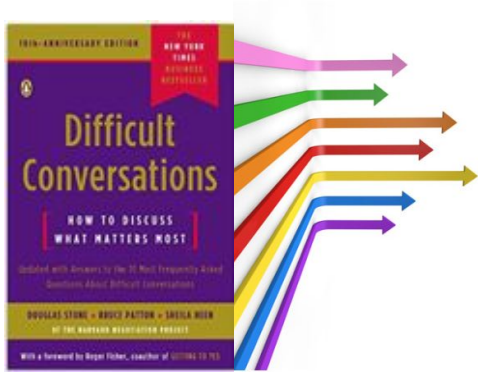
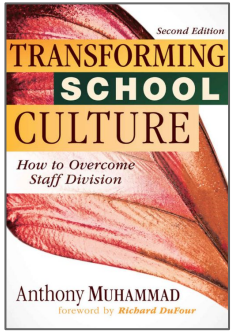
How do we truly make a difference using difficult conversations and systematic change?

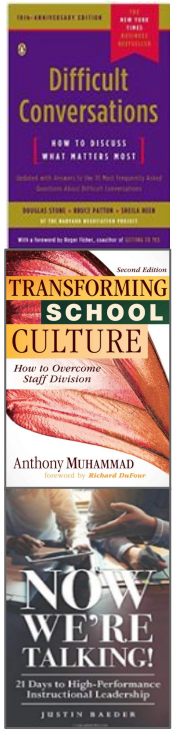
Dr. Sara Dail
Sterling Public Schools

How do we truly make a difference using difficult conversations and systematic change?





How do we truly make a difference?



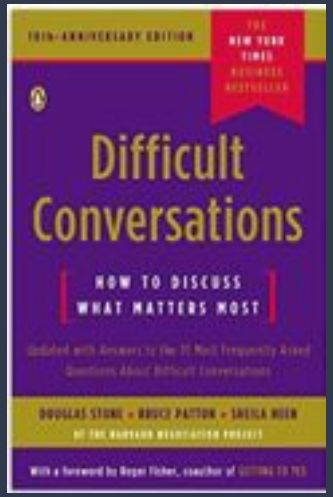
1. Identify what makes some conversations difficult and how to handle them.

2. Determine what change needs to be made and ensure you can sustain it.

3. Properly prepare your staff for the change and adequately monitor the progress.

“We believe a major reason change efforts so often fail is that successful implementation eventually requires people to have difficult conversations – and they are not prepared to manage them skillfully.”

-Stone, Heen, Patton



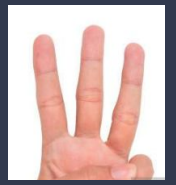
Can you think of a conversation you have had professionally or personally that *didn't* go as you planned?

Why didn't it go well?

I have a solution for you...

Give them a high five!

Every Difficult Conversation has Types of Conversations



What Happened Conversation

Feelings Conversation

Identity Conversation

The “WHAT HAPPENED” Conversation!

It’s **NOT** about…

- The *facts*
- What’s *true*
- What the contract *states*

It **IS** about…

- The *perceptions*
- What’s *important*
- What the contract *means*

“Talking about blame distracts us from exploring why things went wrong and how we might correct this going forward. Understanding the contribution system allows us to learn about the real cause of the problem and work on correcting it.”

Contribution is not always 50-50, but there is usually some contribution to a problem from both parties.

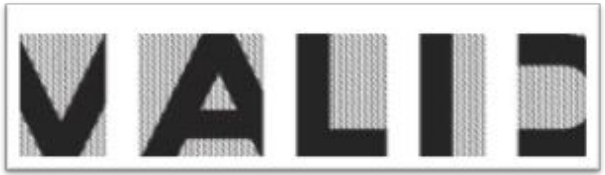
<u>The Truth Assumption:</u>
I am right, you are wrong!

<u>The Intention Assumption</u>:
I <u>assume</u> I know the other person’s intentions !

<u>The Blame Frame</u>:
We <u>assume</u> the other person is to blame!

The “FEELINGS” Conversation!

- Are my feelings…



appropriate

- Is the other person…

Should I tell them how I feel?

The "FEELINGS" Conversation!

