Processes of Change in Professional Development Schools as Viewed Through the Lens of the Concerns-Based Adoption Model

Katherine M. Kapustka
Sharon J. Damore
DePaul University

ABSTRACT: This research focuses on change processes. It considers how components of a change framework—namely, the concerns-based adoption model—can be used as diagnostic evaluation tools to examine how participants' attitudes and levels of participation affect the implementation of the professional development school model. This article demonstrates how qualitative and quantitative data can be viewed through the lens of the concerns-based adoption model, as obtained at the end of the 1st year of the Urban Professional Development School Network, a professional development school network between one large private urban university and six public and private schools. Given the findings, recommendations are made for how the model can inform the change process, as well as research within the broader field of professional development school partnerships.

Beginning with the publication of the seminal work *Tomorrow's Schools* (Holmes Group, 1990), professional development school (PDS) partnerships have been advocated as a means for achieving fundamental change in preK–12 and university teacher education. In the current era of high-stakes testing and national and state accountability aimed at school improvement, stakeholders from within and outside PDS networks increasingly call for evidence that these partnerships are achieving the anticipated impacts. In this climate, it is tempting for the focus of PDS research to shift exclusively to the documentation of impacts, without a consideration of the processes by which change occurs. Teitel (2001), however, warns against this, in his discussion of the complexities of PDS research:

> It may be too soon to measure the impacts of PDS partnerships, which represent long-term systemic changes that should not be measured until all changes are in place and until these changes have had an adequate chance to make a difference. (p. 58)

As Teitel asserts (2001), long-term systemic and sustainable change is a hallmark of PDS partnerships. As such, this research focuses on change processes by considering how components of a change framework—namely, the concerns-based adoption model (CBAM)—can be used as diagnostic evaluation tools to examine how participants' attitudes and levels of participation affect the implementation of the PDS model. Specifically, this article demonstrates how qualitative and quantitative data can be viewed through the lens of the CBAM, as obtained at the end of the 1st year of the Urban Professional Development School Network (Urban PDS), a PDS network between one large private urban university and six public and pri-

vate schools within a 5-mile radius of the university. Based on the findings, recommendations are made for how the CBAM can inform the change process, as well as research within the broader field of PDS partnerships.

Urban PDS Background

The Urban PDS was conceptualized in 2003, and in June 2005, the network was inaugurated with a summer institute for teachers, administrators, and university faculty, focusing on the goals of inquiry and teacher education across the lifespan. Approximately 2,100 preK–12 students and 170 teachers learn and teach in these six schools. The schools, like the city itself, are diverse, serving between 0% and 22% limited-English-proficient students and providing free or reduced-price lunch for 6% to 91% of their students. Seven faculty from the School of Education and four from the College of Liberal Arts and Sciences faculty receive one course reduction from their teaching load for work with the PDS network.

Key components of the network include a leadership team for the initiative, professional development at summer institutes, core teams at each partner school comprised of preK–12 teacher leaders and School of Education faculty, collaboration with other university colleges (liberal arts and sciences, theater, music), and curricular study and inquiry teams (within the university, within preK–12 schools, and across the network of schools). The guiding principle of this network is inquiry-based professional development, with schools defining their own paths toward school improvement (with assistance from the university) through focus areas such as teacher leadership, teaching and learning improvements, integrated arts, technology, and multiple literacies. By design, this model accommodates the individual contexts and characteristics of each school. Given this emphasis on individual contexts, the PDS network, which supports the improvement of preK–12 teaching practices and teacher preparation programs, is laden with complexity and opportunity.

Theoretical Framework

We approach this work on the change process from the perspective of university-based faculty working within a PDS network founded on principles of "critical, collaborative inquiry" (Clark, 1999, p. 211), a focus on the challenges and strengths of each institutional partner, and the unique characteristics of each individual within the network. Critical collaborative inquiry, as described by Clark (1999) and envisioned by this network, is the combining of study or theory with action to promote school improvement with a commitment to uniting educators to "think together about their underlying interests and ideologies" (p. 213) toward the ultimate goal of creating quality educational experiences for all students.

This emphasis on critical collaborative thought and action arises from the founding principles of the university and the School of Education's emphasis on creating transformative educators for urban environments. The focus on the unique challenges, strengths, and needs of each institutional partner was a hallmark of the initial plan for the network; instead of requiring that all school partners subscribe to a specific method or plan for educational reform, they (both preK–12 schools and the university) were asked to define their own plans for action. In addition, the consideration of the unique needs of each participant is demonstrated through the consideration of the growth path of each educator—each preservice candidate, in-service teacher, administrator, professional staff member, and university-based faculty member. As such, a logical offshoot of these guiding principles is an emphasis on understanding the change processes through the individuals' responses, with the understanding that although educational reform through critical collaborative inquiry is the desired goal, change occurs differently among the institutional partners and their participants.

The CBAM and key documents within the PDS literature support these guiding principles. As mentioned, the CBAM is the model for understanding the process of change that

forms the conceptual and theoretical basis for this research. It was designed in the early 1970s and through the mid-1980s by researchers at the University of Texas Research and Development Center for Teacher Education. These researchers, who were focused on the implementation of educational innovations, asserted that "there was more to change than simply delivering the innovation 'box' to the classroom door; rather a process was involved" (Hall & Hord, 1987, p. 7). Using their field-based research, the authors documented the stages and levels that participants in the change process underwent and, through this documentation and analysis, designed three scales for understanding the change process: Stages of Concern, Levels of Use, and Innovation Configurations. Two of these scales, Stages of Concern and Levels of Use, are relevant to the research presented here and are described in detail.

