

Concerns -Based Adoption Model (CBAM)

Article: *A Measure of Concern*

<http://www.learningforward.org/docs/tools-for-learning-schools/tools2-03.pdf?sfvrsn=2>

Adapted Perspective Wheel

Process for the facilitator:

- Make copies of the following “cards” and cut them apart. It will be helpful for each group of cards to be printed on a different color paper (Group 1 on yellow, Group 2 on blue, etc.) so that clean-up is easier.
- The cards should be placed face down on the table. Each group should have eight participants to represent a leader and the seven stages of concern. One smaller group may be needed.

Process for the participants:

- Each group needs eight people to play. One smaller group may be needed.
- Each person in the group draws a card and assumes that role.
- The person who plays the role of the school or committee leader begins and poses the issue or question. (If only 7 people in the group, this can be read by someone with another role.)
- The other group members all play the roles of educators at different levels of concern with the issue using their script from the cards below. The stage of concern for each character indicated on their card is not revealed. The other members have to figure out which stage of concern is represented and respond accordingly. The leader and other group members use the article to help address and respond to each of the concerns.
- Each person has a turn stating their different perspective.

Reflection questions after the role-play:

- Which level of change felt the most challenging to address?
- With which level are you the most familiar?
- Was the protocol useful in developing a deeper understanding of CBAM?

Group 1

<p>You are the school leader and you're concerned that by the end of the first grading period all teachers must be prepared to post their grades in HomeBase so parents have access. Your school has had no conversations about grading and you know that there is a wide range of grading practices in the school. You're concerned that parents may raise questions that the teachers may not be prepared to answer.</p>	<p>Annie Awareness: You're not worried. You will post your grades as you always have. You're not sure why everyone is making such a big deal of it. You've seen the grading session in HomeBase but just never paid much attention to it.</p>
<p>Issac Informational: You don't even know where to start or who to ask. You're sure that this part wasn't covered in the training. You want to do a good job and you want to be aligned with your colleagues. You'll keep asking questions until you feel confident about this process. You want to be able to address parents and not be blind-sided by questions they may have about the way you grade.</p>	<p>Patty Personal: You're not sure you'll be able to do this. You weren't feeling good about the training. You don't know what this is going to involve for you. You wonder how much more time this will take and how much you will have to change the way you have typically kept your grade book.</p>
<p>Marcus Management: How will you find the time to learn one more thing!? This will take time away from something else? You're really concerned about how much effort this will take for all teachers.</p>	<p>Connie Consequence: Will this new way of recording grades really help your students? What are the benefits of using this process? You already do a really good job of keeping your students' parents informed about any grading issues and you can't imagine that this practice is going to have a positive impact on student achievement. Where's the data?</p>
<p>Carol Collaboration: You're certain that you can make this transition and you see that giving parents access to students' grades in real time has great benefits for providing appropriate support. You're really interested in finding a good colleague with whom to collaborate. You have some ideas about how to provide a "united front" in the school so there is consistency from teacher to teacher about how work is evaluated. You think these conversations are very important so that students get a consistent message about what is graded and how work is evaluated.</p>	<p>Ralph Refocusing: You have lots of experience examining your own grading practices and getting your colleagues to align their thinking about what is graded and how. You are really interested in talking with others and sharing your expertise. You are confident that once your colleagues have these discussions the students and parents will no longer be guessing how to get an "A" or what is the most important activity that is graded. Communication about this kind of student feedback is critical for improving student achievement.</p>

Group 2

<p>You are the school leader and you're concerned about the EOG/EOC results that will be coming out in October. You don't have a communication plan for explaining to staff or to parents about the drop in score that you anticipate. The parent session that your staff did on the Common Core was not well attended and you don't think parents have a good understanding about what this drop in scores means.</p>	<p>Annie Awareness: You're not worried. You know that anytime an EOG was renormed due to a change in curriculum, there has been a drop in overall scores. You don't know why everyone is making a big deal of it.</p>
<p>Issac Informational: You're not sure you understand why the principal is concerned about dropping scores. You want to find out all you can. You're not sure why the scores would drop at all. You begin to get worried and start to ask questions.</p>	<p>Patty Personal: You're not sure you'll be able to talk with parents or other colleagues about how to interpret the newly released test scores. You don't know what this is going to involve for you. You wonder how much more time this will take and how much you will actually have to explain.</p>
<p>Marcus Management: How will you find the time to learn one more thing!? This may cause some conflict with parents and you really don't have time to deal with it. You're really concerned about how much effort this will take for all teachers.</p>	<p>Connie Consequence: How will you convince parents that a more rigorous curriculum will improve learning for all students? You think it's obvious why scores would fall – the curriculum is more difficult and the corresponding test is harder too. You have a plan for how to improve scores for this year so that students will be more successful.</p>
<p>Carol Collaboration: You're certain that you can explain this change in testing. You want to talk with other teachers in your school to make sure that everyone is giving a consistent message. You want to hear about how others will make a fairly complicated scoring system, easy to understand for parents.</p>	<p>Ralph Refocusing: You have been the grade/department chair during years when the test has been renormed in the past. Sure, this year's scores will reflect a dip in more than one subject but you can clearly explain the change so that parents can understand and support the students and the school. You're ready to share your strategies that worked in the past.</p>

