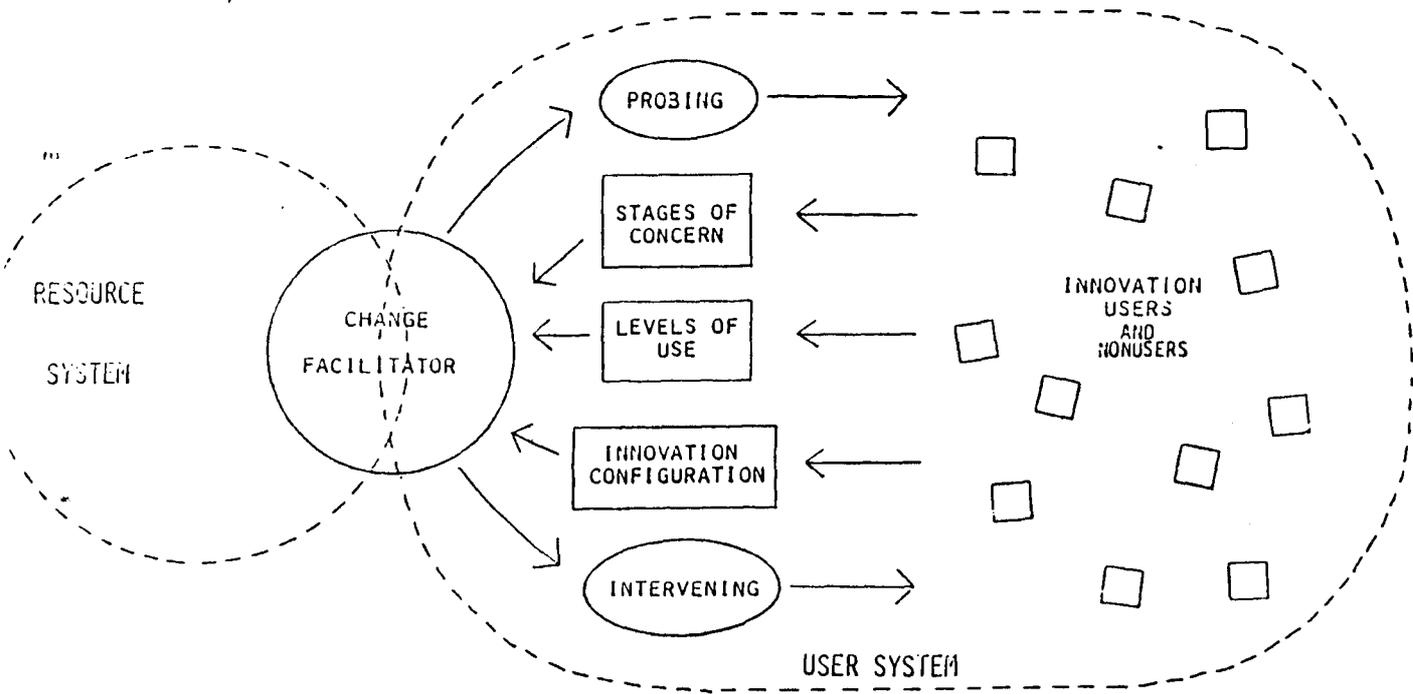
Schneider, E.J., Teachers determine success of innovations. *Educational R&D Report*, 1978, 1(1), 2-5.

Hall, G.E., Loucks, S.F., Rutherford, W.L. & Newlove, B.W., Levels of use of the innovation: a framework for analyzing innovation adoption. *The Journal of Teacher Education*, 1975, 26(1), 52-56.

Hall, G.E. & Loucks, S.F. A developmental model for determining whether the treatment is actually implemented. *American Educational Research Journal*, 1977, 14(3), 263-276.

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THE CONCERNS-BASED ADOPTION MODEL



Procedures for Adopting Educational Innovations Program
 Research and Development Center for Teacher Education
 The University of Texas at Austin

ACTIVITY 2

WHEN YOU THINK ABOUT YOUR ROLE AS A CHANGE AGENT, WHAT ARE YOU CONCERNED ABOUT? (Do not say what you think others are concerned about but only what concerns you *now*.) Please be frank and respond in complete sentences.