The first, Stages of Concern, is a framework that describes seven concerns and feelings that a participant might have during the process of change. These range from Stage 0 (awareness), where a common response might be "I am not concerned about it," to Stage 6 (refocusing), where a participant might say, "I have some ideas about something that would work even better" (Hord, Rutherford, Huling-Austin, & Hall, 1987, p. 31). (See Appendix A for examples for all seven stages.) These stages reflect a developmental continuum and are so organized into three dimensions that reflect an individual's primary concerns during the change process—namely, self (Stages 0–2), task (Stages 3), and impact (Stages 4–6). Although these stages and dimensions are distinct, note that at any given time in the change process, an individual is likely to have concerns that reflect multiples stages and dimensions (Hord et al., 1987).

The second scale that informs this research, Levels of Use, is a framework that describes eight levels of use for a particular innovation, from Level 0 (nonuse) to Level 6 (renewal; Hall & Hord, 1987, 2005). Writing in 1987, Hall and Hord explained that although the idea of documenting levels of use for an innovation during the change process might seem obvious, "school leaders assumed [in the 1970s], at least implicitly, that the use of a new program or promising practice was taking place if the materials had been delivered to the classroom" (p. 82). Levels of Use, designed to challenge this assumption, focused on definitions of what could be observed with regard to people's behaviors during the change process. For purposes of this research, only Level 0 (nonuse) is used. The authors described nonuse as the "state in which the user has little or no knowledge of the innovation, no involvement with the innovation and is doing nothing toward becoming involved" (p. 84).

These scales are grounded in several key assumptions: "Understanding the point of view of the participants in the change process is critical" and "change is a process, not an event" (p. 8), as well as "change is a highly personal experience" and "change involves developmental growth" (p. 6). These key assumptions align well with the current understanding of the development of PDSs, as documented in texts such as the National Council for the Accreditation of Teacher Education's (NCATE's) *Handbook for the Assessment of Professional Development Schools* (2001a) and *Standards for Professional Development Schools* (2001b), which articulate a series of stages (beginning, developing, at standard, and leading) for each of the five standards, thus emphasizing the process of change instead of an endpoint.

Similarly, *The Professional Development Schools Handbook* identifies the CBAM as a "useful tool for understanding what change looks like to the individuals who are being asked to adopt a new approach in their practice" (Teitel, 2003, p. 36) and so includes a summary of the theory in the toolkit for addressing partnership development. In addition, in *What It Means to Be a Professional Development School* (National Association for Professional Development Schools, 2008), a statement of nine essentials written by the Executive Council and the Board of Directors of the National Association for Professional Development Schools, the authors emphasize the role of the essentials in guiding the

processes of change and growth in PDSs: "These essentials will provide insight for all school–university partnerships seeking to extend further the scope and magnitude of their existing relationships so that they can build toward a PDS culture" (p. 9). From these guiding documents for PDSs, it becomes clear that understanding processes of change is essential to grow and sustain PDS partnerships.

The guiding perspective of this article therefore grows from the marrying of the CBAM and the PDS literature with the key principles of this PDS network. Simply put, change is a personal and developmental process, and any research into it must take into account the unique characteristics and points of view of all participants and thus serve as a guide for future work and growth in PDSs.

Relevant Literature

Two distinct bodies of literature inform this PDS research: literature on change within PDSs and the research detailing how the CBAM has been used as a framework for understanding the change process in education.

Change in PDS Literature

A common theme uniting all professional development literature is that "change is a process riddled with complexities" (Holmes Group, 1995, p. 94). However, not all authors discuss change in the same way; some focus more on the end than the means. Change is used synonymously with impacts or effects—that is, either a change has occurred or it has not (e.g., Bullough, Kauchak, Crow, Hobbs, & Stokes, 1997; Parsons & Rényi, 1999; Teitel, 1997; Van Zandt, 1998; Yerian & Grossman, 1997). For example, in their discussion of teacher change, Bullough and colleagues (1997) state, "Although teachers reported increased professional reflection and changed teaching practices, these changes did not seem to affect deeply held views about teacher education" (p. 158). The authors clearly point out the areas in which change occurred (personal reflection and teaching practices) and those where it did not (deeply held views). Unfortunately, this type of research, though important for documenting the impacts of PDS partnerships, does little to inform stakeholders about the processes by which change occurs, nor does it provide direction to facilitate change.

Alternatively, other researchers focus on the process of ongoing systemic change as a necessary component of educational improvement (e.g., Abma, Fischetti, & Larson, 1999; Kochan, 1999; Mariage & Garmon, 2003; Peters, 2002; Shroyer, Yahnke, Bennett, & Dunn, 2007; Wait & Warren, 2001). Although speaking of school–university partnerships and not specifically PDSs, Mariage and Garmon (2003) address the impacts of the partnership while focusing on the "change effort" (p. 216), listing one of their goals as "to study and examine the effects of the change process" (p. 217). Similarly, Wait and Warren (2001) contribute to the literature on changes with PDSs by making reference to the change process of developing a supervision course for cooperating teachers and principals, and Shroyer and colleagues (2007) explain that they designed a "multifaceted, longitudinal study to examine the process and impact of change on all of our partner organizations" (p. 213).

