

Appendix B

The LoU Rating Sheet

LEVEL OF USE RATING SHEET (CBAM, 1975)								
Tape #:		Site:			Interviewer:			
Date: / /		I.D.#:			Rater:			
Level	Knowledge	Acquiring Information	Sharing	Assessing	Planning	Status Reporting	Performing	Overall LoU
Nonuse	0	0	0	0	0	0	0	0
Decision Point A								
Orientation	I	I	I	I	I	I	I	I
Decision Point B								
Preparation	II	II	II	II	II	II	II	II
Decision Point C								
Mechanical Use	III	III	III	III	III	III	III	III
Decision Point D-1								
Routine	IVA	IVA	IVA	IVA	IVA	IVA	IVA	IVA
Decision Point D-2								
Refinement	IVB	IVB	IVB	IVB	IVB	IVB	IVB	IVB
Decision Point E								
Integration	V	V	V	V	V	V	V	V
Decision Point F								
Renewal	VI	VI	VI	VI	VI	VI	VI	VI
User is not doing:	ND	ND	ND	ND	ND	ND	ND	
No information in interview:	NI	NI	NI	NI	NI	NI	NI	
Is the individual a past user? Yes No If so, what was their last LoU? _____								
How much difficulty did you have in assigning this person to a specific LoU? None 1 2 3 4 5 6 7 Very much								
Comments about interviewer—								
General comments—								

Appendix C

Guidelines for Rating Levels of Use Categories

Knowledge

Unlike the other Categories, the Knowledge Category does not tap behaviors of the innovation user. Rather, it determines what the user knows about the innovation and its use. For example, the person at LoU 0 Nonuse may have no knowledge or have inaccurate knowledge about the innovation, whereas the individual at LoU I Orientation will possess general information about the innovation, such as origin, characteristics, and implementation requirements. Someone further along in implementation, such as an individual at Level IVB Refinement, will not only know about effects of use of the innovation with regard to student performance, but also will know about adaptations and refinements made to the innovation and understand why these changes were made.

It is important to note that application of knowledge may result in behaviors that provide evidence for some of the other categories. Here are some guidelines for ascertaining the LoU Knowledge Category:

LoU 0—The individual at LoU 0 has limited knowledge or no knowledge about the innovation. He or she may not even know the correct name of the innovation.

LoU I—The individual at LoU I has general knowledge about the innovation, its purpose, and its applications.

LoU II—The individual at LoU II knows logistical requirements, necessary resources and timing for initial use of the innovation, and details of initial experiences for students. This user will be able to describe the innovation in more detail than someone at Level I and should be able to provide details about the roles of both user and students when the innovation is in use and the kinds of resources and plans the user has developed for use. A typical response may be something along the lines of, “I know what I’ll need in the way of materials and have a good idea how to begin to use the innovation.”

LoU III—The individual at LoU III knows on a day-to-day basis the requirements for using the innovation. He or she is generally more knowledgeable about short-term activities and effects on students than long-range activities and effects of the use of the innovation. This user can describe in detail what use will require in the near future, normally a week or less, but does not know specifically what he or she will be doing with it in the longer-range view. A typical response may be, “I’m not sure what I’ll be doing with this innovation next semester. I just know what I need to do with it tomorrow!”

LoU IVA—The individual at LoU IVA knows both short-term and long-term requirements for use of the innovation and knows how to use the innovation with minimal effort or stress. A typical response

might be, “I know how to use the innovation without difficulty. I can anticipate how the students will react as well as what they are likely to gain in the long run when I use the innovation.”

LoU IVB—The individual at LoU IVB understands the cognitive and affective effects on students as a result of the innovation and sees alternative ways to use the innovation for increasing student outcomes. This person can describe changes that could be or are being made in the use of the innovation and what is known about the effects of the innovation on students that prompted changes. A typical response might be, “I’ve learned how to use the innovation to go over the concepts the students need and to excite them about learning. I know several different ways to approach using the innovation depending on the needs of my students.”

LoU V—The individual at LoU V knows how to coordinate his or her own use of the innovation with that of colleagues to provide a collective impact on students. A typical response could be, “I know what my colleagues are doing with the innovation and how we work best together to increase student learning.”