Time
Coordination of teachers
make resources available
help us implement
Exposure to all solutions
Eval.

ACTIVITY 1

Consider the new curriculum documents and syllabuses that have 'hit the schools' in the last two years. Identify as many of these as you can and list them below.

NEW CURRICULUM

- young students
- Eng -
- Reading
- Writing
- Maths
- D & T
- Transition
- Migrant
- Sch Based C.P.

Now see if you can describe the *concerns* of teachers about these new areas they have to teach.

In this context, 'concerns' refers to the feelings, perceptions, motivations that an individual approaching a change has about that change. Thus, in completing this activity, you are required to project those feelings, perceptions, motivations you suspect (or know) teachers have in relation to the change. Remember, however, that at this stage, your projections are only intuitively based.

TEACHER CONCERNS

- Time
- Practice
- Coordination
- Workload
- Practicality
- Relevance
- Overload

IDENTIFYING SoC, B

EXAMPLES OF STAGES OF CONCERN ABOUT THE INNOVATION PARAGRAPHS

EXAMPLE 1

When I think about how this innovation may influence how others see me as a professional I wonder whether I want to become involved in it. I might have very little to say about how the innovation is implemented or who I would have to work with. I'm just not sure how it would fit in with the way I enjoy doing things, nor do I know how I'd be expected to change if we really get involved with this innovation.

EXAMPLE 2

Some of the students just don't seem to be catching on to this new individualized approach. They seem to need more monitoring, closer supervision, and less distractions. I wonder if my aide might concentrate more on them as a group, and if that might help.

EXAMPLE 3

I am concerned because we will spend too much valuable time in meetings trying to get everyone together to discuss common problems and procedures about the use of the innovation and for us there is more loss than gain.

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The University of Texas at Austin

IDENTIFYING STAGES OF CONCERN, A.

1. I am very concerned about the time it is taking me to prepare materials, diagnose weaknesses and things necessary for the individualized program the innovation presupposes.
2. I believe the students need a longer student teaching experience and I think I can change this innovation to help students more with this experience.
3. I don't really know what the "innovation" involves.
4. I can see how a person could lose her personal identity when involved in the use of a new program. Group decisions may overrule what an individual would prefer to do.
5. The more successful I am with using the innovation the more concern I have about the need to incorporate fresh approaches and creative changes in our use like ... We could get in a rut.
6. Our program needs improved coordination and articulation about how we use the innovation in order that undue overlapping might be eliminated and gaps filled in.
7. Being a new faculty member, there is still a lot I don't yet know about how I'll use the "innovation," but I'm reading and asking questions.
8. In my own discipline, the use of the innovation would seem to force me to a cognitive level of instruction which is unacceptable.
9. I feel the need to find out the instructional support services needed for the "innovation" when we begin to use it.

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From: Newlove, B. W. & Hall, G. E. A manual for assessing open-ended statements of concern about an innovation. Austin: Research and Development Center for Teacher Education, The University of Texas, 1976.

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STAGES OF CONCERN ABOUT THE INNOVATION

- 6 REFOCUSING: The focus is on exploration of more universal benefits from the innovation, including the possibility of major changes or replacement with a more powerful alternative. Individual has definite ideas about alternatives to the proposed or existing form of the innovation.
- 5 COLLABORATION: The focus is on co-ordination and co-operation with others regarding use of the innovation.
- 4 CONSEQUENCE: Attention focuses on impact of the innovation on student in his/her immediate sphere of influence. The focus is on relevance of the innovation for students, evaluation of student outcomes, including performances and competencies, and changes needed to increase student outcomes.
- 3 MANAGEMENT: Attention is focused on the processes and tasks of using the innovation and the best use of information and resources. Issues related to efficiency, organising, managing, scheduling and time demands are utmost.
- 2 PERSONAL: Individual is uncertain about the demands of the innovation, his/her inadequacy to meet those demands, and his/her role with the innovation. This includes analysis of his/her role in relation to the reward structure of the organisation, decision-making and consideration of potential conflicts with existing structures or personal commitment. Financial or status implications of the program for self and colleagues may also be reflected.
- 1 INFORMATIONAL: A general awareness of the innovation and interest in learning more detail about it is indicated. The person seems to be unworried about himself/herself in relation to the innovation. She/he is interested in substantive aspects of the innovation in a selfless manner such as general characteristics, effects and requirements for use.
- 0 AWARENESS: Little concern about or involvement with the innovation is indicated.