In addition, because of the myriad of goals within PDSs—including enhanced preservice teacher education, increased capabilities for preK–12 and university-based educators, and improved student achievement—much research on PDSs demonstrates the complexities of change. Valli, Cooper, and Frankes (1997), in their comprehensive review of the research on PDSs, address these complexities by discussing first-order changes, "those intended to make existing organizational goals and structures more efficient and effective" (p. 253), and second-order changes, those that "restructure the organization itself" (p. 253). In their study of field experiences, internships, and student teaching, which they refer to as school-based studies in PDSs, Zeichner and Miller (1997) address the processes of change and the complexities of change: "Several changes are occurring in [school-based studies] as they become situated in Professional Development Schools. . . . It is also clear that several aspects

of [school-based studies] have not changed all that much with the advent of PDSs" (p. 26–27). These authors present change in PDSs as a complex process in which there are layers of change and possibilities for change in some aspects but not others. It is from the authors described here, as well as the literature on the CBAM, that PDS networks can begin to understand how change occurs in these unique partnerships.

Understanding Educational Change Through the CBAM

The essence of the CBAM is that the concerns of the individual participants (generally, the teachers) regarding the implementation of educational innovation can have a deep impact on the success or failure of an initiative. As a result, identifying and studying these concerns is vital in facilitating the change process and ensuring successful implementation.

A review of the literature on the CBAM shows that although it is more than 30 years old (Hall, Wallace, & Dossett, 1973), it continues to inspire confidence as "the most robust and empirically grounded theoretical model for the implementation of education innovations to come out of education change research in the 1970s and 1980s" (Anderson, 1997, p. 331). Historically, policymakers and school administrators directed the change process without consideration of the concerns of teachers. Research suggests that when educational leaders adopt appropriately designed CBAM-based professional development, the results are positive in reducing teacher resistance (Vaughan, 2002). Numerous authors have applied the CBAM to a variety of educational innovations, including techniques for working with special-needs students (Bailey & Palsha, 1992; Lambie, 2000; Pedron & Evans, 1990; Rainforth, 2000), multiple uses of technology (Brzycki & Dudt, 2005; Davis & Roblyer, 2005; Dobbs, 2004; Donovan, Hartley, & Strudler, 2007; Lueddeke, 1997; Mills & Tincher, 2003; Vaughan, 2002; Ward, West, & Isaak, 2002), mathematics curriculum change (Christou, Eliophotou-Menon, & Philippou, 2004; Hall et al., 1999), novel science pedagogy (Dass, 2001), innovative literacy practices (Hargreaves et al., 2003; Wedman, Kuhlman, & Guenther, 1996), the use of state standards and benchmarks (Fenton, 2002), changes in teacher education courses (Olafson, Quinn, & Hall, 2005), and school counselors' role in drug and violence prevention (Smaby & Daugherty, 1995).

In addition to being used to document the change processes within a variety of educational innovations, components of the CBAM are used in a variety of configurations and methods. For example, numerous researchers (Bailey & Palsha, 1992; Dobbs, 2004; Pedron & Evans, 1990; Rainforth, 2000; Ward et al., 2002) used only the Stages of Concern or an adapted version of the questionnaire (Christou et al., 2004; Donovan et al., 2007; Vaughan, 2002; Wedman et al., 1996). Others used the concepts of the Stages of Concern to analyze data from sources other than the questionnaire, such as field notes, journals, and observed teacher activity (Dass, 2001; Fenton, 2002; Olafson et al., 2005; Smaby & Daugherty, 1995). The Levels of Use component was much less commonly used, with only one article, among those reviewed here, using a modified version of this tool (Davis & Roblyer, 2005). Another article (Mills & Tincher, 2003) used a much less well-known component of the CBAM—namely, the Innovation Configuration matrix. Finally, several articles referenced the theory of the CBAM, without making use of any of its three tools (Brzycki & Dudt, 2005; Hall et al., 1999; Lambie, 2000; Lueddeke, 1997).

Of interest in this overview of the literature is that in almost every case, the CBAM was used as a framework for understanding the process of change in relation to one innovation and not as a broad model for educational reform such as the PDS. The only exception is Venditti's (2004) dissertation, which used the Stages of Concern in its examination of the implementation of the Malcolm Baldridge framework for education. Note that the two main components, Stages of Concern and Levels of Use, though sometimes used in their

original forms, were often modified to meet the needs of the specific researchers.

Data Collection

In 2006, a small inquiry team of Urban PDS faculty began to outline a research agenda designed to evaluate the effectiveness of the current PDS model, to supply the data needed to inform the ongoing decision-making processes as the PDS network advanced beyond initial implementation. Two essential steps in this process were, first, reviewing existing literature on PDSs and, second, obtaining baseline data detailing participants' year-end views. After completing an extensive review of the PDS literature, we decided that baseline data on participants' opinions regarding various components of the Urban PDS model could best be obtained using a Likert-type scale (*strongly agree* to *strongly disagree*, including *no opinion*) and open-ended questions designed to address three guiding questions:

- How does participation in the PDS network influence teaching, learning, and leading at preK–12 schools?
- How does participation in the PDS network influence preparation of preservice candidates?
- How do PDS partner institutions collaborate to support the work of the PDS partnership?

