PART 4: Coaching Resistors

Objectives:

* 1. Participants will rate the attributes they rely on as a coach.
  2. Participants will explain in writing the Concerns-Based Adoption Model.
  3. Participants will identify and explain in writing possible reasons for behaviors of resistors.
  4. Participants will write a script for maintaining positive intent.
  5. Participants will explain in writing possible strategies for dealing with resistors.
  6. Participants will write and role-play strategies for dealing with resistors.
  7. Participants will write and role-play Crucial Conversations.
  8. Participants will explain in writing their application of strategies when dealing with resistors.
  9. Participants will explain to a partner the purpose and appropriate situation for delivering a directive.

4.1 Introduction

From *Leading Change in Your School, How to Conquer Myths, Build Commitment, and Get Results*

Reeves (2009)

…Two differing definitions of the coach’s role seem to predominate in the literature. In one version, the coach is a cross between a bar-stool buddy and a therapist – a person with whom you can blow off steam and a trusted ally who will give you support when the world around you seems hypercritical. The focus of this coaching role is on the short-term emotional needs of the leader or the coach rather than the performance needs of the school or the district.

If the prospective coach insists that the person, rather than the school or district, is the coach’s only client, then it is a red flag that the personal self-esteem of the teacher or leader, not their performance, will be the focus of the coaching relationship. As the meta-analysis indicated, that helps neither the leader nor the organization.

The second version of coaching focuses exclusively on individual and organizational performance. With a clear protocol that considers the evidence of current practice and results compared with the necessary results, performance coaching includes a focused exploration of a learning agenda, experimentation with new leadership strategies, feedback on effectiveness, and a relentless comparison of the present to the ideal state (Boyatzis and McKee, 2005).

Effective coaching focuses on changing performance…and the creation of a learning and performance agenda. Educators and administrators have typically received thousands of hours of formal education and professional development, but there remains an enormous “knowing-doing” gap (Pfeffer and Sutton, 2000) that will not be bridged by yet another seminar, book or speech. Only with a clear commitment to link learning with individual performance can a coaching relationship succeed.

The third requirement for successful coaching is feedback that is specific, accurate, and timely. Goleman, Boyatzis, and McKee (2002) make clear that feedback of this sort is the missing element in most leadership encounters, and my own research in the principal and superintendent evaluations (Reeves, 2004c) confirms that the lack of specific, accurate, and timely feedback also plagues educational leaders.”

**Rate yourself. Which attributes do you rely on most as a coach?**

**Skill Expertise 🞄 Know-how**

**Authority**

**Personal Charm 🞄 Friendship Popularity 🞄 Personality**

4.2 Concerns-Based Adoption Model

**Concerns-Based Adoption Model (CBAM) of Change**

Adapted from Sweeney (2003) and Loucks-Horsley (1996)

The Concerns-Based Adoption Model (CBAM) is a research-based model which describes how people develop as they learn and implement an innovation or change and the stages of that change process. Actually, the CBAM is a complex, multi-part system, of which the "Stages of Concern" is but one part.

The concerns model identifies and provides ways to assess seven stages of concern, which are displayed on the following page. These stages have major implications for coaching. The stages define human learning and development, during which a person's focus or concern shifts in rather predictable ways. To understand this process, start at the bottom of the graphic on the following page with "awareness" and read up each level.

Coaches and administrators who know and use the concerns model, design experiences for educators that take into account the questions educators are asking and when they are asking them. Learning experiences evolve over time, take place in different settings, rely on varying degrees of external expertise, and change with participant needs. Learning experiences for different role groups vary in who provides them, what information they share, and how they are asked to engage.

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| Why Do Coaches Need to Know About CBAM or the Change Process? The strength of the concerns model is in its reminder to pay attention to individuals and their various needs for information and assistance while you are coaching them. Coaches need to know that adults’ questions and needs change as they move through implementing a change in practice.  Often, what looks like questioning or resistance to coaching is simply an adults’ reflection of where they are in the change process. |

**Activity: See the CBAM Stages of Concern graphic on the following page. List the questions adults might ask that reveal their level of concern. The first two levels have example questions. Think of as many questions as you can for each level.**

|  |  |
| --- | --- |
| **CBAM Stages of Concern** | **Question Indicators** |
| Refocusing  Concern about improving initial concept |  |
| Collaboration  Concern about impact on others |  |
| Consequence  Concern about results |  |
| Management  Concern about organizing |  |
| Personal  Concern about individual impact |  |
| Information  Concern about basic knowledge: who,  what, how, when, etc. | How does it work? |
| Awareness  No concern | Aren’t we doing this already? |