STAGES OF CONCERN:
TYPICAL EXPRESSIONS OF CONCERN ABOUT THE INNOVATION

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STAGES OF CONCERN	EXPRESSIONS OF CONCERN
6 REFOCUSING	I HAVE SOME IDEAS ABOUT SOMETHING THAT WOULD WORK EVEN BETTER.
5 COLLABORATION	I AM CONCERNED ABOUT RELATING WHAT I AM DOING WITH WHAT OTHER INSTRUCTORS ARE DOING.
4 CONSEQUENCE	HOW IS MY USE AFFECTING KIDS?
3 MANAGEMENT	I SEEM TO BE SPENDING ALL MY TIME IN GETTING MATERIAL READY.
2 PERSONAL	HOW WILL USING IT AFFECT ME?
1 INFORMATIONAL	I WOULD LIKE TO KNOW MORE ABOUT IT.
0 AWARENESS	I AM NOT CONCERNED ABOUT IT (THE INNOVATION).

ASSUMPTIONS OF THE
CONCERNS-BASED ADOPTION MODEL (CBAM)

CHANGE IS:

- PROCESS, NOT AN EVENT
- MADE BY INDIVIDUALS FIRST, THEN INSTITUTIONS
- HIGHLY PERSONAL EXPERIENCE
- ENTAILS DEVELOPMENTAL GROWTH IN FEELINGS AND SKILLS

INTERVENTIONS MUST BE RELATED TO:

- THE PEOPLE FIRST
- THE INNOVATION SECOND

PROFILE DETAILS

YEARS TEACHING EXPERIENCE: 22

NUMBER OF YEARS AT PRESENT SCHOOL: 11 (METRO. CLASS I)

YEARS INVOLVED WITH K-10: 1

YEAR CURRENTLY TEACHING: 7

POSITION: TEACHER

MEMBER OF A TRIAL SCHOOL: NO

IMPLEMENTING OTHER MAJOR INNOVATION: NO
(i.e. in first or second year of use)

OPEN-ENDED RESPONSE (By 5/11/82)

1. Preparation time is of great concern to me, as is the fact that, being a "traditionalist," I see administrative problems will arise as I try to implement new approaches to S.S.

PROFILE DETAILS

YEARS TEACHING EXPERIENCE: 9
NUMBER OF YEARS AT PRESENT SCHOOL: 3 (Metro Class I)
YEARS INVOLVED WITH K-10: 3
YEAR CURRENTLY TEACHING: 6
POSITION: D.P.
MEMBER OF A TRIAL SCHOOL: Yes
IMPLEMENTING OTHER MAJOR INNOVATION: Yes (Maths K-7)
(i.e. in first or second year of use)

OPEN-ENDED RESPONSE (By 5/11/82)

1. I've realized that to cover a topic adequately I can't complete all of the given areas for my year level and so I concentrate on 4 main ones. I try to cover the topics from all aspects so that the children can see their relevance and application to their own way of living.
2. Thinking of diverse ways of presenting the material and of how the children themselves can make a greater contribution to the topics. Varying resources e.g. newspapers, excursions, maps, pamphlets, films, guest speakers, etc. Using English & Religious Studies lessons to complete sections of the syllabus.
3. Ensuring that I'm keeping abreast of incoming material to the library i.e. cassettes, charts, books etc and then to jot down their suitability on my programmes so as to try to make your programmes more interesting in the future.