The resulting survey reflected a careful consideration of the initiative's proposal, which articulated key goals for the PDS network and an analysis of the PDS standards (NCATE, 2001b) and was thus titled the Critical Changes Survey to emphasize the inquiry team's dedication to using research to inform decisions about necessary changes to ensure network success. The survey contained 34 items based on the Likert-type scale, 8 open-ended questions directly related to the three research questions, as well as 3 broad open-ended questions (see Appendix B for the survey). The survey was then entered into a simple online collection tool and piloted with several PDS network participants. As a result of the pilot, minor changes were made, and all network participants, excluding the pilot study participants, were asked to complete the study. Out of 70 PDS participants, 51 completed the survey, including practicing teachers, school administrators, university faculty, and graduate assistants. All six preK–12 schools were represented, as well as university faculty from the School of Education and the College of Liberal Arts and Sciences. All grade levels and content areas were represented, and the years of teaching experience ranged from 0 to 46 (see Appendix C).

Once all participants had ample opportunities to complete the survey, the data were imported into a spreadsheet. From there, two components of the CBAM, Stages of Concern and Levels of Use, were used to analyze the data. To analyze the Stages of Concern exhibited by the participants, we independently coded each response to the open-ended questions with a stage number or marked it not applicable, meaning that the response did not appear to reflect a particular stage. After completing an independent coding of the responses, we met to discuss the codes. When discrepancies existed, a process of discussion and analysis was used to arrive at agreement.

Regarding Levels of Use, this was the PDS network's 1st year, in which a primary focus was on engaging all participants with the network; thus, we decided to focus on Level 0 (nonuse). Nonuse, as described by the CBAM researchers (Hall & Hord, 1987), focuses on the components of an innovation of which the participants have little or no knowledge. We wanted to identify which aspects of the network the participants had engaged with and which they had not, so they looked at the percentage of *no opinion* responses on the survey. Because a Likert-type scale allows participants to mark their level of agreement or disagreement with a statement (or *neutral* if they neither agree nor disagree), those who marked *no opinion* were presumably doing so because they had not used whatever was referenced in the statement.

Results

Levels of Use

A review of the number of *no opinion* responses provides an indicator of the number of participants at Level 0 (nonuse) regarding Levels of Use. Data for the first two research questions are illustrative. For the seven statements focusing on the first research question (see Appendix D)—designed to document the impact of the network on teaching, leading, and learning in network schools—an average of 10.8% of the respondents indicated *no opinion*, meaning that they did not have enough information about the statement to make a judgment. For the eight statements relating to the preparation of preservice candidates at the university, an average of 22.2% of respondents indicated *no opinion* (see Appendix E). These averaged responses indicate which key components of the PDS network participants have begun to use and which they have not.

Of note within the research questions focusing on teaching, leading, and learning were the levels of nonuse for the teaching practices that had been emphasized within the 1st year of implementation. Approximately 96% of participants had an opinion on the statement "PDS professional development activities have contributed positively to improvement of teaching practices." But when asked about areas of possible teaching improvement—such as integrated arts, technology integration, and addressing the learning gaps among groups of children—at least 19% of respondents indicated *no opinion*. This finding demonstrates that although teachers believed that their classroom practice was improving, they had not yet begun to use the techniques emphasized in the PDS network.

As noted earlier, the averaged data in the category of preservice candidate preparation showed the greatest level of nonuse. This category comprised eight statements focusing on such topics as the meaningfulness of field experiences for preservice candidates, the quality of supervision of the candidates, and the opportunities for educators at partner schools to work with the preservice candidates. On all statements included in this section of the survey, at least 17% of respondents marked *no opinion*; on six statements, more than 20% of respondents marked *no opinion*. These respondents had no opinion on issues such as preservice candidates' seeing connections between their university work and the preK–12 classrooms (31%, *no opinion*), supervision by university personnel (25%, *no opinion*), mentoring of preservice candidates by preK–12 faculty (23%, *no opinion*), preservice candidates' knowledge of the schools they were placed in (23%, *no opinion*), the meaningfulness of field placements for preservice candidates (21%, *no opinion*), and the overall quality of the preservice candidates (20%, *no opinion*). This response is notable, yet because the initial year of this PDS network focused on helping the preK–12 schools engage in inquiry around school improvement (and not on making substantive changes to the university preservice program), these results were to be expected. They also provide an important baseline for future surveys to document noteworthy changes in the partnership's preparation of preservice candidates.

Stages of Concern

One question on the survey provides powerful data for understanding the Stages of Concern as they relate to the development of this PDS. In response to the open-ended question "What about the PDS network has challenged you?" 16 of the 39 respondents (41%) made some reference to time, which placed them at Stage 3 (management). Hall and Hord (1987) describe this stage as "issues related to efficiency, organizing, managing, scheduling, and time demands are utmost" (p. 60). Hord and colleagues (1987) explain that this result is common "during the early period of use" (p. 31). As such, it reflects not only the participants' desires to embrace the innovations that are associated with participation in the Urban PDS but also the reality that, in days filled with meeting the immediate needs of students, finding time for additional responsibilities is difficult. For example, one participant noted, "[The] PDS has inspired me to make changes

that are challenging because of time." This teacher was inspired to embrace the changes associated with participation in the Urban PDS but struggled to find the time to do so.

