Southwestern Union Leadership Conference
Leading the Learning

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Kay Psencik

Learning Forward

CBAM-The Research

Staff at the Research and Development Center for Teacher Education (R&DCTE) at the University of Texas at Austin began to investigate what happened when individuals were asked to change their practices or adopt an innovation. This research resulted in the Concerns-Based Adoption Model (Hall, Wallace, & Dossett, 1973) and further development of its diagnostic dimensions. The CBAM research team believed that change begins with the individual, usually the teacher or faculty member, and focused its early efforts on understanding what happens to teachers and university faculty when presented with a change. The model is a framework designed to help change facilitators identify the special needs of individuals involved in the change process and address those needs appropriately based on the information gathered through the model's diagnostic dimensions. It also provides researchers and evaluators with constructs and tools for measuring the extent of implementation.

Stages of Concern (SoC), as it evolved, became the hallmark of CBAM work. It provided a framework for understanding the personal side of the change process from the individual's point of view. The other diagnostic dimensions of **CBAM—Levels of Use and Innovation Configurations**—emerged developmentally as ongoing research was conducted on the change and adoption process (Hord, Rutherford, Huling, & Hall, 1987). Whereas SoC addresses the affective aspects of change, such as people's reactions, feelings, perceptions, and attitudes, LoU focuses on behaviors and shows how users are acting with respect to a specific change. Together, the SoC and LoU provide a powerful description of the dynamics of an individual involved in change, one dimension focusing on feelings, the other on behaviors. Each member of an organization will have his or her own Stages of Concern about and Level of Use of a particular innovation.

Levels of Use in Research and Evaluation Studies like the other dimensions of CBAM, continues to be a critical variable in research and evaluation studies. A component of research methodology that has been somewhat neglected is understanding and systematically addressing the importance of documenting the extent of implementation. If the innovation, instructional strategy, schoolwide reform, or technology has not been implemented, then the expected increases in student outcomes are not likely to occur. **All too often it appears that researchers and evaluators have paid limited attention to implementation**. The failure to document the extent of implementation at the individual and team levels places great risk on any study, no matter how well designed.

Levels of Use is a behavioral phenomenon. It does not deal with attitudes, emotions, or feelings. It also does not deal with the quality of the innovation, that innovation was a district's choice based on quality indicators established by the district. Instead, LoU presents behavioral profiles of eight different approaches to using an innovation. The focus is on what an individual or group is doing or not doing. Each profile describes a very different set of actions and related understandings about the innovation and its use. Because LoU is based on behavior, it has been possible to develop operational definitions of levels from Nonuse to Renewal. As district and school leaders have a better understanding of the level at which individuals or teams are implementing a district innovation, they can more focus and strategically support through targeted professional learning.

The Levels of Use of the Innovation

0 Nonuse: State in which the user has little or no knowledge of the innovation, has no involvement with the innovation, and is doing nothing toward becoming involved.

I Orientation: State in which the user has acquired or is acquiring information about the innovation and/or has explored or is exploring its value orientation and its demands upon the user and the user system. II Preparation: State in which the user is preparing for first use of the innovation.

III Mechanical Use: State in which the user focuses most effort on the short-term, day-today use of the innovation with little time for reflection. Changes in use are made more to meet user needs than client needs. The user is primarily engaged in a stepwise attempt to master the tasks required to use the innovation, often resulting in disjointed and superficial use.

IVA Routine: Use of the innovation is stabilized. Few if any changes are being made in ongoing use. Little preparation or thought is being given to improving innovation use or its consequences.

IVB Refinement: State in which the user varies the use of the innovation to increase the impact on clients within immediate sphere of influence. Variations are based on knowledge of both short- and long-term consequences for clients.

V Integration: State in which the user is combining own efforts to use the innovation with the related activities of colleagues to achieve a collective effect on clients within their common sphere of influence.

