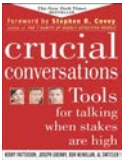


Conducting Difficult Conversations Leading to Improved Instruction June 17 and 24, 2014

Objectives for the Day:

1. Learn a process and related skills for conducting the difficult conversations needed to improve instruction leading to improved student performance.
2. Practice the process and the skills with scenarios that are similar to what will be faced conducting teacher evaluations.
3. Be prepared to follow the process and use the skills learned to appropriately evaluate and support teachers.

Tools:



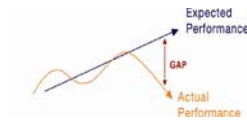
VitalSmarts[®]

The Most Important Part:



Gathering Data:

Describe the Gap:



Don't Feed the HOG:



Don't Start With Power:

Motivation:

Ability:

When you try to motivate someone who lacks ability, you don't create change, you create depression. – Ron McMillan

Practice:

Final Reminders:



Not Effective	Minimally Effective	Effective
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...and

LANGUAGE from many performance expectations		basic, minimal, shares, whole class, exposes, limited, aligned, contributes, maintains, acknowledges, recognizes, begins to apply, establishes expectations	collaborates, differentiates, uses multiple . . . , models, timely, targeted, variety, analyzes, supports individual, applies, appropriate, measures, advocates, seeks opportunities, explicit instruction, systematically, adapts, adjusts
<u>EXAMPLE</u> Performance Expectation 7.6: Uses a variety of Questioning strategies to promote engagement and learning.		Asks questions to assess student learning	Selects question strategies aligned with learning goals. Incorporates higher-level thinking questions to promote learner engagement

Highly Effective

...and

Anticipates, fosters
individual's ability,
self-assess, engages,
integrate,
incorporate,
connects, reflecting,
self manage,
deepens, research
based, self-selected,
facilitates learning,
high-level, takes
initiative,
communicates
vision, school-wide,
district-wide

Adapts levels of
questions to
actively engage all
learners in
appropriately
differentiated high
level learning.

Jigsaw Practice Activity

Taken from *Crucial Accountability* pgs. 118-122

Consequences provide the force behind all behavioral choices, and so savvy influencers motivate others by completing a consequence search: they explain natural consequences until they hit upon one or more that the other person values. *As you start your own consequence search, your job is to find a way to make the invisible visible while maintaining healthy dialogue.*

Make the Invisible Visible

When it comes to exploring natural consequences, your primary responsibility is to help others see consequences they aren't seeing (or remembering) on their own. That happens because many of the outcomes associated with a particular behavior are long term or occur out of sight. *Your job is to help make the invisible visible.* Here are six methods for doing that.

1. Link to Existing Values

As you consider all the consequences you could discuss with another person, turn your attention to that person's core values. What does he or she care about the most? This will be your point of greatest leverage. Then help the other person see how his or her values will be better supported through the course you are proposing. If you have created enough safety, you can talk frankly about any value issues. Let's look at an example of speaking with a spouse who has had two bypass surgeries and continues to gorge:

"Dear, I honestly believe that if your eating habits don't change, you won't raise our children; I will. Do you have the same concern? What do you think?"

Here you're trying to deal with your loved ones' eating habits, and rather than nagging or attacking, you're linking to his or her core value of being around to help raise the kids.

2. Connect Short-Term Benefits with Long-Term Pain

Show how the short-term enjoyment the person currently is experiencing is inextricably connected to longer-term problems. This is essentially the central task of parenting:

"If you continue to watch television and don't do your homework, you'll get bad grades, you won't get into a good school, you won't get a good job, you won't make lots of money, and you'll never drive your own Porsche."

You might not use this whole list (you're piling on), but this is at least part of the map you're carrying in your head and the map you'd like your child to share eventually, except maybe the part about the fancy car.

This method of clarifying long-term or distant negative consequences is also applied at work dozens of times a day:

“I’m sure it’s a hassle to double-check appointments when you enter them on my calendar, but our current error rate is so high that the assistants of the other vice presidents are calling me to ask for confirmation. I worry that your reputation here is going to be hurt if we can’t solve this.”

3. Place the Focus on Long-Term Benefits

This is the other half of parenting. It’s also the single best predictor of lifelong success. If a person can suffer a little now-delaying gratification in order to serve a longer-term goal—life gets better (think dieting, weight training, studying, etc.).

If you doubt this premise, consider a study conducted over a matter of decades. A researcher put a marshmallow in front of individual children and told them that they would get another one if they didn’t eat the first one while the researcher stepped out. As the researchers tracked these children over the years, they found that those who had waited to the researchers to return did far better in life than those who ate the confection right away, and in almost every domain. To help people stay the course, take the focus off the short-term challenge by placing it on the long-term benefit:

“I know that putting up with some of the kid’s messiness is really hard for you. I also believe that your relationship with them is at risk if you can’t learn to let some of the smaller things go.”

