

CONCERNS-BASED ADOPTION MODEL (CBAM) FOR ARTS INTEGRATION

SELF-FOCUS			TASK-FOCUS		IMPACT-FOCUS	
AWARE	INFORM	PERSONAL	MANAGE	CONSEQUENCE	COLLABORATE	REFOCUS
DESCRIPTIONS OF TEACHER						
May or may not know about arts integration	Wants to learn more about arts integration	Worried about skill level	Wants practical suggestions on how to use arts integration for particular learning targets	Researches arts integration strategies and techniques	Interested in sharing lessons with other teachers	Looks for ways to improve arts integration practice
May or may not be ready to effectively use arts integration independently	Interested in how other teachers are using arts integration in their classrooms	Concerned about looking foolish in front of colleagues and students	Needs help with specific problems	Unsure how to use arts integration with students Seek tangible examples of arts integration	Offers support and feedback to others	Serves on arts integration committees Thinks creatively about new uses of arts integration
ACTIONS TO GUIDE CHANGE						
Involve teachers in discussions and decisions Share enough information to stir interest, but not overwhelm	Identify teachers who are using arts integration and invite them to share what they are doing Help teachers relate arts integration to their own teaching practice	Acknowledge and legitimize these concerns as common Connect teachers at similar levels Share how arts integration can be implemented in small, manageable steps	Explain arts integration components and "how-tos" Demonstrate strategies for potential problem solving Help teachers create personal action plans for implementation	Provide opportunities to attend workshops, webinars and visit other teachers of arts integration Share arts integrated lessons, student work and assessments Offer feedback, demonstrate examples and provide resources	Provide opportunities to develop arts integration skills Provide common planning time for these teachers Find opportunities for these teachers to collaborate on projects Use these teachers as mentors and coaches	Provide time for these teachers to collaboratively research and try new strategies and techniques Encourage these teachers to refine ideas and put them into practice Invite these teachers to encourage other teachers to take risks and share experiences