The remaining responses fell between Stage 0 (informational) and Stage 5 (collaboration); surprisingly, no comments fell within Stage 4 (consequence), where "the focus is on relevance of the innovation for students, evaluation of student outcomes . . . and changes needed to increase student outcomes" (p. 60). (Appendix A includes participants' responses that illustrate each state.) Within this range, the majority of the comments represented the first two dimensions of concern, self and task. In addition to the time concerns noted earlier, participants were concerned about the personal impact (Stage 2) of their participation in the Urban PDS. For example, one participant noted that she was concerned about "trying to find [her] role in the network," and another stated that she found it challenging "not knowing how to be of more help." These results represent the developmental nature of the Stages of Concern as experienced by participants involved in a complex change process. In the 1st year of the implementation of the Urban PDS, participants were expected to be concerned about the impact on themselves as well as on managing the change. Once self-concerns diminish in general and participants find ways to address the management concerns, we hypothesize, given the Stages of Concern, that their concerns will then turn to the impacts of the change (Hord et al., 1987).

Discussion

In using the CBAM to interpret the survey data, we can explicate two key findings based on the experiences of the Urban PDS as viewed through the lens of existing PDS literature. The first relates to the Levels of Use (or nonuse) and what can be reasonably expected during the 1st year of implementation of a complex school reform model such as a PDS network. The second relates to the Stages of Concern and the challenges faced by participants in a PDS network as they implement substantial changes to their everyday practices. For both key findings, we discuss how they were addressed by the participants within the Urban PDS; we also make recommendations for other PDSs, based on the data presented and the strengths of the two CBAM scales used in this research.

First, regarding the Levels of Use, in the key area of preservice candidate preparation, there was a noteworthy level of nonuse within the network, but this can arguably be expected for the 1st year of implementation, during which the emphasis was on building relationships between and among institutional partners and supporting the preK–12 schools to engage in inquiry around school improvement—that is, the emphasis was not on making substantive changes to the School of Education's preservice preparation program. Of concern to university faculty and preK–12 teacher leaders and administrators was that, within the area of preservice candidate preparation, one out of five respondents indicated *no opinion*. For the Urban PDS participants, the conclusion was clear: Further emphasis needed to be placed on engaging the preK–12 school partners in teacher candidate preparation. All constituents were committed to the goal of improved teacher candidate preparation, and these data provided the impetus for conversations between and among university faculty, preK–12 teachers, and school administrators.

A result of these conversations was that of a key goal for the 2nd year of the network—namely, an increased awareness of shared responsibility between the university and preK–12 schools for educating, mentoring, and preparing teacher candidates while increasing university faculty involvement and competencies in areas of mentoring and supervision of preservice teacher candidates. One change occurred at the second summer institute for the Urban PDS participants. In their action plans for the upcoming school year (written at this summer institute), all partner schools (including the university) were asked to include at least one goal related to the supervision and mentoring of teacher

candidates. The result was that of action plans, which included goals such as scheduling professional development on mentoring, redefining mentoring expectations for preK–12 school partners, and altering the processes of selecting and training the university supervisors for student teachers. Furthermore, as a result of these action plans, the Urban PDS leadership team—which included university faculty, school principals, and teacher leaders—designed and facilitated professional development opportunities at the network and school levels, where practicing teachers and administrators engaged in dialogue about roles and practices in teacher education with colleagues, university faculty, and teacher candidates.

University faculty and the School of Education also made substantive changes, including the design and commencement of a PDS teacher candidate cohort, a new emphasis on determining teacher candidate perceptions of the PDS experience, the use of PDS standards for evaluation (NCATE, 2001b), and revised policies, practices, and procedures for student teachers and field experiences. For example, all student teacher seminars were moved to PDS preK–12 campuses with the majority taught by Urban PDS participants, including university faculty, preK–12 administrators, and preK–12 teachers.

For PDS educators in the broader community, there is a lesson to be learned about finding a balance among the competing goals of PDSs. This research helps to demonstrate the complexities inherent in attempting to create a truly symbiotic relationship between universities and preK–12 schools where the needs of preservice candidates, preK–12 students, and in-service educators are equally emphasized. These data may propel all stakeholders in school–university partnerships to more closely analyze the reasons for these partnerships and articulate a clear plan for how all essential goals can be achieved. The Levels of Use can help to inform decision making around these goals. PDS partners can identify their key goals, and by using the Levels of Use or the theories behind them, they can assess whether participants are using or not using the related innovations. We found that the preservice candidate goal was receiving markedly smaller levels of use among the goals of enhanced in-service educator capabilities, improved preservice candidate preparation, and quality educational experiences for preK–12 students; as such, others might find that their PDS is not achieving the desired balance among sometimes-competing goals.

