

# Identifying the Primary Will Driver/Strategies To Address Will

If Teachers...	They Need...	Give Them...
<ul style="list-style-type: none"> <li>● Complain they are no longer able to be creative as a teacher</li> <li>● Resist structure</li> <li>● Want to do things their own way</li> <li>● Passively or aggressively resist new initiatives that prescribe how to teach</li> <li>● Find ways to exert control over their environment</li> <li>● Thrive best when left alone</li> <li>● Are good at figuring out how to make things work for them and their students</li> <li>● Have their own unique teaching style and strategies</li> <li>● Complain that they no longer have any free time to plan as they please</li> <li>● Resent that they have to follow a prescribed curriculum and pacing guide</li> <li>● Prefer to simply “close their door and teach</li> <li>● Often come up with innovative ways of teaching</li> <li>● Do not take suggestions or recommendations well and resist prescriptive feedback</li> </ul>	<p><b>Autonomy</b></p>	<ul style="list-style-type: none"> <li>● Several suggestions or recommendations from which they can choose</li> <li>● Choices about time, task, technique, team, and territory</li> <li>● Descriptive rather than prescriptive feedback in noncontrolling language that implies that they always have a choice.</li> </ul>
<ul style="list-style-type: none"> <li>● Seek novelty and challenge</li> <li>● Constantly tweak their practice</li> <li>● Seek feedback and act on it</li> <li>● Try new techniques, strategies, and resources</li> <li>● Ask for support to attend conferences, workshops, and online courses</li> <li>● Get frustrated when something isn’t working how they’d hoped</li> <li>● Ask for permission to try something new or seek funding for some innovative idea</li> <li>● Complain that something is not innovative</li> <li>● Become enamored with the latest technology or technique and attempt to incorporate it in their classrooms</li> <li>● Resist doing things the same way year after year</li> <li>● Complain of being bored</li> </ul>	<p><b>Mastery</b></p>	<ul style="list-style-type: none"> <li>● Deliberate practice with clear goals and immediate feedback</li> <li>● Novelty</li> <li>● Challenge</li> <li>● Frequent growth-oriented feedback</li> </ul>
<ul style="list-style-type: none"> <li>● Need to understand and embrace the vision and mission in order to be motivated</li> <li>● Need to understand the reason behind an initiative before moving forward</li> <li>● Talk about what’s best for children</li> <li>● Have lofty ideals</li> <li>● Have very high expectations for students</li> <li>● Seek to inspire students and be inspired</li> <li>● Justify what they are doing by connecting it to a higher purpose</li> <li>● Get frustrated by discussions of minutia and prefer big-picture conversations</li> <li>● Have clear reasons for why they do what they do</li> </ul>	<p><b>Purpose</b></p>	<ul style="list-style-type: none"> <li>● Opportunities to set their own professional learning goals</li> <li>● Reasons behind new initiatives, requests, and suggestions</li> <li>● Opportunities to participate in teacher inquiry</li> <li>● A clear vision for the organization and a understanding of their own role in it</li> <li>● Nested praise</li> </ul>

<ul style="list-style-type: none"> <li>● Focus on forging relationships</li> <li>● Seek approval from the school administration or colleagues</li> <li>● Forge relationships with students before focusing on teaching</li> <li>● Work well on teams</li> <li>● Need social interaction</li> <li>● Share what they are doing in the classroom and additional resources with others</li> <li>● Seek feedback, interaction, and engagement</li> <li>● Able to reach the most difficult students and earn their trust</li> <li>● Tend to justify instructional decisions based on “who” rather than “what” or “why”</li> <li>● May themselves be socially awkward</li> </ul>	<p><b>Belonging</b></p>	<ul style="list-style-type: none"> <li>● Nonevaluative, casual conversation about teaching</li> <li>● Access to you and others who can help them</li> <li>● Opportunities to work with others</li> <li>● Strategies for forging positive relationships with colleagues and students</li> </ul>
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