VI Renewal: State in which the user reevaluates the quality of use of the innovation, seeks major modifications or alternatives to the present innovation to achieve increased impact on clients, examines new developments in the field, and explore new goals for self and the system.

C-BAM

Definitions:

- ⇨ **CBAM –** Concerns Based Adoption Model
- ⇨ **CONCERNS –** Feelings, reactions, attitudes, positive, neutral, and/or negative
- ⇨ **INNOVATION –** Any program, product, or process new to an individual
- ⇨ **INTERVENTION –** Action(s) or event(s) that influence the use of an innovation

Assumptions:

Change is…….

- ⇨ A **PROCESS**, not an event
- ⇨ Made by **INDIVIDUALS** first, then institutions
- ⇨ A highly **PERSONAL** experience
- ⇨ Entails **DEVELOPMENTAL** growth in feelings and skills

Interventions:

- ⇨ Remember to tend to **PEOPLE** first
- ⇨ Tend to **INNOVATIONS** second

Hall, G. and Hord, S. (2001). *Implementing Change: Patterns, Principles and Potholes*. Boston: Allyn and Bacon.

People in Groups

8% will be innovators.

17% will be leaders.

29% will be early adopters.

29% will be late adopters.

17% will be resisters.

Stages of Concern

	Stages of Concern	Expression of Concern
IMPACT	6. Refocusing	I have some ideas about something I think would work even better.
	5. Collaboration	How can I relate what I am doing to what others are doing?
TASK	4. Consequences	How is my use affecting my students? My staff? How can I refine it to have more impact?
	3. Management	I seem to be spending all my time getting materials ready. How do I better organize my work?
SELF	2. Personal	How will this innovation affect me? How will I benefit?
	1. Information	I want to know more about it.
	0. Awareness	It does not concern or interest me now.

CBAM Stages

In general, people who are at one of the three stages described below are gathering data about the innovation and preparing to decide whether to commit to the change based on how it will affect them personally. During these three stages, people will not be "sold" on making a change because it will help someone else. They want to know how the change is going to make their lives easier. The change has not actually taken place yet, so these stages represent a pre-implementation phase of the change process.

Self Stages

AWARENESS - Stage 0

People at this stage know little or nothing about the innovation. If asked what they think, they might say:

- I've never heard of that.
- Oh that. I'm really not interested.
- I'm afraid I can't help you on that one!

The lack of enthusiasm that is typical at this stage should not be perceived as a negative response. Quite often the person who does not seem interested will be a strong proponent of the change once she/he learns more.

INFORMATION - Stage 1

At this stage, the individual will be actively seeking more information about the innovation in question. Some typical comments at this stage are:

- Where can I get more information about this?
- I am taking a class to learn more about it.
- I've been talking to some people from other offices/schools to find out more about it.

People at this stage will be asking questions to get a clear definition of the innovation in question. They want to know that the long-term benefits of the change are, and they will not decide to participate until they know what the short-term costs are going to be for them personally.

PERSONAL - Stage 2

This is the most critical stage for the people responsible for implementing the change. Individuals will decide whether or not they are going to be involved with the change during this stage. People at this stage might say:

- I'm not at all sure I can commit to this.
- This is going to be a lot of work!
- I'm not sure this will work for me.

The time and energy requirements are becoming very clear to people at this stage and unless they can find some personal benefit as a result of their involvement, they will not change. Emotions tend to "run high" during this stage as people verbalize the stress that change is apparently causing them.

TASK Stages

In general, individuals at one of these two stages are in the first phase of implementing the innovation. They are past the planning and thinking stages and are caught up in the problems involved in working through something new and different. People may be at these stages for two to three years, and in fact, many may never get beyond stage 3 or 4 as they implement change.

MANAGEMENT - Stage 3

This is the earliest stage of implementation. People at this stage will very quickly recognize the tremendous amount of time and energy involved in making a change. People at this stage might say:

I'm taking work home every night!
There don't seem to be enough hours in the day since we made the change.
I just don't have the time to get this all done.