PROFILE DETAILS

YEARS TEACHING EXPERIENCE: 4

NUMBER OF YEARS AT PRESENT SCHOOL: 1 (Metro class 1A)

YEARS INVOLVED WITH K-10: 4

YEAR CURRENTLY TEACHING: 5

POSITION: TEACHER

MEMBER OF A TRIAL SCHOOL: NO (However, was a member of a co-operating school in 1979)

IMPLEMENTING OTHER MAJOR INNOVATION: NO.
(i.e. in first or second year of use)

OPEN-ENDED RESPONSE (By 5/11/82)

1. The volume of material that is available is initially off-putting. My own competence & knowledge of areas that are being covered is inadequate. Gaining access to materials & aids to make the topics more interesting is not easy.
2. The level of interest of some of the topics e.g. W.A. Landscapes. Some sections are above the level for the particular year, especially for below average ability children. Some of the material, especially written, is above the comprehension level for the children e.g. Farming Resource sheet 12.
3. There are NO student booklets relevant to particular areas that become the property of the children. Evaluating the children's progress is a major concern. There are no sample tests for different areas as ways of testing.

OVERALL STAGE

PROFILE DETAILS

YEARS TEACHING EXPERIENCE: 13
NUMBER OF YEARS AT PRESENT SCHOOL: 3 (Metro 1A)
YEARS INVOLVED WITH K-10: 2
YEAR CURRENTLY TEACHING: 5
POSITION: Teacher
MEMBER OF A TRIAL SCHOOL: No
IMPLEMENTING OTHER MAJOR INNOVATION: No
(i.e. in first or second year of use)

OPEN-ENDED RESPONSE (By 5/11/82)

1. The first concern I have is the amount of time one has to spend in reading through, what apparently seemed to be, a great deal of words. In the beginning I was quite hesitant to take the plunge into the pool of an endless reading and sifting, to arrive at a suitable stance.
2. The second concern is the lack of clearly defined areas of teaching certain basic facts, which I feel are essential to the understanding of concepts, such as the movements of the earth etc. There are two aspects in the teaching of Social Studies:
 - (1) Acquainting the children with basic facts.
 - (2) Using these facts to work in other areas of the syllabus.
- * 3. My third concern is the volume of work to be covered. I find it virtually impossible to devote 4 half-hour sessions per week to Social Studies when there are other subjects equally or more important, which have to be dealt with.

OVERALL STAGE

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PROFILE DETAILS

YEARS TEACHING EXPERIENCE: 20
NUMBER OF YEARS AT PRESENT SCHOOL: 3 (Class I Metro)
YEARS INVOLVED WITH K-10: 1
YEAR CURRENTLY TEACHING: 4
POSITION: Teacher
MEMBER OF A TRIAL SCHOOL: NO
IMPLEMENTING OTHER MAJOR INNOVATION: NO
(i.e. in first or second year of use)

OPEN-ENDED RESPONSE (By 5/11/82)

1. The whole thing is quite new or the approach is something I'm not sure about particularly in getting started. My immediate impression when I look at the syllabus is the huge amount of verbage that has to be ploughed through in order to get at the "nitty gritty".
- * 2. In our school there is an acute shortage of resources, reference materials, books etc. which at this stage hinders any "exciting" social studies.
3. I feel very hesitant about really getting into the syllabus as yet because of my lack of know how and the pressure of time. I would like to have some kind of inservice and practical demonstration of implementation.

OVERALL STAGE

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PROFILE DETAILS

YEARS TEACHING EXPERIENCE: 4

NUMBER OF YEARS AT PRESENT SCHOOL: 3 (CLASS II Metro)

YEARS INVOLVED WITH K-10: 3

YEAR CURRENTLY TEACHING: 3

POSITION: TEACHER

MEMBER OF A TRIAL SCHOOL: NO

IMPLEMENTING OTHER MAJOR INNOVATION: NO
(i.e. in first or second year of use)

OPEN-ENDED RESPONSE (By 5/11/82)

1. While preferring a tightly structured approach I am concerned about coping with the amount of material. I think that this situation calls for flexibility. I do realize skills (mapping, graphing) must be covered in all years. Please make help/resources practical and not just ideological.

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* 2. I would like assistance in the form of printed materials to help with time-lines. Cln could add to these with own drawings, collage work etc. Picture kits of changes in communities would also help. Not being a talented artist I spend a great deal of time finding suitable pictures/outlines, and as copyright laws apply to the few copies left of Carroll's S.S. books in our school I find this a problem. Cln do draw their own but not all have enough skill to do this.

