

Levels of Use (LoU) of an Instructional Innovation

This rubric prepared by Gordon Vessels' uses as a foundation a rubric in S. Loucks, B. Newlove, and G.E. Hall's (1998), *Measuring Levels of Use of the Innovation*, Distributed by SEDL, Austin, TX.

LEVELS OF USE	KNOWLEDGE AND INFORMATION ACQUISITION	COLLABORATION, TEAMWORK, SHARING	INVESTIGATION, EVALUATION, ANALYSIS	PLANNING AND PROFESSIONAL PREPARATION	UTILIZATION AND CLASSROOM PERFORMANCE
LEVEL 0: Nonuse	<u>Unknown</u> : has no knowledge and makes no effort to get information	<u>Isolation</u> : is satisfied with nonuse and happy to let others do their own thing	<u>Complacency</u> : is satisfied with status quo and has no need to explore	<u>Inertia</u> : is satisfied with the status quo and shows no need to plan	<u>Non-Use</u> : is unaffected by new idea as shown in classroom activity
LEVEL 1: Orientation	<u>Factual</u> : knows the origin and what is required and seeks factual information and others' opinions	<u>Reaction</u> : shares initial evaluative opinions with colleagues who are similarly unfamiliar	<u>Comparison</u> : compares materials, methods, and likely outcomes with the status quo (curiosity)	<u>Consideration</u> : has plans to gather enough information to decide for or against trial use	<u>Possible Player</u> : talks to other teachers about use, observes them, and reviews material
LEVEL 2: Preparation	<u>Comprehension</u> : knows key resources, preparation requirements, and initial client experiences	<u>Pre-Game Exchange</u> : shares doubts and hopes with novices who give empathic support	<u>Preliminary Study</u> : studies features, requirements, and resources for initial use (imagination)	<u>Calculated Risk</u> : plans to learn enough to initiate and to survive the initial attempt without failure	<u>Spring Training</u> : enters training and begins in-depth study and the collection of materials
LEVEL 3: Mechanical Use	<u>Beginning Application</u> : knowledge supports day-to-day inefficient use with short-term goals and considerable stress	<u>Halftime Reflection</u> : reflects publicly in order to aide others and to pick up tidbits from more efficient users	<u>Trial and Error</u> : monitors initial use with an eye to gaps in knowledge and preparation (coping with and surviving reality)	<u>Managed Care</u> : has a short-term perspective and is guided by the need to be in control and stay in control	<u>Rookie Mistakes</u> : shows varying degrees of efficiency, evenness, doubt, confidence, and anticipation of results
LEVEL 4: Routine Use	<u>Advanced Operational</u> : is proficient and has short-term and long-term goals and minimal stress	<u>Externally-Focused</u> : is concerned with external management and supervisor expectations	<u>Supervisor Driven</u> : evaluates adherence to supervisor requirements (extrinsically motivated)	<u>Stabilization</u> : plans are geared toward efficiency and automatic activity with invariability valued	<u>Reliable Regular</u> : shows smooth use without variability and with sameness valued
LEVEL 5: Refined Use	<u>Outcome-Analysis</u> : is cognizant of effects on clients and has ability to adapt accordingly	<u>Internally-Focused</u> : takes pride in proficiency and wants this known by less skilled peers	<u>Client Driven</u> : evaluates to improve student outcomes and own basic skills (internalizing)	<u>Accommodation</u> : plans show a need to explore ways to vary utilization to enhance client success	<u>Star Player</u> : shows nearly effortless practice, and client outcomes are ideal
LEVEL 6: Collaborative/ Interactive Use	<u>Colleague-Synthesis</u> : is interested in and aware of colleagues' use and skill levels and wants to use them to improve	<u>Team Focused</u> : has pride of ownership and confidence that working together will enhance the positive effects of use	<u>Self and Peer Driven</u> : uses critical self-evaluation and less critical peer evaluation (intrinsically motivated)	<u>Assimilation</u> : plans reflect a need to explore, compare, and contrast, and to borrow from and collaborate with peers	<u>Mentoring Veteran</u> : sees skills favorably in comparison to others and wants to influence them and interconnect
LEVEL 7: Creative Redesign	<u>Critical Evaluation</u> : is aware of related ideas and able to evaluate and improve on innovation	<u>Talking Bout Revolution</u> : communicates perceived limitations and creative ideas for going beyond	<u>Leader-Need Driven</u> : evaluates self negatively which compels deviation and creative change	<u>Emancipation</u> : plans show the confidence to go beyond and to take both risks and liberties	<u>Creative Coach</u> : relies on own imagination and ability to creatively deviate with success