Management concerns will usually be specific in nature, and may be a serious cause of stress and overload. Personal concerns (Stage 2) will often become very prevalent again after people reach Stage 3.

CONSEQUENCE - Stage 4

People at this stage are beginning to consider the impact of the innovation on their students/clients. At this point, individuals have moved away from the "self" related concerns typical of the earlier stages. Some typical comments from people at this stage of concern are:

- I would like to excite my colleagues/students about their part in this program.
- I am concerned about my students'/clients' attitude about this program.
- We are really doing well with this, and I'm beginning to wonder about the long-range impact for my students/clients.

People are comfortable with their ability to deliver the program. Quite often, people at this stage are gathering data on the effectiveness of the innovation in order to make minor changes to improve student/client outcomes.

IMPACT Stages

Individual at these two stages are very concerned about the effect of the innovation on their clientele. People at these stages are also quite frequently interested in being involved in professional development activities.

COLLABORATION - Stage 5

People at this stage are very eager to get together with others who are involved in the same innovation. They want to share ideas, thoughts, and experiences in order to improve the deliver of the program. Common statements from people at this stage are:

- We need to coordinate a bit better on our delivery.
- I think we should have more opportunities to share ideas on this.
- This would work better if we could "team" it.

Comments about working with others are also frequently made by people at Stage 3 and should not be confused with the comments from people at Stage 5. Stage 3 concerns relate to making the job easier for the person delivering the program. Stage 5 concerns relate to a desire to make the program more useful to the clients/students.

Concerns-based Adoption Model
Stages of Concern

Characteristics of Stages of Concerns	Statements or Questions Typical of Stage	Strategies for Supporting and Challenging Others
Stage 0: Awareness Concerns		
The individual has little concern/awareness about or involvement with the Reading First initiative.	• What is Reading First? • What is it about?	• Involve teachers in discussion and decision • Provide current data on the need for the initiative in your building • Share enough information to arouse interest but not overwhelm • Give permission not to know • Encourage sharing between those who know something about the innovation and those who do not.

Characteristics of Stages of Concerns	Statements or Questions Typical of Stage	Strategies for Supporting and Challenging Others
Stage 1: Informational Concerns		
The individual seeks greater **information** and details about the initiative, including: • characteristics of effective reading instruction, • the resulting effects • requirements for implementation	• What does it look like to apply effective reading instruction in the classroom?	• Provide clear and accurate information • Use a variety of ways to share information • Communicate with both individuals and with groups • Visit each other's classrooms • Relate changes to current practices going on in your school (similarities and differences)

Model adapted from work by:
Hord, S. et. al. 1987. *Taking Charge of Change*. Association for Supervision and Curriculum Development, Alexandria, VA.
Oja, Sharon Nodie. 1991. "Adult Development: Insights on Staff Development." In *Staff Development for Education in the '90s: New Demands, New Realities, and New Perspectives*, edited by Ann Lieberman and Lynne Miller. New York: Teachers College Press.

Concerns-based Adoption Model
Stages of Concern

Characteristics of Stages of Concerns	Statements or Questions Typical of Stage	Strategies for Supporting and Challenging Others
Stage 2: Personal Concerns		
The individual is uncertain about the personal demands Reading First will place on them. They question their **personal ability** to implement the initiative. They wonder how it relates to the reward system, to decision making, and to their roles. They may display some of the following self-protective behaviors: • Believes it's not important unless the principal says so • Appear shy, reticent, hesitant • Unwilling to take advice • Won't ask for help • Won't voice a professional opinion • Accept suggestions unquestioningly • Display extreme anxiety, particularly when the unexpected occurs • Exhibit a limited repertoire of behavior • Have few responses to situations • Continually ask for advice and/or affirmation on performance in classroom • Won't share ideas for lessons • Unwilling to let others observe • Refer classroom challenges to others • Gets others to do unpleasant things for him/her	• How will I be evaluated by my principal? • Do I know enough about the innovation to teach in this way?	• Demonstrate trust and mutual respect • Interact often • Address potential personal concerns directly (e.g., clarify impact on evaluation) • Keep the teacher-coach relationship confidential • Use personal notes and conversations • Connect teachers who will be supportive • Implement changes progressively over time (small, doable steps) • Provide encouragement and support…do not push