LoU VI—The individual at LoU VI knows of alternatives that could be used to change or replace the present innovation that would improve the quality of outcomes of its use. A typical response might be, “I now know of several other innovations that might enhance the use of the innovation we are now using. By changing the way we are using the current innovation, we could improve student learning.”

Acquiring Information

Whether a user solicits information about the innovation and the types of information he or she solicits reflects the individual’s LoU. This category is an active category; in other words, it is the kind of information that the user is actively soliciting and for what purpose that helps determine the LoU for this category.

At each LoU a person will be looking for certain kinds of information. For example at LoU 0, the individual takes little or no action to get information. At LoU I, the individual seeks descriptive materials about the innovation. Persons at LoU VI will gather information that could be used to make major adaptations to the use of the innovation. Keep in mind that information can be obtained from many sources besides print.

LoU 0—The individual at LoU 0 takes little or no action to solicit information beyond reviewing material that may have been passed on to him or her. The person at this level may report something like, “I’m not looking for anything about the innovation. I’ve got too much to do.”

LoU I—The individual at this level seeks descriptive material about the innovation and seeks opinions and knowledge of others through discussions, visits, or workshops. Someone at LoU I may report, “I’m looking for materials related to the innovation and am considering using it in my classroom.”

LoU II—The individual who is at LoU II seeks information and resources specifically related to preparation for use of the innovation. The individual at this level may have comments along the lines of, “I have read some material about using the innovation at the middle school level, but that doesn’t tell me all that I will need to know before we begin using the innovation next semester. I’m still looking for additional information about using the innovation for the instruction of sixth graders.”

LoU III—Someone at LoU III solicits management information about such things as logistics, scheduling, and ideas for reducing the amount of time and work required of the user. The individual at this level may respond with, “I have talked with a colleague to see if she has ideas about how to better organize these lessons. The manual helps, but it is still rough...”

LoU IVA—The person at LoU IVA makes no special efforts to seek information as part of ongoing use of the innovation. He or she may not actively solicit information, but is reading information that comes across his or her desk and attending the required workshops and meetings related to implementing the innovation. This individual’s response may be similar to, “I’ve collected all the ideas and materials I need to use the innovation right now.”

LoU IVB—The individual at this level solicits information and materials that focus specifically on changing the use of the innovation to improve student outcomes. A person at LoU IVB may respond, “I’m trying to find out from discussion and a workshop I took last week about how to increase cognitive skills through the use of the innovation. Though students enjoy the lessons and have learned a great deal, I want information on how to adjust the lessons to better meet their needs.”

LoU V—An individual at LoU V solicits information and opinions for the purpose of collaborating with others in the use of the innovation. A typical response for someone at this level might be, “I am finding out from other faculty members what they are doing and planning so I can better coordinate how we use the innovation to motivate the students and improve their learning.”

LoU VI—The person at LoU VI seeks information and materials about other innovations as alternatives to the present innovation or for making major adaptations to the current innovation, with a focus on student achievement or outcomes. An individual at this level might report, “I am reading research literature related to innovations in the same area as the one we are using, but that might result in better student outcomes.”

Sharing

The Sharing Category focuses on what kinds of things about the use of the innovation the user tells others. Individuals at different levels will discuss different aspects of their use of the innovation. For example, the individual at LoU I might tell a colleague about what he or she has learned in general, while someone at LoU III would discuss management issues related to the challenges of using the innovation.

LoU 0—Someone at LoU 0 would not communicate with others about the innovation beyond possibly acknowledging that the innovation exists. An individual at this level may say something like, “I teach AP chemistry and sure, I share ideas about teaching science whenever I get a chance, but we just don’t talk about the innovation.”

LoU I—Individuals at LoU I show that they are considering its use. They might share some of what they have learned. They may say, “This innovation seems to help ELL students more, but I am not yet sure it’s worth it.”

LoU II—Persons rated LoU II discuss resources needed for the initial use of the innovation and join others in pre-use training and in planning for resources, logistics, schedules, etc. A typical response from someone at LoU II might be along the lines of, “I have ordered the student materials. Right now I’m trying to figure out how to best organize them.”

