

**Figure 1. Stages of Concern Matrix for New Teachers Implementing Developmentally Appropriate Instructional Strategies**

Stages of Concern	Definitions of Stages	Key Statements/Percent	Professional Development/ Interventions
<p><b>Stage 6</b> <b>Refocusing Concerns</b></p>	<p>Exploring more comprehensive benefits of implementation including major changes or replacement of existing methods</p>	<ul style="list-style-type: none"> <li>• I would like to determine how to supplement, enhance, or replace the use of developmentally appropriate instructional strategies in a student-centered learning environment. (1 school)</li> <li>• I now know of some other approaches that might work better. (1 school)</li> </ul>	<ul style="list-style-type: none"> <li>• Respect and encourage teacher interests</li> <li>• Channel their ideas and energies; act on their concerns</li> <li>• Accept that they may replace or significantly modify existing frameworks</li> <li>• Provide opportunities for visits, participation in workshops, networks</li> </ul>
<p><b>Stage 5</b> <b>Collaboration Concerns</b></p>	<p>Coordination and cooperation with others to better meet the needs of all their students</p>	<ul style="list-style-type: none"> <li>• I would like to know what other faculty are doing in this area. (1 school)</li> <li>• I would like to help other faculty in their use of developmentally appropriate instructional strategies in a student-centered learning environment. (1 school)</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities to develop skills needed to work collaboratively</li> <li>• Bring people together</li> <li>• Rearrange schedules so people can collaborate</li> <li>• Encourage teachers to provide technical assistance to other teachers</li> <li>• Encourage collaboration</li> </ul>
<p><b>Stage 4</b> <b>Consequence Concerns</b></p>	<p>Impact of implementation on students; refining so students benefit</p>	<ul style="list-style-type: none"> <li>• <b>I would like to excite my students about their part in using appropriate instructional strategies. (3 schools)</b></li> <li>• I am concerned about how developmentally appropriate instructional strategies affect students. (2 schools)</li> <li>• I would like to use feedback from students to change the program. (1 school)</li> </ul>	<ul style="list-style-type: none"> <li>• Provide teachers with opportunities to visit others and attend conferences</li> <li>• Provide positive feedback and needed support</li> <li>• Provide opportunities for teachers to share knowledge and skills</li> <li>• Provide assessment strategies</li> <li>• Provide training in peer coaching</li> </ul>

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<p><b>Stage 3</b> <b>Management Concerns</b></p>	<p>Focus on the processes and tasks of implementation: efficiency, organization, management, scheduling, time, and materials</p>		<ul style="list-style-type: none"> <li>• Focus on specific areas for change</li> <li>• Answer specific “how-to” questions</li> <li>• Identify specific assessments and set timelines for implementation</li> <li>• Avoid considering future impact at this time</li> </ul>
<p><b>Stage 2</b> <b>Personal Concerns</b></p>	<p>Uncertain about demands of implementing developmentally appropriate instructional strategies, relation to reward/recognition structure, decision making, areas of potential conflict, and financial and status implications for self and colleagues</p>	<ul style="list-style-type: none"> <li>• I would like to know the effect of developmentally appropriate instructional strategies in a student-centered learning environment on my teaching. (1 school)</li> <li>• I would like to know how my role will change when I am using appropriate instructional strategies. (1 school)</li> <li>• I would like to know how my teaching is supposed to change. (1 school)</li> </ul>	<ul style="list-style-type: none"> <li>• Address potential personal concerns directly</li> <li>• Use personal notes and conversations</li> <li>• Connect teachers who will be supportive</li> <li>• Implement changes progressively over time</li> <li>• Provide encouragement and support – do not push</li> </ul>
<p><b>Stage 1</b> <b>Informational Concerns</b></p>	<p>Seeking a general awareness of and details about new directions: characteristics, effects, and requirements for implementation</p>	<ul style="list-style-type: none"> <li>• <b>I would like to know what resources are available if we decide to adopt using developmentally appropriate instructional strategies. (4 schools)</b></li> <li>• I would like to know how appropriate instructional strategies are better than what we have now. (1 school)</li> <li>• I would like to discuss the possibility of using developmentally appropriate instructional strategies. (1 school)</li> <li>• I would like to know how appropriate instructional strategies are better than what we have now. (1 school)</li> </ul>	<ul style="list-style-type: none"> <li>• Provide clear and accurate information</li> <li>• Use a variety of ways to share information (e.g., video)</li> <li>• Visit each other’s classrooms</li> <li>• Relate changes to current practices (similarities/differences)</li> </ul>

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<p><b>Stage 0</b></p> <p><b>Awareness Concerns</b></p>	<p>Little concern or involvement with developmentally appropriate instructional strategies</p>		<ul style="list-style-type: none"> <li>• Involve teachers in discussion and decisions</li> <li>• Arouse interest</li> <li>• Give permission not to know</li> <li>• Encourage sharing</li> </ul>

Resource:

Hall, G., George, A., & Rutherford, W. (1986). *Measuring stages of concern about the innovation: A manual for use of SoC Questionnaire*. Austin, TX: University of Texas, Southwest Educational Development Laboratory.