Model adapted from work by:
Hord, S. et. al. 1987. *Taking Charge of Change.* Association for Supervision and Curriculum Development, Alexandria, VA.
Oja, Sharon Nodie. 1991. "Adult Development: Insights on Staff Development." In *Staff Development for Education in the '90s: New Demands, New Realities, and New Perspectives*, edited by Ann Lieberman and Lynne Miller. New York: Teachers College Press.

Concerns-based Adoption Model
Stages of Concern

Characteristics of Stages of Concerns	Statements or Questions Typical of Stage	Strategies for Supporting and Challenging Others
Stage 3: Management Concerns		
The individual is focused on the **processes and tasks** of implementation of Reading First: • efficiency, • organization, • management, • scheduling, • time, • materials May exhibit some of the following characteristics: • Exhibits devotion to rules and "the book" • Takes limited risks in teaching • Follows the textbook manuals to a great extent • Accepts ideas only from perceived "experts" or people who have authority over them • Tends to accept ideas from others more readily than their own • Conforms with the majority in most cases • Tends to be critical of self and others	• How do I use these materials? • Why is this taking so much time to plan? • What grouping strategies work best?	• Clarify roles and responsibilities • Focus on specific concerns • Demonstrate exact and practical solutions to logistical problems that contribute to concerns • Talk to people outside your school to identify potential solutions to problems • Answer specific "how-to" questions • Identify specific sequences of activities and set timelines for implementation • Avoid considering future impact at this time

Model adapted from work by:
Hord, S. et. al. 1987. *Taking Charge of Change*. Association for Supervision and Curriculum Development, Alexandria, VA.
Oja, Sharon Nodie. 1991. "Adult Development: Insights on Staff Development." In *Staff Development for Education in the '90s: New Demands, New Realities, and New Perspectives*, edited by Ann Lieberman and Lynne Miller. New York: Teachers College Press.

Concerns-based Adoption Model
Stages of Concern

Characteristics of Stages of Concerns	Statements or Questions Typical of Stage	Strategies for Supporting and Challenging Others
Stage 4: Impact Concerns		
The individual is concerned about the **impact** of implementation on students; there is a focus on refining the innovation so students benefit. Some of the following characteristics may be observed: • Seeks access to student achievement data to see results and plan future instruction • Looks for ways to address specific student needs • Wants to see how others address issues that seem problematic • Differentiates materials and resources to meet the needs of individual or groups of students	• Is all this effort really making a difference for my students? • What can I do to improve student learning?	• Provide teachers with opportunities to visit others and attend conferences • Provide positive feedback and needed support • Provide opportunities for teachers to share knowledge and skills • Provide peer coaching opportunities

Model adapted from work by:
Hord, S. et. al. 1987. *Taking Charge of Change.* Association for Supervision and Curriculum Development, Alexandria, VA.
Oja, Sharon Nodie. 1991. "Adult Development: Insights on Staff Development." In *Staff Development for Education in the '90s: New Demands, New Realities, and New Perspectives*, edited by Ann Lieberman and Lynne Miller. New York: Teachers College Press.

