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www.taskstream.com**Form: "REFLECT Teacher Concerns-Based Adoption Model (CBAM) Levels of Use of an Innovation"****Concerns-Based Adoption Model (CBAM) Levels of Use of an Innovation**

Instructions: Please read the descriptions of each of the eight levels related to each innovation (information technology in education, portfolio use in the classroom, reflection on learning, collaboration using technology)

Implementation of Information Technology in Education

Please mark one category that best indicates your overall level of use of information technology in education.

**Levels of Use of Information Technology**

Please mark one category that best indicates your overall level of use of information technology in education.

- Level 0: Non-Use - I have little or no knowledge of information technology in education, no involvement with it, and I am doing nothing toward becoming involved.
- Level 1: Orientation - I am seeking or acquiring information about information technology in education.
- Level 2: Preparation - I am preparing for the first use of information technology in education.
- Level 3: Mechanical Use - I focus most effort on the short-term, day-to-day use of information technology with little time for reflection. My effort is primarily directed toward mastering tasks required to use the information technology in education.
- Level 4 A: Routine - I feel comfortable using information technology in education. However, I am putting forth little effort or thought to improve information technology in education or its consequences.
- Level 4 B: Refinement - I vary the use of information technology in education to increase the expected benefits within the classroom. I am working on using information technology to maximize the effects with my students.
- Level 5: Integration - I am combining my own efforts with related activities of other teachers and colleagues to achieve impact in the classroom.
- Level 6: Renewal - I reevaluate the quality of use of information technology in education, seek major modifications of, or alternatives to, present innovation to achieve increased impact, examine new developments in the field, and explore new goals for myself and my school district.

Implementation of Portfolios in the Classroom

Please mark one category that best indicates your overall level of use of portfolios in the classroom.

**Levels of Use of Portfolios in the Classroom**

Please mark one category that best indicates your overall level of use of information technology in education.

- Level 0: Non-Use - I have little or no knowledge of portfolio use in the classroom, no involvement with it, and I am doing nothing toward becoming involved.
- Level 1: Orientation - I am seeking or acquiring information about portfolio use in the classroom.
- Level 2: Preparation - I am preparing for the first use of portfolios in the classroom.
- Level 3: Mechanical Use - I focus most effort on the short-term, day-to-day use of portfolios with little time for reflection. My effort is primarily directed toward mastering tasks required to use portfolios.
- Level 4 A: Routine - I feel comfortable using portfolios in the classroom. However, I am putting forth little effort or thought to improve portfolio use in the classroom or its consequences.

- Level 4 B: Refinement - I vary the use of portfolios in the classroom to increase the expected benefits within the classroom. I am working on using portfolios to maximize the effects with my students.
- Level 5: Integration - I am combining my own efforts with related activities of other teachers and colleagues to achieve impact in the classroom.
- Level 6: Renewal - I reevaluate the quality of use of portfolios in the classroom, seek major modifications of, or alternatives to, present innovation to achieve increased impact, examine new developments in the field, and explore new goals for myself and my school district.

Implementation of Reflection on Learning

Please mark one category that best indicates your overall level of use of reflection on learning.



Levels of Use of Reflection on Learning

Please mark one category that best indicates your overall level of use of reflection on Learning

- Level 0: Non-Use - I have little or no knowledge of reflection on learning, no involvement with it, and I am doing nothing toward becoming involved.
- Level 1: Orientation - I am seeking or acquiring information about reflection on learning.
- Level 2: Preparation - I am preparing for the first use of reflection on learning.
- Level 3: Mechanical Use - I focus most effort on the short-term, day-to-day use of reflection with little time for reflection. My effort is primarily directed toward mastering tasks required to use reflection.
- Level 4 A: Routine - I feel comfortable using reflection on learning. However, I am putting forth little effort or thought to improve reflection or its consequences.
- Level 4 B: Refinement - I vary the use of reflection on learning to increase the expected benefits within the classroom. I am working on using reflection to maximize the effects with my students.
- Level 5: Integration - I am combining my own efforts with related activities of other teachers and colleagues to achieve impact in the classroom.
- Level 6: Renewal - I reevaluate the quality of use of reflection on learning, seek major modifications of, or alternatives to, present innovation to achieve increased impact, examine new developments in the field, and explore new goals for myself and my school district.

Implementation of Collaboration using Technology

Please mark one category that best indicates your overall level of use of collaboration using technology.



Levels of Use of Collaboration using Technology

Please mark one category that best indicates your overall level of use of collaboration using technology.

- Level 0: Non-Use - I have little or no knowledge of collaboration with technology, no involvement with it, and I am doing nothing toward becoming involved.
- Level 1: Orientation - I am seeking or acquiring information about collaboration with technology.
- Level 2: Preparation - I am preparing for the first use of collaboration with technology.
- Level 3: Mechanical Use - I focus most effort on the short-term, day-to-day use of collaboration with technology with little time for reflection. My effort is primarily directed toward mastering tasks required to use collaboration using technology.
- Level 4 A: Routine - I feel comfortable using collaboration with technology. However, I am putting forth little effort or thought to improve reflection or its consequences.
- Level 4 B: Refinement - I vary the use of collaboration with technology to increase the expected benefits within the classroom. I am working on using collaboration to maximize the effects with my students.

- Level 5: Integration - I am combining my own efforts with related activities of other teachers and colleagues to achieve impact in the classroom.
- Level 6: Renewal - I reevaluate the quality of use of collaboration with technology, seek major modifications of, or alternatives to, present innovation to achieve increased impact, examine new developments in the field, and explore new goals for myself and my school district.

Thank you for your time.

Source: Griffin, D. and Christensen, R. (1999) Concerns-Based Adoption Model (CBAM) Levels of Use on an Innovation (CBAN-LOU). Denton, Texas: Institute for the Integration of Technology into Teaching and Learning.