



Pat Roy is co-author of *Moving NSDC's Staff Development Standards Into Practice: Innovation Configurations* (NSDC, 2003).

REFERENCES

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- Hord, S., Rutherford, W., Huling, L., & Hall, G. (1987).** *Taking charge of change.* Alexandria, VA: ASCD.
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What concerns do you have?

Many of the school administrators I work with acknowledge that changes in classroom practice take time. Such changes never happen overnight. Yet many leaders don't know what to do to create change beyond providing a workshop. They often are unfamiliar with the Concerns-Based Adoption Model (CBAM), developed by Gene Hall and Shirley Hord (2001), that helps principals and leadership teams **consider staff feelings and concerns when designing staff learning experiences** at the school (Roy & Hord, 2003, p. 91).

CBAM resulted from an exploration of how teachers respond when innovative practices are introduced. CBAM answers the question for many principals about how to help educators as they move through the change process. One CBAM tool, Stages of Concern, provides a way for leaders to support change. The tool describes seven patterns of concerns teachers have expressed as they adopted new practices.

Leaders can assess where teachers are in these stages in three ways:

1. Using one-legged interviews.
2. Through open-ended concerns statements.
3. With the Stages of Concern questionnaire.

One-legged interviews are short hallway or workroom conversations that probe issues related to using a new practice. They are called "one-legged" because the conversations should last as long as you can stand on one leg. Open-ended concerns statements could be a few short sentences staff write on an index card in response to a prompt such as, "When you think about differentiated instruction, what concerns do you have?" The final option to gauge teachers' stage of concern is using a formal 35-question survey

that yields data to identify the primary concerns of individuals or the total staff.

Principals and leadership teams collect and classify the data, then use the information to identify any major concerns which could be barriers to implementing new practices.

CBAM also offers interventions leaders can use to resolve concerns so that teachers can continue to develop their skills with new strategies and not stall at any particular stage. For example, when asked about concerns related to a curriculum mapping project, one teacher commented, "I'm concerned I won't be able to keep up." This concern is an example of the *personal* stage. Personal concern focuses on the "uncertainties related to the demands of the innovation" (Hall & Hord, 2001, p. 63). People wonder whether they are capable of using the new practices, whether they themselves are adequate, or what financial or personal costs are required. Interventions appropriate to the *personal* stage of concern include:

- Personal notes and conversations to encourage and reinforce their personal adequacy.
- Connecting teachers with supportive others.
- Showing how the innovation can be implemented sequentially. It is important to establish expectations that are attainable.
- Not pushing the use of an innovation, but encouraging and supporting it while maintaining expectations (Hord, Rutherford, Huling, & Hall, 1987, pp. 44-45).

Using CBAM, principals and leadership team members can confidently assess staff feelings and concerns, then use that information to design powerful professional learning that will support teachers in implementing new practices.

See the tools, pp. 4-5, for help in using CBAM in your school.

Learning: Staff development that improves the learning of all students applies knowledge about human learning and change.