Concerns-based Adoption Model
Stages of Concern

Characteristics of Stages of Concerns	Statements or Questions Typical of Stage	Strategies for Supporting and Challenging Others
Stage 5: Collaboration Concerns		
The individual is focused on coordination and cooperation with others to better meet the needs of all their students. Some of the following characteristics may be observed: • Seeks additional professional growth opportunities • Wants to know how students perform (what they know/have learned) in broader context than classroom or school • Shares new knowledge with colleagues • Follows through on and completes professional assignments once undertaken • Seeks and listens to feedback • Joins professional organizations, subscribes to journals	• Wouldn't it be better if our grade level team planned our instruction together?	• Provide opportunities to develop skills needed to work collaboratively • Bring people together • Rearrange schedules so people can collaborate • Encourage teachers to provide technical assistance to other teachers • Encourage, don't force, collaboration

Model adapted from work by:
Hord, S. et. al. 1987. *Taking Charge of Change.* Association for Supervision and Curriculum Development, Alexandria, VA.
Oja, Sharon Nodie. 1991. "Adult Development: Insights on Staff Development." In *Staff Development for Education in the '90s: New Demands, New Realities, and New Perspectives*, edited by Ann Lieberman and Lynne Miller. New York: Teachers College Press.

Concerns-based Adoption Model
Stages of Concern

Characteristics of Stages of Concerns	Statements or Questions Typical of Stage	Strategies for Supporting and Challenging Others
Stage 6: Refocusing Concerns		
The individual is exploring more universal benefits of implementation, including major changes or replacement of existing models. Some of the following characteristics may be observed: • Provides suggestions to may systems and processes more efficient or effective • Questions whether or not certain models make sense • Sees connections with other initiatives in the district • Keeps the original goal of the innovation in mind when suggesting modifications.	• Wouldn't our school be more successful with at risk students if we employed this approach in a more systemic way?	• Respect and encourage teacher's interest in finding a "better" way. • Help others channel their ideas and energies in productive, rather than counterproductive ways • Encourage people to voice their concerns to you so that you can arrive at solutions together • Provide individuals with the training and resources they need to implement the program with fidelity • Accept that they may replace or significantly modify existing frameworks • Provide opportunities for visits, participation in workshops, networks

Model adapted from work by:
Hord, S. et. al. 1987. *Taking Charge of Change*. Association for Supervision and Curriculum Development, Alexandria, VA.
Oja, Sharon Nodie. 1991. "Adult Development: Insights on Staff Development." In *Staff Development for Education in the '90s: New Demands, New Realities, and New Perspectives*, edited by Ann Lieberman and Lynne Miller. New York: Teachers College Press.

Recognizing the Stages of Concern

Directions: In your team, discuss what you believe each stage to be to you. What team are you working with that might be at that stage. Describe the stage and what evidence you are seeing in the team that validates your thinking. Now, discuss the final column. What strategies or actions might you take that would lead the team forward and move upward through the stages? Remember: a person does not skip stages—they experience them all. A leader's job is to facilitate their moving toward refocusing. Create your own chart and place it in our shared drive.

Stages	Describe the Stage	Evidence	Strategies/Actions
Refocusing			
Collaboration			
Consequences			
Management			
Personal			
Information			
Awareness			

Levels of Use

Directions: Use the organizer below to add your questions (open ended) and your possible interventions in the last 2 columns. Be prepared to post your work. In our shared drive.

Levels of Use	What team members do at each level	Questions/probes that would help us understand that a team or person is at this level	Possible Interventions
Non use	Team members demonstrate no interest, no involvement, or are taking no action	• Tell me a little more about the level of interest you have in the innovation we are implementing in our school? District? •	• Explanation of the rationale for the innovation and what is in it for the team.
Orientation	Team members are generally interested in the innovation, asking questions about it and are trying to find out more about the approach.	In what ways are you interested in the innovation? What level of understanding do you have?	Sharing of models and exemplars
Preparation	Team members are making definitive plans to begin using the innovation in their classrooms. They are spending time learning the processes and skills needed to successfully		

	implement the new approach		
Mechanical	Team members are attempting to organize and master the skills required and are in a mirroring or following the script frame of reference. The new processes, systems, or skills are not natural to them yet.		
Routine	Team members are making few or no changes and have an established comfortable pattern. The new approaches are becoming easier to follow.		
Refinement	Team members are seeing the impact of their work on staff and/or students and refining their processes as they analyze the data.		
Integration	Team members are working deliberately to coordinate and combine efforts with others in order to learn from each other.		
Renewal	Team members reevaluate their work		

	and seek ways to make them increasingly effective in order to achieve greater impact.		