LoU III—Individuals at this level share information about management and logistical issues related to the use of the innovation. Resources and materials are often shared for the purposes of reducing management, flow, and logistical problems that might stem from implementing the innovation. A person at LoU III might report, “Every day I end up with students hanging around one station, waiting their turn, because I didn’t anticipate how long it would take them.”

LoU IVA—An individual at LoU IVA will not go out of his or her way to share. If the topic of the innovation comes up in conversation, he or she might say something similar to, “Other faculty members and I occasionally talk about how we are implementing the innovation, but I just tell them it is working fine for me.”

LoU IVB—Someone at LoU IVB shares his or her own methods of modifying use of the innovation to improve student outcomes. An individual at this level might say, “I have found a new piece of software that has really helped the ELL students.”

LoU V—An individual at LoU V shares efforts to increase student achievement through collaboration with others to increase the innovation’s effectiveness. It is not the actual discussion between collaborators that this category focuses on, but what is mentioned about the collaboration with others. For example, someone at LoU V might remark, “Our talks as a team have enabled us to build on skills in a way that helps us better meet the standards for the fifth-grade students.”

LoU VI—Individuals share what they are learning about major alternatives to or replacements for the current innovation. A response indicative of this LoU might be similar to, “In my discussions with Mary, I have told her about the different approach I found on the Web.”

Assessing

The Assessing Category includes informal observation, examination, and consideration of various aspects of innovation use as well as more systematic data collection. Nonusers and users will reflect upon what they are doing or not doing, relative to their engagement with the innovation.

The focus here is on what is being assessed and what is being done as a result of the assessment. Assessment can examine the potential or actual use of the innovation or some aspect of it.

LoU 0—The person at LoU 0 takes no action to analyze the innovation, its characteristics, possible use, or consequence of use. Possible comments could include those similar to, “I couldn’t evaluate the innovation. I really have no basis for an opinion.” Or comments might be along the lines of, “I’m not in a position to evaluate the innovation yet. We haven’t been really using it yet. I suppose it has some advantages, but I’m not sure what they would be.”

LoU I—At this level, the individual analyzes and compares materials, content, requirements for use, evaluation reports, potential outcomes, strengths, and weaknesses for the purpose of making a decision about the use of the innovation. A typical response might be, “I’m reading some reports about the innovation, studying the pros and cons about implementing the innovation, and trying to make up my mind if it would work in my classroom.”

LoU II—An individual at LoU II analyzes detailed requirements and available resources for initial use of the innovation. The person at this level might report, “As the day approaches when I’ll first use the innovation, most of my thoughts have to do with checking which resources I’ll need for the first day of use.”

LoU III—Someone at LoU III examines his or her own use of the innovation with respect to the problems of logistics, management, time, schedules, resources, and general reactions of students. The individual’s response could be similar to, “My evaluation of my use of the innovation hasn’t progressed beyond the logistical yet,” or “Assessing the innovation I’m using at this time is more a matter of judging what will be needed for the next day. Of course I do try to judge how things are working out so the same mistakes aren’t repeated.”

LoU IVA—The individual rated at LoU IVA limits evaluation activities to those administratively required and to those done routinely. The person may perform evaluations but each time they use the innovation gives no indication that changes are based on or are intended to be based on information gathered. At this level, the user may say, “Evaluation of the innovation is conducted by the administration. Of course, I cooperate with them.”

LoU IVB—At this level, the individual assesses use of the innovation for the purpose of changing current practices to improve student outcomes. Someone at LoU IVB may report, “A detailed assessment instrument along with discussions with individual students prompted me to change my use of the innovation so that all students are now getting it.”

LoU V—Persons at LoU V appraise collaborative use of the innovation in terms of client outcomes and strengths and weaknesses of the integrated effort. For example, at this level teachers might realize, “Kids coming to our team from a lower-age-level team in our school progress right on up the ladder of the skills we planned schoolwide. There is no disruption in their learning. However, kids who are new to our school are at a disadvantage since they don’t have the same background, we can’t work with their former teachers, and we don’t know what they have done.”