Second is the issue of time, as based on the Stages of Concern. At the end of the 1st year of implementation, participants in the survey were enthusiastic about the opportunities for change. They were, however, burdened by time, and they needed help in finding ways to manage time demands associated with PDS participation. This topic, like the issue of nonuse in preservice teacher education, was discussed with all PDS constituents, and changes were made to help address the concerns. One major change, made possible by a substantial contribution by the School of Education, was the assignment of a student worker to each PDS partner school. As a group, these part-time undergraduate students were able to support preK–12 teachers and administrators, as well as the School of Education faculty representative to the school, with numerous administrative tasks, from assisting with the scheduling of university field experience students at the schools to assisting with the completion of principals' cost share reports necessary for grant reporting. Teachers, principals, and university faculty also worked together to identify ways to limit the additional time commitments required of all participants. For example, whenever possible, meetings and professional development were scheduled during existing meeting times or during the school day but with grant funding to allow for the hiring of substitutes. This helped reduce the time burdens felt by the Urban PDS participants.

In considering the implications for other PDS partnerships, the developmental nature of the Stages of Concern is illustrative. With any curricular or pedagogical innovation—particularly, a complex educational reform model such as the PDS—participants are going to feel pressured by issues of management (especially, time). What the Stages of Concern provide,

however, is the understanding that this is a developmental stage that participants may work through, just as participants focused on concerns related to self will progress to concerns about task (management) and, ideally, to concerns related to the impact of the innovation. The Stages of Concern therefore have two benefits for PDS practitioners. They can provide data to make decisions about how to alter traditional structures to address the participants' concerns. The Urban PDS, for example, provided additional staffing to its participants. The stages also provide data from which to judge how participants are developing in their issues of concern. Using the Stages of Concern or the theories behind them, PDS stakeholders can evaluate, over time, how participants' primary concerns are changing as the implementation of the model continues. The Urban PDS, for example, will continue to assess the Stages of Concern to determine whether participants are moving from the dimensions of self (Stages 0–2) and task (Stage 3) to that of impact (Stages 4–6).

Conclusion

Because of the complexities of PDS partnerships—where schools and universities work together to achieve the goals of increased preK–12 student achievement, enhanced capabilities for preK–12 and university-based educators, and improved preservice candidate preparation—it is easy to place exclusive focus on impacts instead of the processes of change. The CBAM recognizes and advocates for innovation success through the understanding and acceptance of the participants' concerns and their progression in the use of the innovation. For this reason, the model is a valuable tool in providing a framework for understanding and planning for change. The diagnostic evaluation tools, such as the Levels of Use and the Stages of Concern, should not be used blindly, however, without consideration for the unique characteristics of PDSs that make assessing the change process difficult.

First, PDSs are not interventions per se, akin to a new curriculum or pedagogy. Instead, they are complex school reform models that often include, at a minimum, multiple preK–12 schools partnered with a university; numerous curricular, pedagogical, and structural changes at the preK–12 and university levels; and leadership development for school administrators, teacher leaders, and university faculty. Second, the CBAM is based on a traditional view of professional development and change for teachers, where principals or district-level administrators endorse the change and provide training and where the teachers are responsible for making the changes in their classrooms (Hall & Hord, 1987). Its emphasis is on "change facilitators" and the "innovation users and nonusers" (p. 12). Alternatively, one of the hallmarks of PDS networks is that of creating environments in which traditional boundaries are challenged and "university and school partners share responsibility for candidate preparation, faculty development, and student learning" (NCATE, 2001b, p. 5). PDS partnerships, including the Urban PDS, often see teachers as essential leaders in the process of systemic educational reform. Instead of being asked to simply implement an innovation as decided on by school administration or university faculty, they become key players in decision making about the nature and pace of change at their schools, as well as important stakeholders in the design and implementation of preservice teacher education at the university level.

All educational innovations are begun with the intent of creating systemic change to achieve goals such as improved student achievement and enhanced educator capabilities. In the rush to achieve and document these impacts, however, educators should not overlook the need for understanding the change process to ensure its effective impacts. Without this understanding, it is impossible to monitor the processes of change, and the desired impacts will not likely be attained and sustained. We therefore put forth the CBAM as a salient model for viewing data, learning more about the participants in the change process, and informing decision making, future work, and research within the broader field of PDS partnerships. SUP

Appendix A. Examples of Stages of Concern

Stage of Concern[a]	*Expression of Concern*[a]	*Urban Professional Development School Example*[b]
6: Refocusing	I have some ideas about something that would work even better.	—
5: Collaboration	I am concerned about relating what I am doing to what other instructors are doing.	Seeing what other people in the field under similar circumstances are doing and creating a community.
4: Consequence	How is my use affecting kids?	—
3: Management	I seem to be spending all of my time getting materials ready.	The most difficult challenge has been time. As a core team member I have taken on lots of responsibilities.
2: Personal	How will using it affect me?	Trying to find my role in the network.
1: Informational	I would like to know more about it.	Not knowing how to be of more help.
0: Awareness	I am not concerned about it (the innovation).	Nothing.

[a]Hord, Rutherford, Hurling-Austin, and Hall (1987, p. 31).

[b]From survey data: "What about the [professional development school] network has challenged you?"