We don't cry or lose our temper because we express our feelings too often, but because we express them too rarely.

#resultscouldbemessy

Difficult conversations do not just

involve

feelings, they are at their very core

ABOUT

feelings!

"Engaging in a difficult conversation *without talking* about feelings is like staging an opera without the music. You'll get the plot but miss the point."

-Douglas Stone
-Bruce Patton
-Sheila Heen

The “IDENTITY” Conversation!

- What does it say about you? Does it make you look…

OR

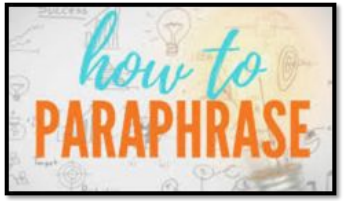
- Like a…

OR

- Will this impact my…

Tips to Success

- The Third Story:
  - Try and look at the situation from the perspective of a third party.



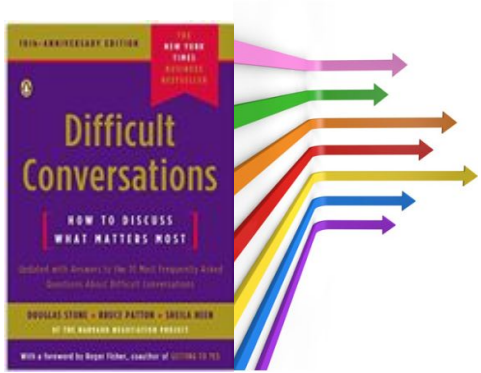
- Paraphrase:
  - During the conversation, paraphrase what they are saying so they feel heard.

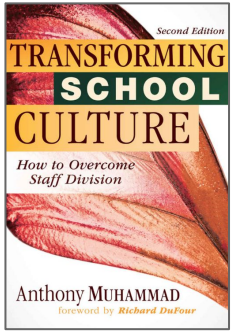
- Open Ended Questions:
  - By asking open ended questions, they may respond in a way that helps you understand their true concern or rationale.

... Try REFRAMING

If they DERAIL the conversation...	Respond by...
… by attacking what happened, the truth	...discussing how there are <u>different perspectives, stories, details</u> that were presented and explore the similarities and differences.
… by accusing	...discussing intentions and impact
… by blaming	...discussing the contributions of all parties involved
… by making judgements	….discussing any feelings behind the situation
… by implying something is wrong with you	...ask what's going on with them

How do we truly make a difference using difficult conversations and systematic change?

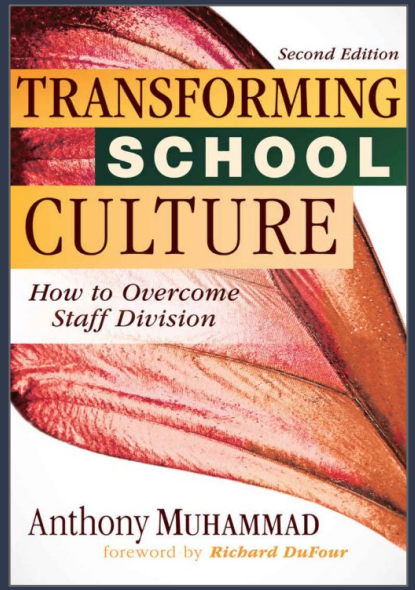




CULTURE is more than CLIMATE!

How we behave!

How we feel!



Culture IS...

Teaching Practices
Teacher Clarity
Growth Mindset
Norms, Values, Beliefs
The "persona" of the school

"Culture is shaped by the worst behavior a leader is willing to tolerate." - Whittaker

"We can't do a product recall, we have one chance to make a difference for a student." - Muhammad

"Everyone loves improvement, but do not love the change it takes to get there. Likewise, Everyone wants a beach body but..." - Muhammad

"Insanity is doing the same thing over and over again and expecting a different result." -Einstein

Why Instructional Coaches?

Technical Change

SEED

Non-human Components
(Curriculum, schedules, structures)

ELA Curriculum
Math Curriculum
Assessment System

"Schools tend to focus heavily on technical changes and spend little time on cultural changes and teacher practice."