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3. With cut backs many schools like ours no longer have library staff. I feel some sort of text would be helpful to teach concepts of key words. Brighter cln catch on quickly and are able to use library reference material but it would be easier to introduce note-taking in a uniform passage. Cartoons could be produced for cln to caption. Schools with high transient population and 1 parent families get little support with family tree studies and records/pictures of community change.

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OVERALL STAGE

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PROFILE DETAILS

YEARS TEACHING EXPERIENCE: 1
NUMBER OF YEARS AT PRESENT SCHOOL: 1 (Metro. Class II)
YEARS INVOLVED WITH K-10: 1
YEAR CURRENTLY TEACHING: 2
POSITION: Teacher
MEMBER OF A TRIAL SCHOOL: No
IMPLEMENTING OTHER MAJOR INNOVATION: No
(i.e. in first or second year of use)

OPEN-ENDED RESPONSE (By 5/11/82)

- # 1. I'm concerned about getting the time to thoroughly organize myself and use the K-10 Social Studies syllabus to its full capacity.
2. I'm also concerned about the time it takes to obtain the relevant resources available.
3. I haven't had the Teacher's Guide for long enough to really decide all the major concerns.

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OVERALL STAGE

PROFILE DETAILS

YEARS TEACHING EXPERIENCE: 4

NUMBER OF YEARS AT PRESENT SCHOOL: 4 (METRO. CLASS I)

YEARS INVOLVED WITH K-10: 1

YEAR CURRENTLY TEACHING: 1

POSITION: TEACHER

MEMBER OF A TRIAL SCHOOL: NO

IMPLEMENTING OTHER MAJOR INNOVATION: NO
(i.e. in first or second year of use)

OPEN-ENDED RESPONSE (By 5/11/82)

- * 1. Possibly too much content. Problem of what to omit and what to include in the year's program.
2. The availability of suggested resources is limited, particularly in Year 1.
3. Unavailability of Guide for all grades at the one time, causing query as to what has been covered previously because of the lack of sequence through the years.

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TASK

1. INDIVIDUALLY RATE EACH TEACHER AND IDENTIFY AN OVERALL STAGE OF CONCERN.
2. SHARE YOUR RATING WITH OTHERS IN YOUR GROUP - ACHIEVE CONSENSUS.
3. BRAINSTORM ON STRATEGIES TO USE IN ALLEVIATING THE TEACHER CONCERNS.
4. ORDER THE STRATEGIES IN TERMS OF BEST SEQUENCE OF APPLICATION FOR THE TEACHER BEING CONSIDERED.
5. PREPARE A 2 MINUTE REPORT TO SHARE WITH OTHER GROUPS.

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RESPONSE SHEET

WHEN YOU THINK ABOUT THE SOCIAL STUDIES K-10 SYLLABUS, WHAT ARE YOU CONCERNED ABOUT? (Do not say what you think others are concerned about, but only what concerns you *now*.) Please write in complete sentences, and please be frank.

Do not write
in this space

1. _____

2. _____

3. _____

Please place an asterisk by the statement that concerns you most.

NAME (optional): _____

OPEN-ENDED STATEMENT OF CONCERN

INTRODUCTORY PAGE

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The purpose of the open-ended question on the next page is to determine what people who are using or thinking about using the *Social Studies K-10 Syllabus* are concerned about.

Please respond in terms of *your present concerns*, i.e. how you feel about your involvement or potential involvement with the *Social Studies K-10 Syllabus*.

Thank you for taking time to complete this task.

N.B. This completed questionnaire is TO BE COLLECTED by a member of the project team, at a date to be advised.

OPEN-ENDED STATEMENT OF CONCERNS ABOUT AN INNOVATION

WHEN YOU THINK ABOUT [THE INNOVATION], WHAT ARE YOU CONCERNED ABOUT? (Do not say what you think others are concerned about, but only what concerns you now.) Please be frank and respond in complete sentences.

Almost every night I wonder if I'll be able to locate and organize the material I'll be using the next day. I can't yet prevent surprises that cause a lot of wasted time. I am not yet able to anticipate what things I will need to requisition for next week. Overall, I feel inefficient when I think about my use of the innovation.

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Newlove, B. W. & Hall, G. E. A Manual for Assessing Open-Ended Statements of Concern About an Innovation. Austin: Research and Development Center for Teacher Education, The University of Texas, 1976.