### **Six Sources of Influence Strategy Coach and Instructional Specialist Matrix**

For the **hybrid learning** model to be successful, students must take an active and responsible role in their learning. The **student matrix** has been designed to promote key behaviors such as **autonomy, engagement**, and **collaboration**. Through the **six sources of influence**, this matrix outlines the necessary actions to ensure that students achieve their reading and writing goals, fostering an **autonomous** and **dynamic** learning environment.

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| **SIX SOURCES OF INFLUENCE STRATEGY MATRIX** | | | |
| **Vital Behavior:**That coaches and instructional specialists consistently support and guide teachers in integrating hybrid learning 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 coaches and instructional specialists to see their role as key to the success of the hybrid learning model, motivating them to actively support teachers. | | **Objective:** Equip coaches and instructional specialists with the skills and knowledge needed to support teachers in adopting and implementing hybrid learning stations. | |
| Questions to ask | Strategies | Questions to ask | Strategies |
| Do coaches and instructional specialists see the impact of their support on teachers' success?  Do they feel motivated to help teachers implement hybrid learning effectively? | Highlight the positive impact of their guidance on teacher success and student outcomes.  Provide recognition and celebrate successes in the implementation of hybrid stations.  Relate their work to professional growth goals and the broader vision of educational transformation. | Do coaches and instructional specialists have the necessary skills to guide teachers effectively in implementing hybrid stations?  Are they comfortable with the use of digital tools and differentiated instruction strategies? | Offer targeted professional development on hybrid learning models, digital tools, and instructional strategies.  Provide opportunities for hands-on practice in planning and delivering hybrid lessons.  Create resources and guides that coaches can use to assist teachers in their planning and implementation. |
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| * 1. **SOCIAL MOTIVATION** | | * 1. **SOCIAL ABILITY** | |
| **Objective:** Foster a collaborative environment where coaches and instructional specialists are supported by peers and leadership, and where they feel inspired to contribute to the transformation process. | | **Objective:** Ensure that coaches and instructional specialists have access to support and collaboration opportunities with colleagues and school leaders. | |
| Questions to ask | Strategies | Questions to ask | Strategies |
| Do coaches and instructional specialists receive support from colleagues and school leaders in their role?  Are they motivated by the sense of teamwork and shared responsibility in the school's learning transformation? | Create opportunities for coaches to collaborate and share best practices with one another.  Provide a platform for instructional specialists to present successful strategies to their peers.  Encourage school leaders to actively engage with and support coaches in their professional growth. | Do coaches and instructional specialists have a support network to turn to when challenges arise?  Are they able to collaborate with other coaches or instructional leaders effectively? | Set up mentoring systems where experienced coaches guide newer ones.  Foster collaboration between coaches, instructional specialists, and teachers to share insights and strategies.  Provide regular check-ins with school leadership to ensure coaches feel supported and aligned with the school's goals. |
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| * 1. **STRUCTURAL MOTIVATION** | | * 1. **STRUCTURAL ABILITY** | |
| **Objective:** Create incentives and recognition that motivate coaches and instructional specialists to continue supporting teachers and the implementation of hybrid learning stations. | | **Objective:** Ensure that coaches and instructional specialists have the resources, time, and tools needed to support the implementation of hybrid learning stations. | |
| Questions to ask | Strategies | Questions to ask | Strategies |
| Are there incentives for coaches and instructional specialists who effectively support the implementation of hybrid learning stations?  Do they receive acknowledgment for their contributions to the success of the hybrid learning model? | Offer formal recognition and rewards for coaches who make significant contributions to the success of hybrid learning.  Integrate coaching activities into formal evaluations or performance reviews.  Provide access to professional development opportunities and resources as rewards for successful support. | Do coaches and instructional specialists have the resources they need to guide teachers effectively?  Do they have adequate time and space to collaborate with teachers and plan effectively? | Allocate dedicated time for coaches and instructional specialists to work with teachers on hybrid learning planning and implementation.  Ensure that coaches have access to the latest digital tools and educational resources.  Provide a well-structured system for coaches to track progress, offer feedback, and make adjustments as needed. |

References

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