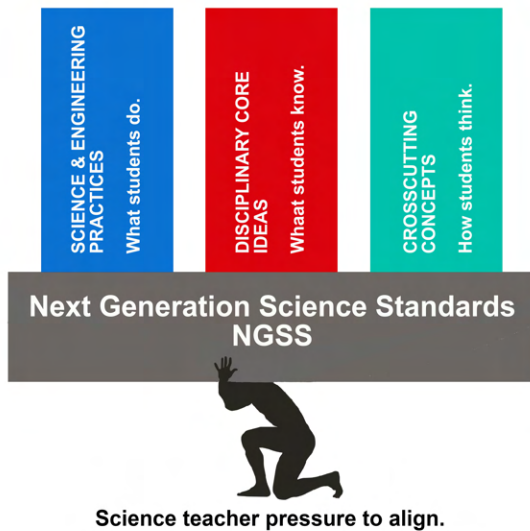


I'm Telling You, It Just Won't Work

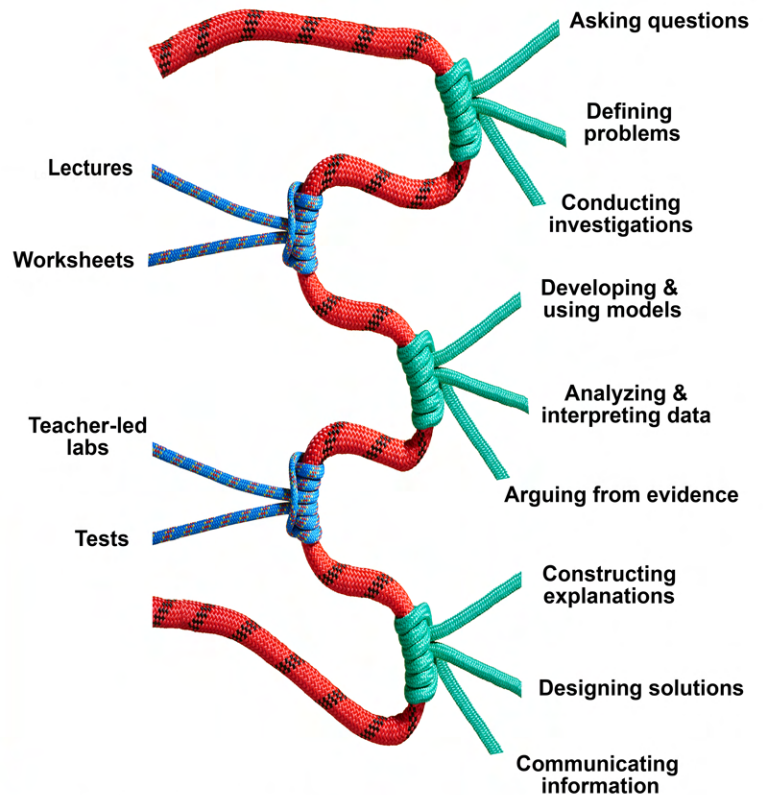
Bonni Jones and Hillary Swanson



Something greater than the NGSS pressure is preventing change in daily classroom practices.

A multilevel construct that considers many facets and complexities is needed.

Tensions between traditional instruction and NGSS



A Framework for education leaders to assess readiness for change

Based on works of Albert Bandura and Joseph Grenny et al.

Self-reflectiveness Evaluate emotions, values and meaning of life pursuits, judge correctness, effectiveness or conflicts		
Belief		
Personal Do they believe they have power to produce desired effects by their own actions?	Social Do they believe others will assist and support their efforts to produce the desired effects?	Structural Do they believe the systems support them in choosing appropriate courses of action?
↓		
Self-reactiveness Ability to make choices, shape appropriate courses of action, regulate execution & maintain motivation		
Ability		
Personal Do they have the right skills, understanding & strengths?	Social Do others provide the help, information & resources required at a particular time?	Structural Do systems in the environment enable their ability to choose & design a course of action?
↓		
Self-influencers Seek sense of pride, satisfaction, self-worth and avoid dissatisfaction, censure, devaluation		
Motivation		
Personal Do they enjoy & want to engage in the behavior?	Social Are other people encouraging and/or discouraging behaviors?	Structural Are systems rewarding the right behaviors and discouraging ineffective actions?
↓		
Intention A representation of a future course of action and a proactive personal commitment to bring it about.		

Questions a leader might ask while using the framework to assess readiness:

BELIEF:
When do teachers of students believe they do not have power to do what they feel is best for their classroom or learning?

ABILITY:
What skills, strengths, or understanding are the teachers lacking to accomplish this goal? What do they need?

SELF-INFLUENCERS:
When someone has taken risks to try something new, what are the responses? What are unhealthy ways we censure, devalue or communicate dissatisfaction?

MOTIVATION:
Are cultures/systems requiring actions that are ineffective, lack time, space or engagement?