LoU VI—Individuals at LoU VI analyze advantages and disadvantages of major modifications or alternatives to the present innovation. They might report, “I’m analyzing several innovations from a feasibility point of view, and am looking at research reports that provide some indication of student outcomes. I’m considering using another innovation on a pilot basis before making a decision about replacement of the one we use.”

Planning

The Planning Category recognizes the efforts people make in planning for future innovation use. Users design and outline short-range and/or long-range steps to be taken during the implementation process, which may include aligning resources, scheduling activities, and meeting with others to organize or coordinate use of the innovation. Not only are the kinds of plans made important in rating this category, but also the intent behind the plans. For example, is the person planning to make things easier for him or herself, or increase student learning? Also, the extent of planning is important—whether an individual has detailed plans for the long-term is critical in determining LoU. Persons in the lower Levels of Use will focus on the short-term, whereas those at the highest Levels of Use will be planning for both the short-term and the long-term.

LoU 0—Individuals at LoU 0 schedule no time and do not plan for the study or use of the innovation. A typical response from a person at LoU 0 may be, “As far as the innovation is concerned, I have no plans to do anything about it.”

LoU I—At this Level of Use, individuals plan to gather information and resources necessary to make a decision for or against the use of an innovation. Individuals at this level may say something like, “Next month, I’m arranging to attend a workshop so that I can learn more about the innovation.”

LoU II—Persons at LoU II identify steps and procedures entailed in obtaining resources and organizing activities and events for initial use of the innovation. They may respond with statements such as, “I’m not doing much now, but this summer I will pull out the textbook and organize student tasks.”

LoU III—At LoU III, individuals plan for organizing and managing resources, activities, and events related primarily to immediate use of the innovation. Planned-for changes address managerial or logistical issues with a short-term perspective. Their plans focus on making innovation use smoother, more comfortable for the user. Often these plans are for the near future and don’t reflect detailed

consideration of their long-term effects. A person at LoU III might say, “I’m planning every night for what I will do the next day. I haven’t had time to plan for next month or for the whole semester.”

LoU IVA—Individuals at LoU IVA plan intermediate and long-range actions with little projected variation in how the innovation will be used. Planning focuses on routine use of resources and personnel, but plans reflect knowledge of both short-term and long-term requirements of innovation use. Someone at this level might comment, “My plans in regard to the innovation are to follow the same content and procedures I used last year for this unit. They worked, so why change for change’s sake?”

LoU IVB—At LoU IVB, individuals develop intermediate and long-range plans that anticipate possible and needed steps, resources, and events designed to enhance client outcomes. At this LoU, the individual has plans for changing use of the innovation to increase student learning or outcomes. Responses from an individual at this level will reflect the effect of outcomes on future planning. Someone at this level may say, “At the end of the semester, I will make decisions about revising the innovation based on the data related to using this innovation and my own observation of its effectiveness with the students.”

LoU V—At this level, individuals plan specific actions to coordinate their own use of the innovation with other faculty members to improve student outcomes. Individuals at LoU V might say, “Plans for changing the innovation are in progress and involve four of us working together. We are going to add another strand so that students can have more time to learn the material.”

LoU VI—Persons at LoU VI plan activities that involve pursuit of alternatives to enhance or replace the innovation. Comments from individuals at LoU VI might be along the lines of, “I’m planning to bring in someone who has implemented an innovation in the same area as the one we are using. I think it might be better for our students than what we are doing now.”

Status Reporting

The Status Reporting Category describes how the individual perceives his or her use of the innovation at the present. It is a general statement that summarizes a person’s LoU.

LoU 0—At LoU 0, an individual reports little or no personal involvement with an innovation. The person’s response may be, “I’m not involved with the innovation in any way,” or “I’m not interested in the innovation right now.”

LoU I—An individual at LoU I reports presently orienting himself or herself to understanding what the innovation is and is not. He or she may be involved in general fact-finding and contemplation of the usefulness of the innovation in his or her situation. The person may be reading about the innovation or discussing it with others. He or she might report, “I’m learning about the innovation so I can decide whether or not I want to use it.”