Cultural Change

SOIL & FERTILIZER

Teacher Practice
(Belief systems, attitudes, habits, paradigms, behaviors)

Instructional Coaches
Visible Learning

Visible Learning

Tiered Support based on teacher needs.

Evaluation Data	
NI	96
U	2

"They are trying to hug their students into literacy."

Relationships
Rigor/Content

High Will
Low Skill

Low Will
High Skill

Relationships
Rigor/Content

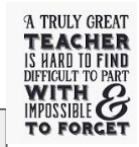
"Hunger Games Elementary, Survival of the Fittest."

High Will
High Skill

Relationships
Rigor/Content

Low Will
Low Skill

Relationships
Rigor/Content



Types of Staff

Why do educators, above all other professionals, resist change?

A TEACHER

- Are teaching in a system that benefited them professionally.
- The average educator was a good student.
- Have been in the setting of their profession since they were 5 years old or younger!

A DOCTOR

MOST INFLUENTIAL

Believers

- Object: Success for every student
- Intrinsically motivated
- Personal connections
- Believes all students can learn
- Honest, open communication
- Involvement of decision making

"tweener"

- Object: To find comfort
- Loose connection with school and community
- Enthusiastic nature
- High mobility if not satisfied
- Highly impressionable

- Object: Control
- Opposition to change
- The Old contract vs the New contract
- Emotional vs. Rational
- The three D's (*defamation, disruption, distraction)*
- They **OWN** your informal culture!

- Object: To survive
- Flight response
- Student bargaining
- Stress and pressure
- A teacher we often reassign to a less challenging assignment

FUNDAMENTALISTS

MOST INFLUENTIAL

SURVIVORS

What can I do?

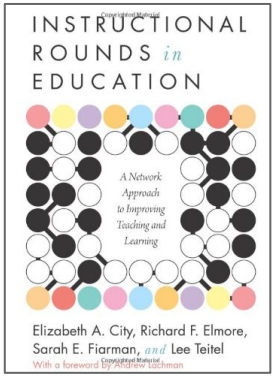
Get the Fundamentalists to "drop their tools!"

Level #1 Fundamentalist	People persist when they are given no clear reason to change. COMMUNICATION
Level #2 Fundamentalist	People persist when they don't trust the person who tells them to change. TRUST
Level #3 Fundamentalist	People may keep their familiar tools in frightening situations because an unfamiliar alternative is even more frightening. BUILD CAPACITY
Level #4 Fundamentalist	People may refuse to change because change may mean admitting failure. Results-oriented COURAGEOUS

What can I do?

- *Develop a system-wide focus on learning*
- Celebrate successes
- **Create systems of support for Tweeners**
- Removing the walks of isolation
- ***Providing intensive professional development***
- Implementing skillful leadership and focus

Speaking of change…



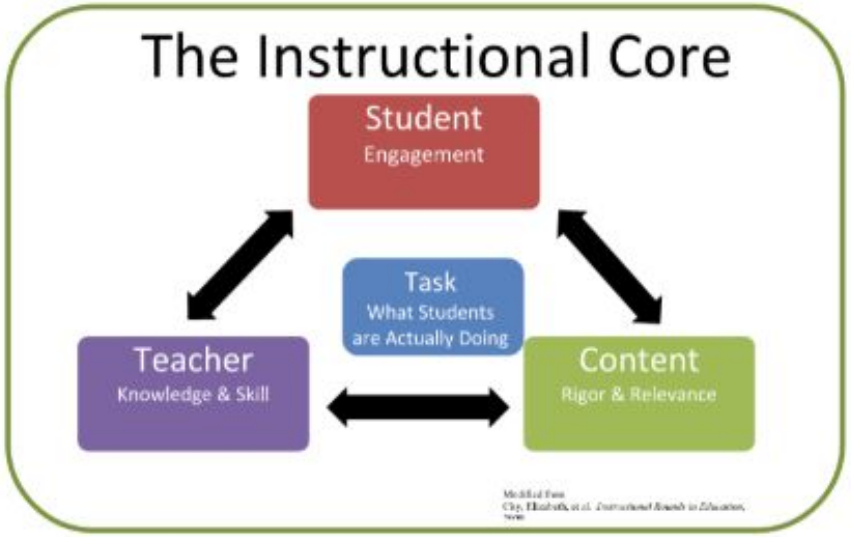
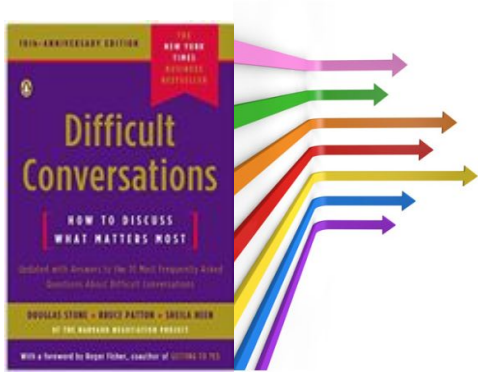
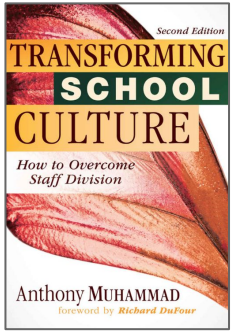


