**SEVEN STAGES OF CONCERN -Concerns Based Adoption Model (CBAM)**

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.

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| **Stage of Concern** | **Typical Statement** |
| 0: Unconcerned | “I think I heard something about it, but I'm too busy right now with other priorities to be concerned about it.” |
| 1: Informational | “This seems interesting, and I would like to know more about it.” |
| 2: Personal | “I'm concerned about the changes I'll need to make in my routines.” |
| 3: Management | “I'm concerned about how much time it takes to get ready to teach with this new approach.” |
| 4: Consequence | “How will this new approach affect my students?” |
| 5: Collaboration | “I'm looking forward to sharing some ideas about it with other teachers.” |
| 6: Refocusing | “I have some ideas about something that would work even better.” |

**EIGHT LEVELS OF USE**

The Levels of Use tool consists of eight behavioral profiles that describe the actions that educators engage in as they become more familiar with and skilled in using a practice or adopting a change. The table provides a description and example of each level.

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| **Level** | **Typical Statement** |
| Nonuse | “I’ve heard about it but, honestly, I have too many other things to do right now.” |
| Orientation | “I’m looking at materials pertaining to the innovation and considering using it sometime in the future.” |
| Preparation | “I’ve attended the workshop and I’ve set aside time every week for studying the materials.” |
| Mechanical Use | “Most of my time is spent organizing materials and keeping things going as smoothly as possible every day.” |
| Routine Use | “This year it has worked out beautifully. I’m sure there will be a few changes next year, but basically I will use it the same way I did this year.” |
| Refinement | “I recently developed a more detailed assessment instrument to gain more specific information from students to see where I need to change my use of the innovation.” |
| Integration | “Not everyone has all the skills needed to use the program so that it has the greatest impact on student learning. I‘ve been working with another teacher for 2 years, and recently a third teacher began working with us.” |
| Renewal | “I am still interested in the program and using it with modifications. Frankly, I’m reading, talking, and even doing a little research to see whether some other approach might be better for the students.” |