Appendix B. Critical Changes Survey

How does participation in the PDS network influence teaching, learning, and leading at network schools?[a]

1. PDS professional development activities have contributed positively to improvement of teaching practices.
2. The PDS network has helped improve integrated arts practices to support teaching and learning.
3. Involvement in the PDS network has encouraged teachers to alter their practices based on their understanding of multiple literacies.
4. As a result of participation in the PDS network, technology is better integrated with classroom instruction.
5. Involvement in the PDS network has led to an increased focus on addressing the learning gaps between groups of children.
6. PDS professional development activities have contributed positively to increased development of student-focused practices.
7. Participation in the PDS network has led to a greater understanding of the connections between educational theories/research and classroom practice.
8. Involvement in the PDS network has led to changes that increase student motivation and engagement.
9. Participation in the PDS network has led to higher expectations for all students' achievement.
10. The PDS network has helped my primary site(s) articulate a clear vision for school improvement.
11. Participation in the PDS network has helped schools develop the internal structures necessary to improve teaching, leading, and learning.
12. As a result of participation in the PDS network, teachers have been given increased opportunities for leadership.
13. The PDS network has led to positive changes in administrator capabilities.
14. Involvement with the PDS network has helped support work toward achieving school improvement goals.
15. Involvement in the PDS network has led to sustainable changes that would continue to exist without network support.
16. Participation in the PDS network has led to increased communication between teachers and administrators.
17. Involvement in the PDS network has provided the time necessary for teachers and administrators to collaborate as they work toward common goals.

Open-ended questions

A. How has involvement in the PDS network contributed to curricular and pedagogical changes in the PDSs?
B. What changes have you noticed in student learning as a result of participation in the PDS network?
C. How has involvement in the PDS network contributed to changes in administrator and teacher leadership in the PDSs?

How does participation in the PDS network influence preservice preparation of DePaul students?[a]

1. Participation in the PDS network has contributed to more meaningful field and student teaching experiences for DePaul students.
2. Involvement in the PDS network has resulted in better prepared field experience students and student teaching candidates.
3. Participation in the PDS network has resulted in improved supervision of field experience students and student teachers by DePaul personnel.
4. As a result of participation in the PDS network there have been increased opportunities for DePaul field experience students and student teachers.
5. Involvement with the PDS network has led to improved mentoring/coaching for field experience students and student teachers by school faculty.
6. Participation in the PDS network has led to more opportunities for school faculty to work with field experience students and student teachers.
7. As a result of participation in the PDS network, field experience students and student teachers are better able to see the connections between their university coursework and the complexities of preK–12 classrooms.
8. Participation in the PDS network has led to field experience students and student teaching candidates being more knowledgeable about the unique characteristics of the schools in which they are placed for field experiences or student teaching.

Open-ended questions

A. How has participation in the PDS network impacted the involvement of field experience students and student teaching candidates in network schools?
B. How has involvement in the PDS network impacted the overall quality of field experience students and student teaching candidates in network schools?
C. How has participation in the PDS network influenced how teachers and administrators at network schools interact with field experience students and student teachers?

How do PDS partners, and partner institutions, collaborate to support the work of the professional development school partnerships?[a]

1. The PDS network has led to an increased sense of trust between the university and network schools.
2. Participation in the PDS network has led to increased communication between PDS partner schools and the university.
3. Involvement in the PDS network has provided opportunities for network schools and the university to work together to improve outcomes for preK–12 students.
4. Involvement in the PDS network has provided opportunities for network schools and the university to work together to improve the teaching practices of all teachers (preK–12 and postsecondary).
5. Participation in the PDS network has given partner schools opportunities to influence the preparation of preservice teachers at the university.
6. Participation in the PDS network has given partner schools opportunities to influence the pre-service preparation program at the university.
7. Faculty members from the School of Education at the university contribute to the attainment of school improvement goals.
8. Faculty members from outside the School of Education at the university contribute to the attainment of the school improvement goals.
9. PDS study teams have served as an effective way to address unique school challenges.

Open-ended questions

A. How has the collaboration between the university and the network schools influenced how you do your job?
B. How has the collaboration between the university and the network schools impacted the education of your students?

Summative open-ended questions

A. What about the PDS network has been most beneficial to you?
B. What about the PDS network has challenged you?
C. What suggestions do you have for improving the PDS network?