FIGURE 1.2 SEVEN PRINCIPLES OF THE INSTRUCTIONAL CORE

1. Increases in student learning occur only as a consequence of improvements in the level of content, teachers' knowledge and skill, and student engagement.
2. If you change any single element of the instructional core, you have to change the other two.
3. If you can't see it in the core, it's not there.
4. Task predicts performance.
5. The real accountability system is in the tasks that students are asked to do.
6. We learn to do the work by doing the work, *not* by telling other people to do the work, *not* by having done the work at some time in the past, and *not* by hiring experts who can act as proxies for our knowledge about how to do the work.
7. Description before analysis, analysis before prediction, prediction before evaluation.

How do we truly make a difference using difficult conversations and systematic change?





We've made the change, now, how do we ensure implementation and monitor progress?

INSTRUCTIONAL LEADERSHIP CHALLENGE

THE PRINCIPAL CENTER NAVIGATOR

High-Performance Instructional Leadership™ Roadmap

Stage	Productivity	Walkthroughs	Conversations	Framework	500 Classrooms	High-Performance Instructional Leadership
Focus	Get Current!	Get Into Classrooms!	Get Into Feedback Conversations!	Get Aligned & Specific!	Get Consistent & Impactful!	Get Strategic!
Level 1	I'm overwhelmed and can't even think about getting into classrooms	I rarely get into classrooms for informal visits, and do only the minimum required formal observations	I give teachers feedback only in the annual evaluation process or when I see something out of the ordinary	I evaluate teachers as satisfactory or unsatisfactory based on my professional judgment	I'm afraid to visit classrooms because I don't know what I'll see, and neither teachers nor students expect to see me	I know only what I see during formal observations, and don't have any sense of teachers' typical practice or how it relates to our school's goals or strategic plan
Level 2	I'm keeping my head above water, but can't get into classrooms consistently	I get into classrooms a few times a week, but I'm inconsistent and don't make it around to everyone	I give teachers written feedback from my informal visits, without having a conversation	I evaluate teachers according to a leveled rubric based on the evidence I've collected	I get into classrooms as I'm able, but I'm often thrown off-track by having to deal with unpleasant surprises; my visits catch teachers and students off-guard	I have a general sense of each teacher's practice, but am unclear how it relates to our school's goals and strategic plan
Level 3	I'm staying on top of my work so I can get into classrooms regularly	I get into three classrooms a day, every day, so I see every teacher on a 2-week rotation	I share my written evidence with the teacher immediately, and have an evidence-based feedback conversation on the spot or soon after my visit	I have regular, evidence-based conversations with teachers using the language of our instructional framework	I visit three classrooms a day, every day, so teachers and students are used to seeing me, and my feedback conversations are having an impact on teacher practice	I have a good sense of each teacher's practice in specific areas and how it relates to our school's goals and strategic plan
Level 4	I have well-optimized systems to keep me organized so I can confidently get into classrooms every day, without worrying about my other work	I visit every classroom every two weeks, and rotate my visits so I see each teacher at different times of day	I differentiate my feedback conversations using the boss (directive), coach (reflective), or leader (reflexive) roles depending on each teacher's needs, always sharing my written evidence immediately	I gather evidence of teacher practice using the language of our instructional framework, and have discipline-specific conversations with each teacher	Teachers and students expect to see me in classrooms, and I can see the impact it's having on students and on teacher practice in specific areas of our instructional framework	I have a clear sense of each teacher's level of performance in specific areas of our instructional framework and how it relates to our school's goals and strategic plan, so I can identify our biggest opportunities for school improvement

