Behavioral Design Checklist

This resource aims to help implementers of FLN programs design their programs to mitigate common behavioral barriers that teachers face in taking up pedagogical best practices and materials.

CAPTURE ATTENTION: What might be keeping teachers from considering utilizing new practices or materials in the first place, or remembering to do so consistently?

Too much to do

Teachers have many things to do and limited time

- ☐ Integrate new pedagogical practices or materials into other resources that teachers use consistently
- ☐ Create opportunities for teachers to utilize new methods or materials during their routines
- ☐ Consolidate or cut what teachers are asked to do

Not top of mind

Teachers can only pay attention to a limited amount of information

- ☐ Provide information during moments when you have teachers' attention
- ☐ Create reminders to utilize new practices or materials via channels that teachers pay attention to or use often
- ☐ Break up new teaching practices into smaller, actionable steps and communicate them one at a time

BUILD INTENTION: What might lead teachers to decide *not* to utilize new practices or materials?

Change is hard

Shifting away from prior teaching methods can be difficult

- ☐ Spotlight positive trends in adoption of pedagogical best practices by other teachers or schools
- ☐ Show teachers they have already made progress toward what is being asked of them by highlighting commonalities between old and new practices/materials
- ☐ Take advantage of "fresh start moments"—times when people are more open to change

Misperceptions of value

Teachers may not think the adoption of new practices is worth it

- ☐ Demonstrate the concrete benefits of new practices
- ☐ Make the positive "invisible" behavior of teachers' peers more "visible"
- ☐ Emphasize the importance of uptake by having authority figures check whether teachers are using new practices

Can't do this

Teachers can have low confidence in their ability to execute new practices

- ☐ Support teachers by assigning them coaches or creating support networks among peers
- ☐ Give teachers recordings of other teachers using new practices
- ☐ Provide opportunities to role-play and practice new techniques during trainings or coaching sessions
- ☐ Recognize teachers for engaging with new practices/materials

It's outside of my control

Teachers can believe that improving learner outcomes is not in their power

- ☐ Involve teachers in FLN program design
- ☐ Connect teachers' adoption of new practices or materials with positive results using quarterly reports
- ☐ Create a feedback loop to show that as teachers take up new practices or materials, their learners improve

FACILITATE ACTION: What might get in the way of teachers who want to adopt new practices or materials from actually doing so?

Too complicated

New teaching practices can be too difficult to use

- ☐ Simplify materials by reducing text, using visuals, and bolding the most important information
- ☐ Create checklists that summarize new practices into clear, easy-to-follow steps
- ☐ Integrate a commitment exercise into training to prompt teachers to follow through on their intentions

Things keep getting in the way

Small obstacles can impede adoption of new practices

- ☐ Walk through each step a teacher needs to take to utilize a new practice/material and address any sticking points
- ☐ Pilot FLN programs before iterating and scaling
- ☐ Provide resources to overcome obstacles or guidance for how to resolve them