

TAKE ACTION TASK 3

Name: _____ Date: _____

Directions: Determine which audience(s) you want to start building buy-in from.
Pick just one and create a request using the PASTOR Framework.

Person, Problem, and Pain (identify these three items)

P

Amplify Pain and add Aspiration (what do we want instead?)

A

Story, Solution, or System (how to alleviate the pain)

S

Transformation and Testimonials (what can happen and proof)

T

Offer (actions they can participate in)

O

Response (what do you want them to do next?)

R

◆ The Buy-In Booster

This 7-step framework was developed by Ray Edwards. It provides a sequence for activating and addressing each of the psychological factors discussed previously.



P **"P" is for Person, Problem, and Pain**
Start by identifying the person you're trying to reach, understanding their problem, and the pain that problem causes.

A **"A" is for Amplify and Aspirations**
Next, amplify the consequences of not solving the problem, and identify their aspirations for the future.

S **"S" is for Story, Solution, and System**
Share the story of how the problem can be solved. It can be as simple as a description of what the solution is or a system that works.

T **"T" is for Transformation and Testimony**
Next, showcase the transformation that happens by solving the problem. Offer testimonials from others where the solution worked.

O **"O" is for Offer**
Now is the time to describe exactly what you're offering/asking people to do.

R **"R" is for Response**
This final stage is when you tell people what they need to do as an immediate next step.

P.A.S.T.O.R in Action



Here's an example of how to use the PASTOR Framework to present your new arts integration or STEAM initiative. In this example, we're sharing an email introducing the new initiative:

P **Person, Problem, and Pain**

Hi there, classroom teachers. As you know, we've been struggling with literacy scores across all ages groups since the Pandemic.

A **Amplify and Aspirations**

After almost a full year, it's clear that if we do not change our strategies and approach, students will continue to struggle to read.

S **Story, Solution, and System**

Our school improvement team has researched a variety of methods and has found that Arts Integration can have a positive effect in this area.

T **Transformation and Testimony**

In fact, schools who are using arts integration in their literacy blocks are seeing a 10-15% increase in student literacy standardized test scores.

O **Offer**

We'd like to recommend implementing a pilot arts integration program for this school year. This pilot program would include 1 teacher per grade.

R **Response**

To indicate your interest in participating, please reply to this email no later than this Friday at 3PM. We look forward to working together!

CONCERNS-BASED ADOPTION MODEL (CBAM) FOR ARTS INTEGRATION

SELF-FOCUS		TASK-FOCUS			IMPACT-FOCUS	
AWARE	INFORM	PERSONAL	MANAGE	CONSEQUENCE	COLLABORATE	REFOCUS
DESCRIPTIONS OF TEACHER						
May or may not know about arts integration	Wants to learn more about arts integration	Worried about skill level	Wants practical suggestions on how to use arts integration for particular learning targets	Researches arts integration strategies and techniques	Interested in sharing lessons with other teachers	Looks for ways to improve arts integration practice
May or may not be ready to effectively use arts integration independently	Interested in how other teachers are using arts integration in their classrooms	Concerned about looking foolish in front of colleagues and students	Needs help with specific problems	Unsure how to use arts integration with students	Offers support and feedback to others	Serves on arts integration committees
ACTIONS TO GUIDE CHANGE						
Involve teachers in discussions and decisions	Identify teachers who are using arts integration and invite them to share what they are doing	Acknowledge and legitimize these concerns as common	Explain arts integration components and "how-tos"	Provide opportunities to attend workshops, webinars and visit other teachers of arts integration	Provide opportunities to develop arts integration skills	Provide time for these teachers to collaboratively research and try new strategies and techniques
Share enough information to stir interest, but not overwhelm	Help teachers relate arts integration to their own teaching practice	Connect teachers at similar levels	Demonstrate strategies for potential problem solving	Share arts integrated lessons, student work and assessments	Provide common planning time for these teachers	Encourage these teachers to refine ideas and put them into practice
		Share how arts integration can be implemented in small, manageable steps	Help teachers create personal action plans for implementation	Offer feedback, demonstrate examples and provide resources	Use these teachers as mentors and coaches	Invite these teachers to encourage other teachers to take risks and share experiences