

The Concerns-Based Adoption Model Stages of Concern – LIFE – The Impact of Literacy Levels of Students

Stage of Concern	Please select the one statement that represents your Stage of Concern about LIFE – The Literacy Levels of Students
<input type="radio"/> 0: Unconcerned	“I may have heard others talk about the impact of Literacy Levels for students, but I am not concerned about it. I really have other priorities.”
<input type="radio"/> 1: Informational	“The impact of Literacy Levels for students seems interesting, and I would like to know more about it. Can you give me information about it?”
<input type="radio"/> 2: Personal	“If there are changes that need to be made in the Literacy Levels for students, how will that affect me?”
<input type="radio"/> 3: Management	“I’m concerned about how much time it will take to implement instruction that impacts the Literacy Levels for students.”
<input type="radio"/> 4: Consequence	“How will instruction that impacts the Literacy Levels for students affect the other systems around me? Will I have less like time for instruction?”
<input type="radio"/> 5: Collaboration	“I’m looking forward to sharing ideas about instruction that impacts the Literacy Levels for students with other educators.”
<input type="radio"/> 6: Refocusing	“I have some ideas about something that would work even better than instruction that impacts the Literacy Levels for students.”

Note Adapted from “Stages of Concern: Concerns-based adoption model” by the American Institutes for Research, 2010 (<https://www.air.org/resource/stages-concerns>).

Please provide any additional information about your concerns in this area:

Thank you!

The Concerns-Based Adoption Model Levels of Use – LIFE – The Literacy Levels of Students

Level of Use	Please select the one statement that represents your Level of Use about LIFE – The Literacy Levels of Students
<input type="radio"/> Nonuse	“I’ve heard about the impact of Literacy Levels for students but, honestly, I have too many other things to do right now.”
<input type="radio"/> Orientation	“I’m looking at some of the materials pertaining to the implementation of instruction for Literacy Levels for students and considering using them sometime in the future.”
<input type="radio"/> Preparation	“I’ve attended the professional development and I’ve set aside time to prepare for attending a meeting about the implementation of instruction for Literacy Levels for students.”
<input type="radio"/> Mechanical Use	“I have completed the paperwork and attended a meeting about the implementation of instruction for Literacy Levels for students. Although I was able to attend, I did not participate in much of the process.”
<input type="radio"/> Routine Use	“The implementation of instruction for Literacy Levels for students has been great. I have used it in my classroom and feel confident in presenting my data to the team.”
<input type="radio"/> Integration	“I would like to help facilitate the implementation process of instruction for Literacy Levels for students. I can work with new employees to orientate them and mentor them through the first few sessions.”
<input type="radio"/> Renewal	“I feel like some changes can be made to the process of the implementation of instruction for Literacy Levels for students to make it even better. I have done some research and plan on proposing new changes to keep the district moving forward and always keeping our practices fresh.”

Please provide any additional information about your levels of use for this area:

Thank you!