4.3 Recognizing Possible Reasons for Resistor Behaviors

Dealing with Resistors

Adapted from Garmston (2005), Divinyi (2002), and Bailey (2000)

**Activity: In the T chart, list behaviors of colleagues that make you feel angry or annoyed. Also list three**

**circumstances surrounding the behavior; what is going on when this happens? Discuss your list with a**

**partner.**

Behavior Circumstance

|  |  |
| --- | --- |
| Example:  *Teacher constantly talks during meetings* | *No matter whom she sits beside, no matter what activity I’m leading, this one teacher constantly has side conversations while I’m training or leading a meeting.* |

Engaging in a side conversation – talking during a meeting

*I needed to know the last thing the presenter said and I didn’t want to interrupt her.*

*I thought of something funny to say and couldn’t keep it in because the meeting was so boring.*

4.4 Maintaining Positive Intent

**Recognizing Positive Intent:**

**The First Powerful Strategy for Dealing with Resistors**

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| --- |
| Recognizing positive intent helps us \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  What you offer others \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  People are either\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  Recognizing positive intent creates teachable moments that transform resistance into cooperation.  Most people will not \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ differently until they are seen differently.  Recognizing positive intent puts us in a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for dealing with negative behaviors in others. |

**Activity: Using positive intent, write a short script for how you might deal with the following negative behaviors. The first two are done for you. In the completed examples, the positive intent is highlighted in yellow.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Behavior** | **Possible Negative Reasons for the Behavior** | **Possible Positive Reasons for the Behavior** | **Script how you might respond to this behavior…** |
| Cries during conference or meeting | Drama Queen ...Immature...  Attention-seeker | Deep feelings...cares about the work...doesn’t know to talk instead of cry at work | ***“I know you care about what we’re doing. So do I. When you cry each time we work together it slows down our progress and conversation. I need you to cry less when we’re working together.”*** |
| Silent during conference or meeting | Angry...Doesn’t care about the work | Thoughtful...deep thinker…reflective | ***“This work is all about having a collegial conversation. I need for you to talk -- share your ideas and thoughts -- during our meetings and work in order for this relationship to work. I believe you have a lot of important ideas to share.”*** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Behavior** | **Possible Negative Reasons for the Behavior** | **Possible Positive Reasons for the Behavior** | **Script how you might respond to this behavior…** |
| Verbally attacks during conference or meeting | Aggressive...mean | Has strong opinions...is a leader...is thinking and talking about our work |  |
| Avoids conference or meeting | Passive aggressive | Busy with school work...didn’t hear or understand the need to attend meeting |  |
| “*Yes, but \_\_\_\_\_.”* Always disagrees with me – publicly or privately. | Saboteur...wants to control me or the work | Analytical...looks for alternatives |  |
| Other: |  |  |  |
| Other: |  |  |  |