Stage	Productivity
Focus	Get Current!
Level 1	I'm overwhelmed and can't even think about getting into classrooms
Level 2	I'm keeping my head above water, but can't get into classrooms consistently
Level 3	I'm staying on top of my work so I can get into classrooms regularly
Level 4	I have well-optimized systems to keep me organized so I can confidently get into classrooms every day, without worrying about my other work

MODULE 1

GET CURRENT

- ✔ Welcome to Module 1 of the Instructional Leadership Challenge!
- ✔ Creating the Bandwidth for Getting Into Classrooms
- ✔ PEEP: Managing the Work You Aren't Doing Yet with Backlogs
- ✔ Tools for Eliminating Paper Clutter
- ✔ An Empty Inbox Every Day

Helpful Tips & Tricks to Get Current

- PEEP: A Place for Everything and Everything in its Place
  - Electronic To-Do List
- Chronological File, Future File
- Next Step Stickies
- An Empty Inbox Every Day

"Give up on the idea that you're going to do everything on these lists, and start to see them merely as options, as a decision-making dashboard."

"...email serves as a to-do list or task manager for a lot of leaders, but it's not a very good one. Would you organize your to-do list by the date they occured to you?"

Stage	Walkthroughs
Focus	Get Into Classrooms!
Level 1	I rarely get into classrooms for informal visits, and do only the minimum required formal observations
Level 2	I get into classrooms a few times a week, but I'm inconsistent and don't make it around to everyone
Level 3	I get into three classrooms a day, every day, so I see every teacher on a 2-week rotation
Level 4	I visit every classroom every two weeks, and rotate my visits so I see each teacher at different times of day

MODULE 2

GET INTO CLASSROOMS

- ✔ Your First Three Cycles of Visits
- ✔ Scheduling Your Classroom Visits
- ✔ FAQ – Getting Into Classrooms

Three Phases for Getting into Classrooms

Every Classroom Challenge

a. Visit every classroom quickly, in no more than 5 school days. Just make an appearance, very brief, do not provide any feedback.

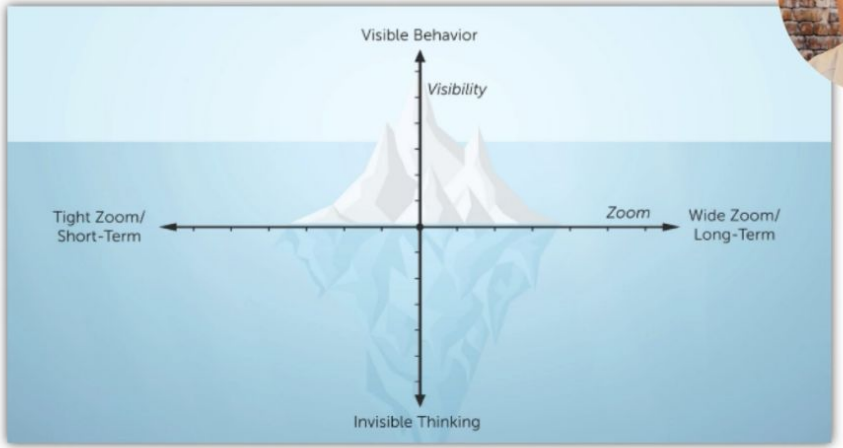
Beyond Visibility Challenge

b. Stay 5-10 minutes, attend to what's happening, no feedback, trying to build positive relationship with teacher. Follow-up with positive email of conversation.

"...use this first cycle as a chance to build relationships and make sure your presence in classrooms is a positive experience."