Implications:

- Which of these tools, if any, might assist you in understanding where people and teams are in terms of the concerns and their levels of use of a strategic innovation in Santa Fe and to match the professional learning needs with the needs of the staff or team?

- What would you need to learn more about to use the tools effectively?

Be sure to put your thinking, next steps, and commitments in our folder in our Google drive!

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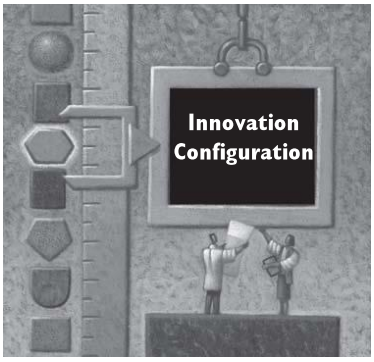
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Taking measure

Innovation Configurations gauge the progress of a new initiative

BY JOAN RICHARDSON



Innovation Configurations gauge progress

Continued from Page 1

Roy of NSDC's book, *Moving NSDC's Staff Development Standards into Practice: Innovation Configurations* (NSDC, 2003).

"There are two things that stall us in the change process. One is being very fuzzy about what we want and what this new thing looks like when we have it in place. The second is the failure to have leadership that pushes and supports and helps get where we want to go," she said.

An Innovation Configuration map is a tool that can help address both of those issues. Because an IC map makes clear what's expected, teachers are more likely to implement a new program or practice in a consistent way. The clarity of the IC maps means leaders have an easier time identifying when and where to provide the push and support required to nudge educators towards the ideal implementation of a new program or practice.

Hord believes the individuals who will be expected to implement the innovation should also develop the IC maps for it. For example, if the innovation is a new mathematics curriculum for elementary school, the classroom teachers who will be teaching that new math should be the ones who develop the IC map. Even when a school district is buying a commercial program, Hord urges districts to take the time to have their own staffs develop an IC to guide its implementation.

"The most powerful part of the IC is that it brings the group together to discuss it and debate it. As they do that, they are clarifying what this thing is," she said.

There are generally seven steps in the creation of an IC map:

Step #1. Visualize and brainstorm the components of the new program or practice. (See tool on Page 3.)

If teachers were developing an IC for cooperative learning, for example, they might identify the major parts or components of that initiative as grouping patterns, tasks for students, individual accountability, group skills, interdependence, and group processing. (See Page 5 for a completed IC on cooperative learning.)

Step #2. Within each of the components identified in Step 1, visualize and brainstorm the ideal behavior of key individuals — principals, teachers, students. (See tool on Page 3.)

For example, if grouping patterns is one of the components, the ideal might be having teachers assign all students to four-member groups.

Step #3. Within each of the components identified in Step 1, visualize and brainstorm any unacceptable behavior of key individuals — principals, teachers, students.

For example, using grouping patterns again, not grouping students for learning would be unacceptable behavior.

Step #4. Generate variations for each component, essentially filling in the gap between the ideal behavior and the unacceptable behavior.

For example, using grouping patterns, variations would include assigning students to three-member groups or assigning students to work only with a single partner.

"There is no magic number for the number of variations," Hord said. Some components may have only three variations; some as many as six.

Step #5. Rewrite each variation, using an action verb to begin each sentence and describe behavior of the key individual, such as the teacher or principal.

Assume that each sentence begins with the phrase, "The teacher ..."

For example, "The teacher assigns students to four-member groups," rather than "students in four-member groups."