LoU II—Individuals at this level report preparing themselves for initial use of the innovation. Typical responses include, “I’m going to start using the innovation in September,” or “I’m getting ready to use the innovation for the first time.”

LoU III—Someone at LoU III reports that issues such as logistics, time management, and resource organization are the focus of most of his or her personal efforts to use the innovation. He or she might report, “I’m not using the innovation very well yet. The changes I make are to increase efficiency and order.” Or he or she might say, “I’m trying to keep on top of all of the scheduling, organizing, and arranging that is necessary to keep the students going with this innovation.”

LoU IVA—Individuals ranked at LoU IVA report that personal use of the innovation is going along satisfactorily with few, if any, problems. The person may say something like, “Believe me, I’m glad to find things going smoothly for everyone concerned. There may be some routine changes like those that occur every year, but in general it is working well.”

LoU IVB—Those at LoU IVB report varying use of the innovation to change student outcomes. Typical responses from someone at LoU IVB might be, “Right now I’m changing the way I use the innovation based on student reactions and test results.”

LoU V—Individuals at LoU V report spending time and energy collaborating with others about integrating their own use of the innovation. Responses from someone at LoU V may be, “Two of us are working together to coordinate use of the innovation. We think students are getting more out of it because of our collaboration.”

LoU VI—Individuals at LoU VI consider major modifications or alternatives to the current use of the innovation. Those at this level might report, “I’m seriously considering combining another innovation with the one I am using now in order to give students more personal instruction and increase their learning.”

Performing

This category recognizes actions the individual is actually taking in using or toward using the innovation. Indications for the Performing Category are the concrete examples of actions and behaviors and the reason for each.

LoU 0—The individuals at LoU 0 take no discernible action toward learning about or using the innovation. The innovation and/or materials and equipment needed to use the innovation are not present or in use. These individuals may acknowledge that they have heard of the innovation but report, “I’m not involved with this and have done nothing with it.”

LoU I—Persons rated as LoU I explore the innovation and requirements of its use by talking to others about it, reviewing descriptive information and sample materials, attending orientation sessions, and/or observing others using the innovation. They typically will express their interest in using it, saying

something like, “I had a long talk with the consultant last week. He answered several of my questions and gave me a sample lesson to look over.”

LoU II—Persons at LoU II study reference materials in depth, organize resources and logistics, and schedule and receive training in preparation for initial use. They may report, “I have set up shelves with labels and computerized task sheets for each student.”

LoU III—Individuals who are at LoU III manage the innovation with varying degrees of inefficiency. Sometimes people at this level don’t anticipate immediate consequences, so the flow of actions may be uneven and uncertain. When they make changes in using the innovation, they make them primarily in response to logistical and organizational problems. Typical responses of LoU III persons may include admitting to spending most of their effort in organizing their work and materials and feeling as though they do not have enough time to think about long-range plans for implementation. They may respond with, “I brought in a grocery cart. It is just what I needed to move all the materials from room to room.”

LoU IVA—An individual at LoU IVA uses the innovation smoothly with minimal management problems; there is little variation in the established pattern of use. He or she may say, “I’m using the innovation very much like I did before. Materials and procedures are no problem since I worked them out the first time I used the innovation. It is sort of standardized.” The person at LoU IVA may also report that the innovation works well for his or her students.

LoU IVB—Someone at LoU IVB explores and experiments with alternative combinations of the innovation with existing practices to maximize student involvement and outcomes. He or she might report, “This year I’m trying out different ways of doing the interim assessments. I’m collecting formal data along with notes about my observation of student success or frustrations with the requirements of the innovation.”

LoU V—Individuals at LoU V collaborate with others in the use of the innovation as a means for expanding the innovation’s impact on students. Changes in use are made in coordination with other faculty members. Level V individuals may announce that a group of faculty members is working on increasing student success using the innovation. They may report something like, “We’re now organizing the time so that we see all students individually. This way we know it if one of them is falling behind.”

LoU VI—Individuals at LoU VI explore other innovations that could be used in combination with or in place of the present innovation in an attempt to develop a more effective way of improving student achievement. They may say, “I have contacted the Regional Lab about what they have. We need to find some ways to be sure that the content area reading builds vocabulary.”