4. Introduce the Hidden Victims

This perhaps the most widely used method of explaining consequences. You describe the unintended, and often invisible, effects an action is having on others. At work, leaders carefully and clearly explain the consequences to the company’s various stakeholders:

“Here’s what your failure to comply is doing to other employees, to the customer, to the shareowners, to the boss, and so forth.”

At home, parents explain what’s happening to other family members:

“Louisa, I know your little brother gets on your nerves a lot. But did you know that when you made fun of his weight, he sat in his room and cried for the rest of the evening? I know your goal was to get him to stop following you around and not to hurt him so deeply. Is that right?”

5. Hold Up a Mirror

To help introduce the social implication of a particular action, describe how a person’s action is being viewed by others. *“It’s starting to look like you don’t care about the teams results.”* Remember, when it comes to the way we’re coming across, we all live on the wrong side of our eyeballs. Help others gain a view from the other side.

6. Connect to Existing Rewards

This is typically not the best starting place, but eventually you may want to talk about rewards. Help others see how living up to an expectation advances their careers, enhances their influence, puts more money in the bank, or reduces their risks:

“You’ve mentioned wanting to be the art director. In my view you will be much more successful in that position—and more likely to get it—if you have a solid working relationship with both the editing staff and the video team.”

Stay in the Conversation

Remember, as you’re doing your best to make consequences more visible, keep talking. Keep the information flowing honestly and freely in both directions.

Don’t Turn Consequences into Threats

There’s a fine line between sharing natural consequences and threatening others. Well, in most cases it’s not that fine a line. If your motives are wrong, sharing becomes threatening. If your motive is to punish or if you’re taking pleasure in describing the awful things that will happen if someone’s obnoxious behavior continues, you’re making threats. Your motive must be to solve the problem in a way that benefits both of you. Anything less than that will provoke silence or violence, not gain willing compliance.

The challenge increases when your motives are right but the other person mistakes your description of natural consequences for a threat. “When you fail to complete your assignments on time, we start giving you less relevant assignments to protect ourselves from failure” can sound like a personal attack or a job threat.

If the other person believes that he or she is in trouble, perhaps because of previous experience with other bosses, your best behavior may seem manipulative regardless of your skill or demeanor. If you notice that others appear nervous, step out of the conversation and restore safety by explaining your positive intentions. Explain that your goal is to solve an important problem. You simply want to share the consequences of what they’re doing and then ask them for their view on the matter. When they start hearing natural consequences as threats, you should recognize the situation as a safety problem and restore safety.

Crucial Conversations in Evaluation Situations

1. Veteran teacher A
 - Teacher consistently implements best practices and her students make great progress each year.
 - Accustomed to receiving highest marks in every category.
 - Self-evaluates on the same premise-only gives herself a few “Effectives” but the rest are “Highly Effective.”
 - Principal has already explained to the faculty about the evaluation tool’s recalibration; making “Effective” the target and “Highly Effective” an indicator of a person’s standout qualities.
 - Principal evaluates teacher over time and gives mostly “effective” ratings with a few “minimal effectives” and a few “highly effectives.”
 - Principal compares results of his evaluation with the teacher’s self-evaluation and sees many significant gaps
 - Teacher is on school leadership team.
2. Veteran Teacher B
 - Teacher consistently implements marginal teacher practices at best and students typically underperform on year-end tests.
 - Accustomed to receiving highest marks in all categories.
 - Liked by most parents and doesn’t bring student/parent problems to principal. Principal receives a few parent complaints each year, but nothing significant.
 - Teacher is the association rep for the school and has influence among many teachers.
 - Teacher has been confrontational in the past and typically does not respond well to feedback. Resists change.
 - Teacher brings in a lot of documentation to show proficiency in the areas the principal has marked as ‘minimally effective, even after multiple observations.’
 - Principal has marked ‘Not Effective’ in two areas.
3. 6th Year Teacher
 - Teacher consistently implements poor teacher practices and students underperform on year-end tests.
 - Accustomed to receiving average rankings on evaluation.
 - Parents are not happy with teacher and principal receives many complaints each year from parents.
 - Teacher is a member of the association.
 - Teacher is easy to get along with and accepts feedback graciously. However, she rarely acts on the feedback to make changes to her practice.
 - Teacher brings in documentation to show proficiency in multiple areas but the documentation does not align with the areas she purports.
 - Principal has marked ‘Not Effective’ in nine areas, ‘Minimally Effective’ in eight others, and “Effective” in only five areas. She did not receive a “Highly Effective” ranking.
 - Principal is faced with the reality that this teacher needs to be placed on a Plan of Assistance, according to district policy and procedures.