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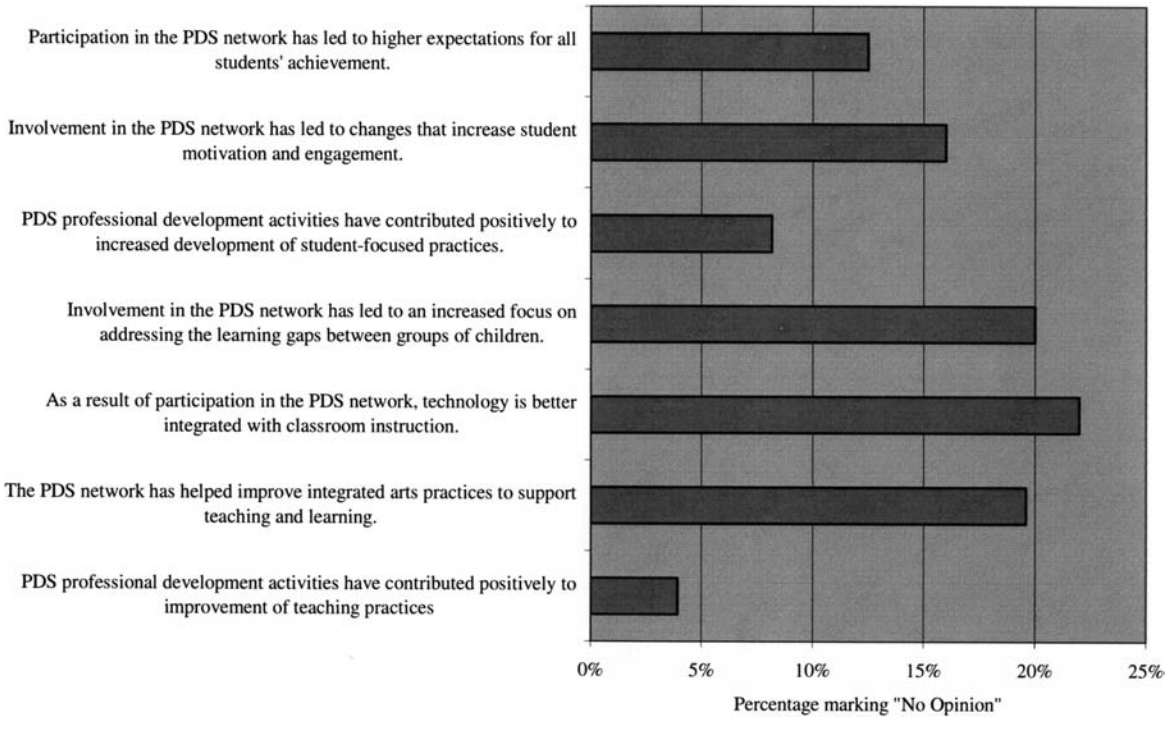
[a]Likert-type scale: strongly agree, agree, neutral, disagree, strongly disagree, no opinion

Appendix C. Survey Respondents

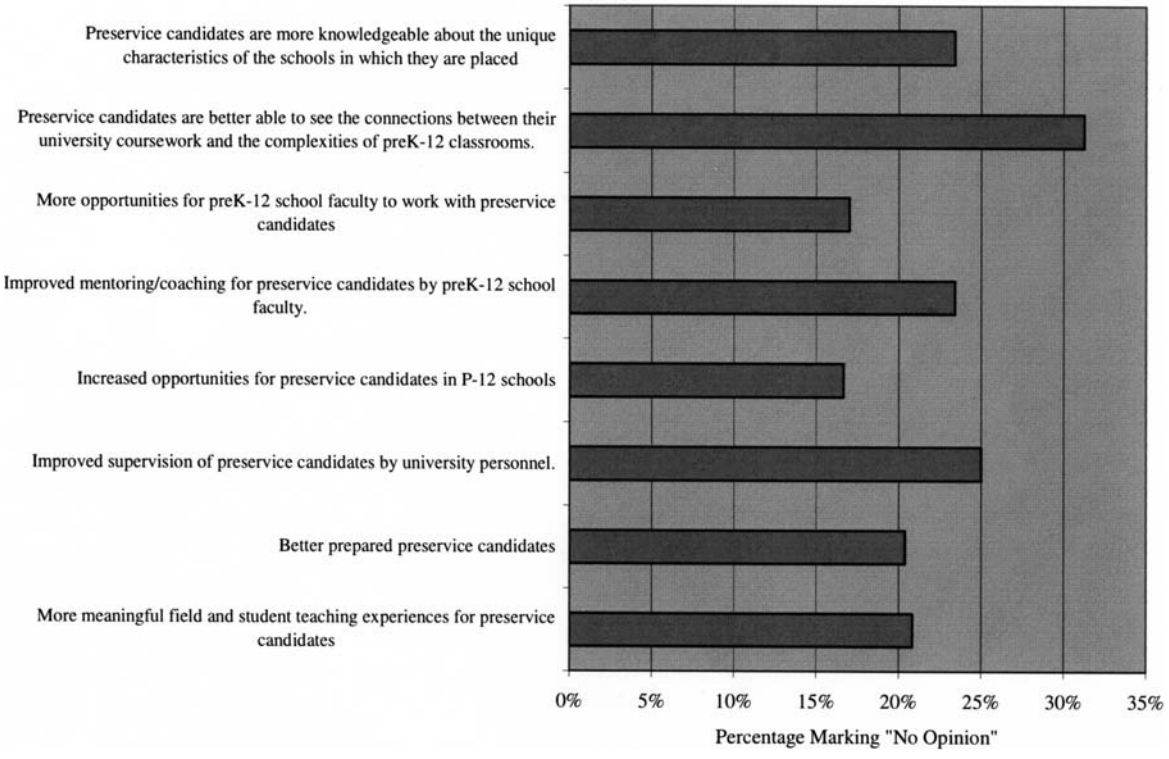
Respondent Category	*Respondents (*n*)*
University graduate assistant	1
University faculty	14
PreK–8 Public School	
No. 1	3
No. 2	5
No. 3	6
PreK–8 Private School	
No. 1	6
No. 2	11
9–12 Private School	5
Total	51

Note. Participants: $n = 70$.

Appendix D. Influence on Teaching, Leading, and Learning



Appendix E. Influence on Preparation of Preservice Candidates



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Katherine M. Kapustka is an assistant professor of teacher education at DePaul University. Her research interests include teacher inquiry and the processes of systemic change in professional development schools.

Sharon J. Damore is an assistant professor of teacher education at DePaul University. Her research interests include school improvement, including professional development schools.