Step #6. Using the tool on Page 4, write the variations from left to right, with the most ideal variation on the far left and the most unacceptable variation on the far right.

Hord favors the left-to-right arrangement because it places the ideal variation in the most prominent location for a reader. Although each component may have a different number of variations, all of them will have an ideal variation.

Step #7. Again using the tool on Page 4, draw lines to show users the ideal behaviors, the acceptable behaviors, and the unacceptable behaviors.

In her work, Hord uses a solid line to distinguish between the ideal and the acceptable and a dashed line to distinguish between the acceptable and the unacceptable. If you are working with colored markers, select a different color for each line.

Once developed, ICs can be used in a variety of ways. They can guide goal-setting for a new program or practice. Teachers and principals can determine where they are in the map and create a clear picture of where they want to be, even assigning a target date for getting there. If a principal determines that a teacher or teachers are stuck at a certain point along the continuum, she has the information to determine what professional development might help teachers move towards the ideal.

An IC map for a new math curriculum, for example, could also be used to help parents understand what to expect in their child's classroom.

Teachers can use an IC map for self-evaluation by asking themselves where they fall along the path from "ideal" to "unacceptable."

When evaluating teachers' implementation of a new program or practice, Hord recommends interviewing teachers about their work rather than providing them with a survey to fill out. "People tend to respond on surveys the way they think you want them to respond," she said. In an interview, a principal or staff developer can probe more deeply to determine the reality of how the innovation is being implemented, she said.

As much as educators talk about the difficulty of change, Hord said few schools have actually embraced ICs as a tool that could help them.

But, Madison Parish School District's Patricia Candler, who's been using them for several years in her district, said ICs

Map an Innovation Configuration

Directions: Using action verbs, describe each component and each variation. Place the ideal variation in the #1 position and the most unacceptable variation in the #5 position. Place the other variations in between. When every component and variation have been written into the appropriate location, draw a solid line to separate the ideal variations from the acceptable and a dashed line to separate the acceptable from the unacceptable variations.

Component 1:				
1	2	3	4	5

Component 1:				
1	2	3	4	5

Component 3:				
1	2	3	4	5

Component 4:				
1	2	3	4	5

Component 5:				
1	2	3	4	5

— — — — — — — — Variations to the right are unacceptable; variations to the left are acceptable.

_____ Variations to the left are ideal.

Identify components of an innovation

Copy this page for each member of the group creating the Innovation Configuration. Be prepared to write the components and variations on a large piece of chart paper or on a whiteboard that can be seen by all members of the group.

Step #1. Visualize and brainstorm the major parts or components of the new program or practice.

Step #2. Within each of the components, visualize and brainstorm the ideal behavior by key individuals — principals, teachers, students. Those are "variations."

Step #3. Within each of the components, visualize and brainstorm the unacceptable behavior by key individuals — principals, teachers, students. Those also are "variations."

Step #4. Generate more variations for each component, essentially filling in the gap between the ideal behavior and the unacceptable behavior. Some components may have only three variations; others could have up to six.

COMPONENT 1:	COMPONENT 2:	COMPONENT 3:	COMPONENT 4:	COMPONENT 5:
Variation:	Variation:	Variation:	Variation:	Variation:
Variation:	Variation:	Variation:	Variation:	Variation:
Variation:	Variation:	Variation:	Variation:	Variation:
Variation:	Variation:	Variation:	Variation:	Variation:
Variation:	Variation:	Variation:	Variation:	Variation:

Example of Innovation Configuration

for one of the NSDC Standards for Staff Development

Learning Community Standard: Staff development that improves the learning of all students organizes adults into learning communities whose goals are aligned with those of the school and district.

