

	(Module 4 – Assessing Change Readiness for Change)
<p>Implementer Concerns (Stages of concern, supports for concerns to address in moving forward with</p>	<p>Using the Concerns-Based Adoption Model (CBAM), anticipated staff concerns fall into several stages:</p> <ul style="list-style-type: none"> • Stage 0 (Awareness): Some teachers may not recognize the urgency of shifting reading culture. • Stage 1–2 (Informational/Personal): Teachers may question how this change impacts their workload or autonomy. • Stage 3 (Management): Logistical concerns around time management, material preparation, and assessment scheduling are likely. <p>To address these concerns, school leadership will provide targeted professional development (PD), coaching, and opportunities for staff input throughout the process. As Bambrick-Santoyo (2018) advises, sustainable</p>

	<p>change depends on regular feedback, walkthroughs, and leadership modeling. A few seasoned teachers expressed concern about changing well-ingrained classroom habits, particularly regarding time management. Others feared that new expectations would encroach on their instructional independence. In response to these concerns, the leadership team will hold focus groups and involve teacher leaders in the rollout process. Providing opportunities for teacher's voice helps to shift minds from compliance to ownership. Pont (2020) encourages honoring teachers as change agents rather than passive recipients of top-down orders. By involving teachers in the decision-making and leadership, the school will be more likely to experience deep and lasting reform.</p>
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<p>Graph Representation and Data Analysis of Concerns</p>	<div data-bbox="461 785 1351 1499"> </div> <p>Two visuals were included:</p> <ul style="list-style-type: none"> • A bar chart showing the percentage distribution across concern categories. • A staircase model illustrating progressive adoption over time. <p>The highest concentrations of concern appear in the “Informational” and “Management” stages. This finding indicates that while teachers are aware of the need for change, they require structured support and clear implementation frameworks to gain confidence and proficiency.</p>
<p>Implementation</p>	<p>Phonics PD complete August 15, 2024 Monthly walkthroughs initiated August 20, 2024</p>

Benchmarks	Mid-year iReady growth benchmark December 13, 2024 Culture of Reading incentives launched September 1, 2024
Interim Measures	<ul style="list-style-type: none"> • Mid-year iReady diagnostic in December • Monthly reading engagement tracker (e.g., DEAR logs, book club participation) • Teacher feedback surveys after PD