## 

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| --- | --- | --- | --- | --- |
| Strategies for Dealing with Resistors | | | | |
| Strategy | Looks Like | Sounds Like | | |
| **Try to recognize positive intent** |  | (See positive intent above.) | | |
| **Find areas of agreement** |  | “You and I are both concerned about how these kids learn.” | | |
| **Ask for Help** |  | “How can I best help you master instructional scaffolding so I can see it consistently in your classroom?” | | |
| **Ask to Solve Problem** |  | “Do you want help solving that problem or are you just sharing information?” | | |
| **Tie their comments back to your objective** |  | “You’re right; kids don’t often retain all that we teach them year to year. That is why our work on instructional strategies during this training is so important.” | | |
| **Dignify Differences** |  | “That philosophy is a different one from this one. Both certainly have their place in education. Right now, we’re focused on \_\_\_\_\_\_\_\_\_\_\_\_.” | | |
| **Try another example** | Illustrating your point, instead of telling it. Doing a student-teacher role play with the teacher, instead of describing a scenario. | “Let me draw a diagram of what it would look like if your classroom was set up with stations and an open snack area instead of what we see now.” | | |
| Strategies for Dealing with Resistors | | | | |
| Strategy | Looks Like | Sounds Like | | |
| **Name the Elephant** |  | “It sounds to me like everyone is thinking, but not saying, that these kids can’t reach these goals. Am I wrong here?...So you think poor children cannot learn this skill and show it on a test.” | | |
| **Offer Help** |  | “Can I offer some scripts for promoting social problem solving with the children?” | | |
| **Slow and Soft** |  | I slow my speech and lower my pitch. |
| **Recognizes Others’ Expertise** |  | “What ideas do you have to offer…You’re very experienced, what have you done in the past to face a similar problem?” |
| **Admit Errors** |  | “I made a mistake…You know what, you’re right; I did that incorrectly.” |
| **Say, “Thanks…”** |  | “Thanks for correcting me; that’s why two heads are better than one…Thanks for bringing up that issue; we’ll put it on the agenda for our next meeting.” |
| **Step or Lean Forward** | You *gently*, step or lean forward. |  |
| **Sit** | Pull out a chair and point to sit. | “Let’s sit and talk about this…My feet are tired; let’s sit.” |
| **First Name** |  | “\_\_\_\_\_\_\_, here is what I heard you say…” | | |
| Strategies for Dealing with Resistors | | | | |
| Strategy | Looks Like | Sounds Like | | |
| **Reflect and Redirect** |  | (Reflect) “You’re upset that you have to implement this program. (Redirect) Now, do you want to start with the observation protocols or the video samples?” (Try to offer two simple, positive choices.) | | |
| **Set Norms** | Norms are posted. | “For our coaching conversations, we’re going to avoid discussing district politics…the administrators…the parents.” | | |
| **Refer to the data --**  **Make the script the third person in the conversation** | Showing the highlighted behavior in your handwritten script. Or, hold the script to the side instead between you and the teacher. | “Actually you did that three times. Here it is in the script…Here is what you said when the student answered…Look at this: how can we fix this?” | | |
| **Refer Back to Their Concerns** |  | “Remember what Carrie said earlier about special needs kids? This relates directly to what we are talking about now.” | | |
| **Simply Acknowledge** | Pausing. Nodding. | “You think it is unfair that your schedule was changed without your input. (Pause. Nod.) Now, I’m going to review our objective for today.” | | |
| **Agree With What You Can** |  | “I agree; I wish the program had handled the implementation of the intervention program differently as well. Let’s take a look at the task at hand.” | | |
| **Feel, Felt, Found** |  | “You feel \_\_\_\_\_\_\_. I felt the same way when \_\_\_\_\_\_\_\_\_\_\_\_. I found \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.” | | |
| Strategies for Dealing with Resistors | | | | |
| Strategy | Looks Like | Sounds Like | | |
| **I don’t, I do** |  | *I don’t want* you to think I’m being critical of everything you are doing. *I do want* you to realize that I expect you to use the strategies we are learning. | |
| **Wait. Listen** | Pausing. Not rushing to supply an answer or response. | “I’m not going to respond to that right now…I’ll get back to you later regarding what I think about what you just said…Hmm, I’m going to think on that comment.” | | |
| **Change Prepositions** |  | “Instead of talking *about* \_\_\_\_\_, why don’t we talk *to* her? Instead of complaining *about* the department, let’s talk *to* them?” | | |
| **Re-establish Contact** | *After a conflict,* move close to or go visit the person.  Physically move toward the person, check their work, listen to their conversation – use proximity. | “I’m glad you brought up that issue. It gave me another opportunity to explain what I was trying to show the group.” | | |
| **Use As A Helper** | *After a conflict,* find something that person can do to help YOU. | “Will you pass out these handouts to the group…Can you hang these charts for me…will you be our note-taker for the meeting?” | | |

4.6 Role Play and Practice

**Activity: With a partner, review the scenarios. Note strategies to use for dealing with each scenario.**

**Use “Strategies for Dealing with Resistors.” Write down exactly what you would say. Be prepared to**

**share your written responses.**

# **Scenario 1**

You observed and coached a teacher three times, and each time she does not incorporate student engagement in her lesson. You share the most current observation data her, and she states, “There needs to be silence in the classroom often times. There needs to be time for them to just sit and read. They are not reading at home! No matter what you say, I think my kids are learning just fine. And, don’t quote research; you can prove *anything* with research.”

**What do you do and what do you say?**

**Scenario 2**

During a grade level meeting, you are sharing the idea of literacy stations as a way to differentiate, so interventions and extensions can be part of the 90 minute reading block time. After sharing some ideas for stations, the teachers look at you, and say, “We don’t have time for this; we’re doing all we can right now, and you want us to do more?!” There are lots of nodding heads and agreements for the group. One of the teachers starts to cry.

