### **Six Sources of Influence Strategy Teachers Matrix**

This matrix provides a comprehensive approach to influencing teachers' behaviors toward the consistent integration of hybrid stations in their teaching practices. By addressing **motivation** and **ability** from personal, social, and structural perspectives, this strategy ensures teachers are equipped, supported, and motivated to create a transformative learning environment that enhances student engagement and academic performance.

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| **SIX SOURCES OF INFLUENCE STRATEGY MATRIX** | | | |
| **Vital Behavior:** That teachers consistently integrate hybrid stations into their daily planning, using differentiated strategies and digital tools to foster active, personalized, and inclusive learning. | | | |
| * 1. **PERSONAL MOTIVATION** | | * 1. **PERSONAL ABILITY** | |
| **Objective:** Inspire teachers to see the value and impact of hybrid stations in their teaching, motivating them to adopt and implement them with enthusiasm. | | **Objective:** Equip teachers with the skills and tools needed to effectively plan, organize, and execute hybrid learning stations. | |
| Questions to ask | Strategies | Questions to ask | Strategies |
| Do teachers see the pedagogical value in hybrid stations?  Do they feel that these stations enhance student learning and engagement? | Share success stories from teachers who have effectively implemented hybrid stations.  Highlight the positive impact on student engagement and learning outcomes.  Relate hybrid stations to teachers' professional growth goals and teaching aspirations.  Offer opportunities for teachers to share their experiences and best practices in using hybrid stations. | Do teachers have the skills to design and implement hybrid stations in their lessons?  Are they comfortable using the digital tools required for the stations? | Provide professional development workshops on using hybrid learning stations effectively.  Offer training on digital tools and platforms such as Schoology, iReady, and others.  Create step-by-step guides and templates for planning hybrid lessons.  Set up peer coaching or mentoring systems to support teachers who need assistance. |
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| * 1. **SOCIAL MOTIVATION** | | * 1. **SOCIAL ABILITY** | |
| **Objective:** Foster a supportive community where teachers encourage and inspire each other to integrate hybrid stations into their teaching practices. | | **Objective:** Ensure that teachers have access to ongoing support and resources to help them succeed in implementing hybrid stations. | |
| Questions to ask | Strategies | Questions to ask | Strategies |
| Are teachers encouraged by their colleagues to use hybrid learning stations?  Do they feel supported by their peers when trying new teaching methods? | Encourage collaborative lesson planning where teachers can share ideas for hybrid stations.  Celebrate teachers who successfully implement hybrid stations in their classrooms.  Set up a community of practice where teachers can collaborate and share strategies.  Offer opportunities for teachers to observe their peers' classrooms and learn from each other. | Do teachers have access to support when they encounter challenges with hybrid stations?  Are they able to collaborate with instructional coaches or peers for assistance? | Provide regular check-ins with instructional coaches for guidance and troubleshooting.  Establish a help desk or support system for teachers to address questions or issues.  Create collaborative spaces for teachers to exchange resources and lesson plans.  Provide ongoing feedback on teachers' progress and offer tailored solutions for challenges. |
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| * 1. **STRUCTURAL MOTIVATION** | | * 1. **STRUCTURAL ABILITY** | |
| **Objective:** Create incentives and recognition that encourage teachers to integrate hybrid stations into their daily planning. | | **Objective:** Ensure that teachers have the physical and digital resources needed to effectively use hybrid stations in their classrooms. | |
| Questions to ask | Strategies | Questions to ask | Strategies |
| Are there incentives for teachers to adopt hybrid learning stations?  Do they receive recognition for their efforts in using new teaching methods? | Offer recognition in staff meetings or newsletters for teachers who excel in using hybrid stations.  Provide tangible rewards, such as extra planning time, resources, or professional development opportunities.  Integrate hybrid station implementation into teacher evaluations and performance reviews.  Allow teachers to present their successful strategies to the rest of the staff, showcasing their contributions. | Do teachers have access to the technology and resources needed for hybrid stations?  Are the classroom environments designed to facilitate smooth transitions between stations? | Ensure that classrooms are set up with the necessary technology (e.g., devices, Wi-Fi, digital tools).  Provide access to a variety of teaching materials that can be used in hybrid stations.  Organize physical space in the classroom to allow easy rotation between different learning stations.  Make sure that digital platforms and tools are properly set up and accessible for all teachers. |

References

**Patterson, K., Grenny, J., Maxfield, D., McMillan, R., & Switzler, A.** (2013). Influencer: The new science of leading change (2nd ed.). McGraw-Hill Education.