Group 3

<p>You are the school leader and you know that the teachers are concerned about making appropriate literary selections that support the level of text complexity that is stated in the English Language Arts Standard Course of Study (Common Core).</p>	<p>Annie Awareness: I wasn't aware that any of my favorite book selections would need to be changed. The Standard Course of Study revisions haven't required that in the past.</p>
<p>Issac Informational: I'm still trying to figure out what I will be able to keep and which sets of books I should give to another grade. I am studying the Common Core Appendix A to get a better understanding of text complexity. Can anyone explain it to me in English?</p>	<p>Patty Personal: I don't know enough about text complexity to make these decisions. Is someone going to provide direction on this? Why doesn't central office just come out with a new book list for each grade? They're the content experts.</p>
<p>Marcus Management: I don't know how I'm going to have time to review all of the text I use in my ELA classes to see if it matches up with the new standards. Are we going to get release time to do this?</p>	<p>Connie Consequence: I'm worried about how our students will do with more difficult text. I have struggling readers and writers according to the old standards. They'll really struggle now. I'm not sure that changing all of the texts is a good thing for our students. How have other districts done this?</p>
<p>Carol Collaboration: I'd like to know if we can get everyone involved to establish a similar understanding of text complexity. If we all work together on this I'm sure we can re-examine the texts that we can continue to use and the texts we need to stop using.</p>	<p>Ralph Refocusing: I have some ideas about our reading materials because I've been reading about this in the Common Core Appendix B. Many materials that we have already are appropriate but we may not be able to afford the time of an entire book study. We could think about using parts of books to illustrate the standards we're teaching and motivate the students to finish the book on their own. Can you help me think of some incentives?</p>

Group 4

<p>You are the chair of the science department and concern has been raised about the new requirement that English Language Arts Standards must be addressed in grades 6-12 social studies and science classes this year.</p>	<p>Annie Awareness: Are you sure? We have never been held accountable for English Language Standards before. I don't think it's really part of the science Standard Course of Study.</p>
<p>Issac Informational: I'm trying to find out what we will actually be held accountable for on the EOG and Biology I tests for English Language Arts. Does anyone know anything about Tier 2 vocabulary? Someone at our state science meeting mentioned that the students will need to know Tier 2 Vocabulary words. I don't even know what that means.</p>	<p>Patty Personal: Well, after I find out exactly what I'm supposed to teach, I hope I can integrate it into my science classes the way I see as appropriate. I really can't see how I'm going to fit it in with the changes in the Essential Standards.</p>
<p>Marcus Management: Where we I get the professional materials on these standards? I'm not trained in ELA so I'm not sure I know how to teach these standards correctly. Am I going to need to attend additional meetings from Central Office? I'm already going to two district meetings per month just on science!</p>	<p>Connie Consequence: I'm not sure that this will help the students be better prepared for their next science courses. The content I have to teach already require 180 days and I don't feel like I spend enough time on any of the concepts to teach them deeply. How can I make sure that my primary responsibility, science, is not jeopardized?</p>
<p>Carol Collaboration: I just want to make sure that what I do in my classroom for ELA is in sync with other teachers. Will we have some release time to work with our colleagues in ELA to get some ideas about how to integrate these standards? I'll need their help.</p>	<p>Ralph Refocusing: I may be able to help our team. I am certified in ELA and science and I see how these standards work with what I already teach. It takes a little time but I find that the students understand science better when they can really read the assigned text and understand the words I'm using. I have always had them keep a science notebook so applying these standards will improve their "technical" writing skills too.</p>

Group 5

<p>You are the school leader and you are concerned that your staff is worried about the change in the teacher evaluation system to include Standard 6 or student growth. Some teachers have expressed concerns that the teachers of “untested” subjects are preventing the school from making expected growth. You know that all of the wrinkles and details have not yet been worked out about Standard 6. Your job is to make sure everyone has been heard but you really have no additional information.</p>	<p>Annie Awareness: It’s not going into effect until 2014-15 so I’m not worried about it now. I have more urgent issues to attend to this year.</p>
<p>Issac Informational: I need to know more! The information about this doesn’t seem complete. I don’t think I’ll worry about it until we have more information.</p>	<p>Patty Personal: How is this going to affect me? I’m the media specialist so my evaluation will depend on everyone else’s growth. I’m not sure what I can do about it.</p>
<p>Marcus Management: I’m not sure how much more I can do to ensure that my students have a year of growth. I’m already spending all of my time trying to maximize my science lessons to be the best they can be.</p>	<p>Connie Consequence: Won’t this make our focus on testing even worse than it is now? I can see that the legislators want to pay more money to teachers who get better results but I’m not sure that it will benefit students if the decisions are made solely of EOG/EOC performance.</p>
<p>Carol Collaboration: Since the performance of the whole school will be reflected in the salaries of every person who works here, we will really need to pull together and all do our share. This will really call for us to collaborate as we work toward the most growth for all students.</p>	<p>Ralph Refocusing: This may have new implications for the ways our PLCs have been working. The support teachers haven’t been part of these meetings before but if we are all pitching in for the school’s growth, they could be adding value to our planning time as well.</p>