**What do you do and what do you say?**

# **Scenario 3**

While presenting to the English department in an after school workshop on vocabulary instruction; you notice one of the teachers is grading papers, doesn’t make eye contact with you, doesn’t respond chorally with the rest of the group, and is not taking notes when you asked everyone to do so.

**What do you do and what do you say?**

4.7 Crucial Conversations

**Crucial Conversations:**

**The Second Powerful Strategy for Dealing with Resistors**

In their book *Crucial Conversations,* Patterson et al. (2002) describe tools for talking during high stakes conversations. Instructional coaches and school leaders often engage in conversations the results of which are critical to student learning and teacher effectiveness. Occasionally, these conversations pose challenges due to difficult situations and/or personalities. Using the tools suggested in the book as presented in this section will allow school leaders to structure the conversations so that they will have the optimal outcome with as little distress as possible.

|  |  |
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| A Crucial Conversation | |
| What it is? | What it’s not? |

**Planning a Crucial Conversation**

|  |
| --- |
| **Mutual Purpose:**  **Mutual Respect:** |

|  |  |
| --- | --- |
| Five Skills To Facilitate Dialogue  **(STATE)** | |
| **Skill** | **This Means…** |
| **S**tate the facts |  |
| Tell the details |  |
| Ask for a point of view |  |
| Talk with respect and maintain dignity |  |
| Encourage participation |  |

# Partner read Scenario 1 and the table.

# **Crucial Conversation Scenario 1**

This teacher teaches at the intermediate level and has taught at the same school for 20 years. He is the most senior teacher on staff. A parent of one his students is a school board member. You have observed this teacher several times, and each time the teacher does not have his students academically engaged. He continues to give information without any involvement of the students, and he continues to call on one student at a time. You have just shared the most current observation data with the teacher, and he states, “I don’t believe in this idea of student engagement, and no matter what you say, I know my kids are learning!”

|  |  |
| --- | --- |
| Distinct Skills To Facilitate Dialogue  **(STATE)** | |
| **Skill** | **How I will use the skill** |
| **State the facts** | Refer to the definition of Student Engagement to establish common vocabulary and use the scripts to relay data. I will also refer to the school or district’s goal in this area. |
| Tell the details | Use the scripts to play back the lesson and talk about specific students and their behaviors. |
| Ask for a point of view | Question to find out how he responds to the data. Listen patiently, but not be tolerant of inappropriate behaviors—using his word to help build a mutual goal of improving student achievement. |
| Talk with respect and maintain dignity | Explain the changing view of student engagement and recognize that some of his teaching methods have been successful in the past, but really concentrate on the students and their behaviors and achievement. |
| Encourage participation | After teaching him several engagement techniques, ask him to either select one to use or to offer one of his own. |

**Actvity: With a partner select either Scenario 2 or 3 and fill in the column “How I will use the**

**skill…” for each STATE skill. Record your responses in the space provided.**

### Crucial Conversation Scenario 2

This grade level has worked together for several years. The school site is in the third year of school improvement. The principal has the support of his superintendent and has provided numerous workshops focusing on effective instructional practices. During a grade level meeting, you share the following walk-through data: 4 out of 7 teachers display the standard or objective; 2 out of the 7 teachers refer to the standard or objective during the learning. As the principal continues to share the data, a teacher takes it upon herself to share the following: “Why must we refer to the standard or objective of the learning! It is not natural to me and we feel that this is useless!”

Background information:

* Grade level has worked together for several years.
* School site is in the third year of school improvement.
* Principal has provided numerous workshops focusing on effective instructional practices.
* During a grade level meeting, walk-through shows: 4 out of 7 teachers display the standard or objective; 2 out of 7 teachers refer to the standard or objective during the learning.

**Crucial Conversation Scenario 3**

This teacher teaches at the secondary level. This is a second career for this teacher; he is retired from the military. This is his first year teaching. He is teaching with other teachers who have been teaching for five years together at the school. The other three teachers have welcomed the new teacher and shared many ideas and strategies, however he is somewhat abrasive with adults. You have observed this teacher two times. Both times classroom management prevented the teacher from teaching any content, and he has been somewhat sarcastic with the students. You have given specific feedback to the teacher. Each time the teacher has been argumentative, defensive, and blames the students’ inappropriate behavior on the students’ background, lack of parental support, and lack of strong administrative support.