Three Classrooms per Day

Visibility & Zoom



TEN QUESTIONS
FOR BETTER FEEDBACK WITHOUT SUGGESTIONS

Try these structures next time you share feedback with a teacher:

1. *Context: I noticed that you [ ]...could you talk to me about how that fits within this lesson or unit?*
2. *Perception: Here's what I saw students [ ]...what were you thinking was happening at that time?*
3. *Interpretation: At one point in the lesson, it seemed like [ ] ...What was your take?*
4. *Decision: Tell me about when you [ ] ...what went into that choice?*
5. *Comparison: I noticed that students [ ] ...how did that compare with what you had expected to happen when you planned the lesson?*
6. *Antecedent: I noticed that [ ] ...could you tell me about what led up to that, perhaps in an earlier lesson?*
7. *Adjustment: I saw that [ ] ...what did you think of that, and what do you plan to do tomorrow?*
8. *Intuition: I noticed that [ ] ...how did you feel about how that went?*

BUT... WHAT IF...

… the office staff needs me?

"It's not always bad for an upset parent to have to wait a few minutes!" What do your office staff do when you are not in the building?"

… I am needed for student discipline?

" ...use your professional judgement. Is it urgent? The more you are in classrooms, the less discipline you will have."

… teachers do not want me in their room?

" Build relationships during the first three cycles. If that doesn't help...
"...you can always say, look, as an administrator, it's my job to be in classrooms, and as your supervisor, I need to know how to best support you, so I'm going to be in classrooms."

Stage	Conversations
Focus	Get Into Feedback Conversations!
Level 1	I give teachers feedback only in the annual evaluation process or when I see something out of the ordinary
Level 2	I give teachers written feedback from my informal visits, without having a conversation
Level 3	I share my written evidence with the teacher immediately, and have an evidence-based feedback conversation on the spot or soon after my visit
Level 4	I differentiate my feedback conversations using the boss (directive), coach (reflective), or leader (reflexive) roles depending on each teacher's needs, always sharing my written evidence immediately

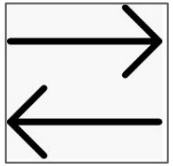
MODULE 3

GET INTO FEEDBACK CONVERSATIONS

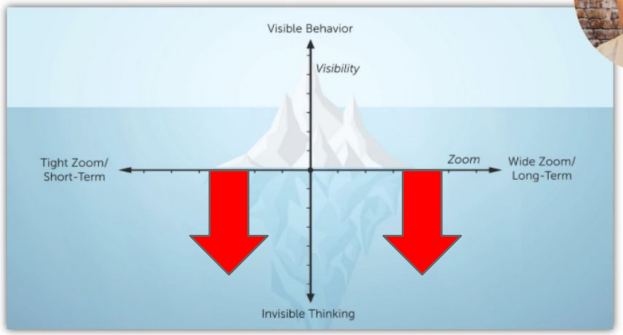
Directive Feedback

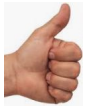
Reflective Feedback

Reflexive Feedback



Visibility & Zoom





Stage	Framework
Focus	Get Aligned & Specific!
Level 1	I evaluate teachers as satisfactory or unsatisfactory based on my professional judgment
Level 2	I evaluate teachers according to a leveled rubric based on the evidence I've collected
Level 3	I have regular, evidence-based conversations with teachers using the language of our instructional framework
Level 4	I gather evidence of teacher practice using the language of our instructional framework, and have discipline-specific conversations with each teacher

MODULE 4

GET ALIGNED & SPECIFIC

✔ Get Aligned & Specific

Sterling Public Schools

Formative Assessment Cover Sheet

Name: School: Date:

Key: E - Excellent P - Proficient NI - Needs Improvement U - Unsatisfactory

Domain 1				Planning and Preparation
E	P	NI	U	
				1a: Demonstrating Knowledge of Content and Pedagogy
				1b: Demonstrating Knowledge of Students
				1c: Selecting Instructional Outcomes
				1d: Demonstrating Knowledge of Resources
				1e: Designing Coherent Instruction
				1f: Designing Students Assessment

Domain 2				The Classroom Environment
E	P	NI	U	
				2a: Creating an Environment of Respect and Rapport
				2b: Establishing a Culture for Learning
				2c: Managing Classroom Procedures
				2d: Managing Student Behavior
				2e: Organizing Physical Space

Domain 4				Professional Responsibilities
E	P	NI	U	
				4a: Reflecting on Teaching
				4b: Maintaining Accurate Records
				4c: Communicating with Families
				4d: Participating in a Professional Community
				4e: Growing and Developing Professionally
				4f: Showing Professionalism

Domain 3				Instruction
E	P	NI	U	
				3a: Communicating with Students
				3b: Using Questioning and Discussion Techniques
				3c: Engaging Students in Learning
				3d: Using Assessment in Instruction
				3e: Demonstrating Flexibility and Being Responsiveness

Why Instructional Coaches?