The Teacher

Desired Outcome 1.1: Meets regularly with colleagues during the school day to plan instruction.					
LEVEL 1 Meets regularly with learning team during scheduled time within the school day to develop lesson plans, examine student work, monitor student progress, assess the effectiveness of instruction, and identify needs for professional learning.	**LEVEL 2** Meets regularly with learning team during the school day to plan instruction, examine student work, and monitor student progress.	**LEVEL 3** Works with learning team on special instructional projects during planning time.	**LEVEL 4** Works with others on non-instructional issues. Addresses personal concerns, not group issues.	**LEVEL 5** Uses planning time for individual planning.	**LEVEL 6** Uses planning time for non-instructional tasks (e.g. management, personal tasks).
Desired Outcome 1.2: Aligns collaborative work with school improvement goals.					
LEVEL 1 Participates frequently with all professional staff members to discuss, document, and demonstrate how their work aligns with school and district goals. Engages in professional learning with colleagues to support this work.	**LEVEL 2** Aligns the work of the learning team with schoolwide goals. Works in a learning team (grade-level, subject matter, interdisciplinary, vertical) to address issues related to the grade or subject area.	**LEVEL 3** Works in a learning team (grade-level, subject matter, interdisciplinary, vertical) to address issues related to specific grade or subject area.	**LEVEL 4** Works alone: addresses individual issues rather than school or grade-level issues.		
Desired Outcome 1.3: Participates in learning teams, some of whose membership extends beyond the school.					
LEVEL 1 Participates in state, regional, districtwide, and/or national networks. Participates in interdisciplinary or subject matter/grade-level learning teams.	**LEVEL 2** Participates in districtwide and regional networks and interdisciplinary or subject matter/grade-level learning teams.	**LEVEL 3** Participates in both interdisciplinary and subject matter/grade-level learning teams within the district.	**LEVEL 4** Participates in interdisciplinary learning teams and/or subject matter or grade-level teams only.	**LEVEL 5** Participates in individual learning outside grade level, subject area, and/or school.	

Source: *Moving NSDC's Staff Development Standards into Practice: Innovation Configurations*, by Shirley Hord and Patricia Roy. Oxford, OH: National Staff Development Council, 2004. Available through the NSDC Online Bookstore, http://store.nsdc.org.

Completed Innovation Configuration map

for a cooperative learning initiative

Component 1: Structures groups				
1 Assigns students to four-member groups		**3** Assigns students to groups larger than four	**4** Assigns students to work with only one partner	**5** Does not assign students to groups
Component 1: Structures tasks				
1 Explicitly defines tasks and criteria for success as all group members accomplish the task	**2** Explicitly defines tasks and criteria for success as most group members accomplish the task	**3** Explicitly defines tasks and criteria for success as some group members accomplish the task	**4** Specifies no criteria for success	**5** Specifies no task
Component 3: Assures individual accountability				
1 Selects any or all group members to answer for the group and/or gives individual tests to each student	**2** Repeatedly selects those who typically answer correctly	**3** Fails to solicit answers from ethnic/minority students or girls	**4** Permits one student to complete tasks and answer for the group	
Component 4: Develops group skills				
1 Explicitly states, monitors, rewards group or social skills expected during the task	**2** States and monitors group skills expected to be exhibited	**3** States but does not monitor or reward expected group skills	**4** Does not state, monitor, or reward group or social skills	
Component 5: Promotes positive interdependence				
1 Consistently arranges (organizes) tasks so group members must depend on one another to complete the task	**2** Frequently arranges (organizes) tasks so group members must depend on one another to complete the task	**3** Occasionally arranges (organizes) tasks so group members must depend on one another to complete the task	**4** Arranges tasks that permit group members to complete the task alone	
Component 6: Assesses group processing				
1 Provides students the time and procedures to analyze how well their groups are functioning and how well they are using the necessary social skills	**2** Continues to enhance analysis and assessment skills	**3** Monitors the students' development of group process analysis and assessment	**4** Allows students to analyze and assess how their groups function	**5** Does not give attention to analysis and assessment of group processing

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——————— Variations to the left are ideal.