Background information:

* Teachers on his team have been teaching together for 5 years.
* Teachers have welcomed him, sharing ideas and strategies.
* He is somewhat abrasive with adults
* Both times you have observed this teacher, classroom management prevented him from teaching any content and he has been somewhat sarcastic with the students.
* When giving specific feedback to the teacher, he has been argumentative, defensive, and blames the students’ inappropriate behavior on the students’ background, lack of parental support, and lack of strong administrative support.

|  |  |
| --- | --- |
| Five Skills To Facilitate Dialogue  **(STATE)** | |
| **Skill** | **How I will use the skill…** |
| **S**tate the facts |  |
| Tell the details |  |
| Ask for a point of view |  |
| Talk with respect and maintain dignity |  |
| Encourage participation |  |

|  |  |
| --- | --- |
| Move to Action or Conclusion | |
| **Action** | **This means….** |
| Who |  |
| Make the task/s crystal-clear |  |
| When, with a follow-up time |  |
| Record commitments and follow them up |  |
| Hold people accountable to their assigned task/s |  |

* 1. Application of Dealing With Resistors

**Activity: Review strategies you have learned from Dealing Resistors. List specific strategies you**

**would use with each challenging personality you might encounter while coaching. The first two are**

**started for you.**

|  |  |  |
| --- | --- | --- |
| **The Avoider**  **Ignores the Process** | an00607_ | **• Positive Intent**  **• Offer Help**  **• I don’t, I do**  **• Use As A Helper** |
| **The Attacker**  **Tries to verbally intimidate** | j0424130 | **• Lower Voice**  **• Ask to sit** |
| **Know-It-All**  **Disagrees with validity of benefits** | an04045_ |  |
| **Slow Mover**  **Delays implementation** | j0238187 |  |
| **The Resister**  **Fails to completely or accurately comprehend requirement** | j0140581 |  |

# 4.9 Delivering a Directive

# **Directing Immediate Implementation of an Element**

# **for Supervisors Only**

# Fullan (2003)

# In complex societies, producing and sustaining a vital public school system is a tall order. Let me state at the outset that you cannot do this without a dedicated, highly competent teaching force -- teachers in numbers, working together for the continuous betterment of the schools. And you cannot get teachers working like this without leaders at all levels guiding and supporting the process. The principal’s role is pivotal in this equation. Fullan (2003)

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| **Definition of Directing Immediate Implementation of an Element:** *Directing Immediate Implementation of an Element* is a conversation format to communicate that immediate change in teacher behavior is not optional. The Intervention Message must be communicated in a timely manner.**Rationale for Directing Immediate Implementation of an Element:** For most teachers, the coaching messages provide the guidance and support necessary to change teaching practices. However, some teachers are unwilling or unable to make necessary instructional changes after a series of coaching messages. A different approach is needed when coaching alone does not work. *Directing Immediate Implementation of an Element* is one approach to use when coaching alone is not changing teacher practice. **What *Directing Immediate Implementation of an Element* Is Not:** It is not a coaching message and it is not recommended for coaches who are not supervisors. |

## Directing Immediate Implementation of an Element Attribute

Adapted from Sujansky (2006)

## *Demonstrates ALL of the following attributes:*

## States teacher’s name, purpose of the conference and expectation for immediate change regarding an element. (Who/What)

## Provides documentation to illustrate the negative impact on student learning. (Why)

## States attributes of element and gives examples of how to use the element. (How)

## Provides the opportunity for the teacher to ask clarifying questions. (How)

## Checks for understanding, establishes a timeline implementation and consequences if the change is not made. (When)

## TIP: The administrator needs to be clear and direct while delivering the Directing Immediate Implementation of an Element Message. Mitigating language such as “I realize you haven’t been feeling well…” or “Perhaps I’ve seen you at odd times…” should not be used. Remember, the teacher has already been taught the necessary skill or concept through the coaching messages. The effect on student learning should be the driving force of the Directing Immediate Implementation of an Element Message conference leaving no doubt that the change must be made.

## Activity: Using all 5 steps of the Directing Immediate Implementation of an Element Message, write

## out a plan for dealing with the following scenario.

**Scenario**

## A teacher has been forced to move into a new department/grade level position after 20 years of teaching. He was very bitter about the move and does not want to change his ways or work with his new team. You have insisted that he write and post grade level appropriate instructional objectives. The department/grade team actually writes entire objectives for the week at team meetings. You have modeled for the entire team how to write and post objectives. You individually coached the veteran teacher four times on how to develop and post his objectives. He is often ornery and unresponsive. He states he understands the requirement when you check for understanding and yet he only implemented what you asked for once. His colleagues complain to you that it is impossible to work with him.

|  |
| --- |
| 1.  2.  3.  4.  5. |