Technical Change

SEED

Non-human Components
(Curriculum, schedules, structures)

ELA Curriculum
Math Curriculum
Assessment System

"Schools tend to focus heavily on technical changes and spend little time on cultural changes and teacher practice."

Cultural Change

SOIL & FERTILIZER

Teacher Practice
(Belief systems, attitudes, habits, paradigms, behaviors)

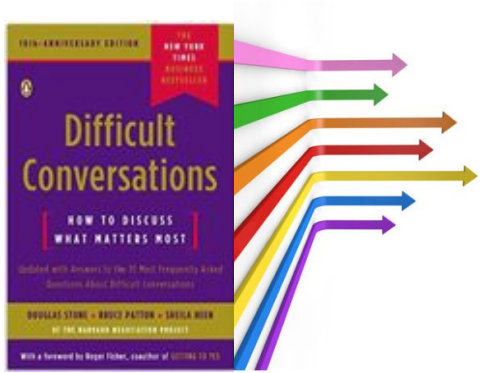
Instructional Coaches
Visible Learning

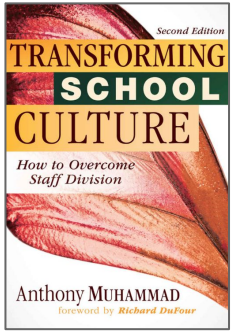
Visible Learning

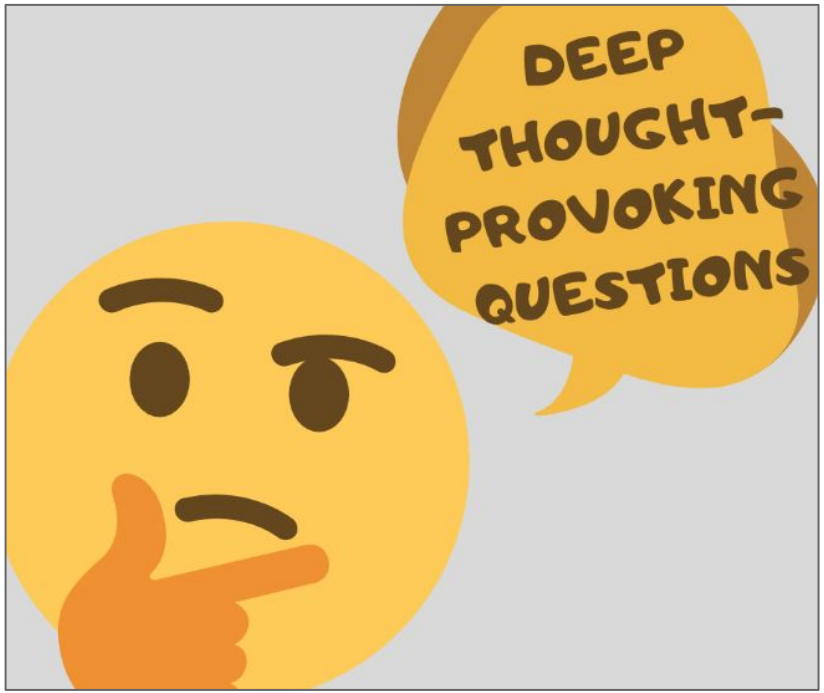
Tiered Support based on teacher needs.

Evaluation Data	
NI	96
U	2

How do we truly make a difference using difficult conversations and systematic change?







Sterling Public Schools
Where kids achieve!

Dr. Sara Dail
Assistant Superintendent

Email: sdail@sps5.org
Website: www.sterlingpublicschools.org
410 East LeFevre
Sterling, IL 61081
Phone: 815.626.5050
Fax: 815.622.4156