

# Resource C

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## *Additional Sample Scripts Step by Step*

### **SET THE TONE AND PURPOSE OF THE CONVERSATION**

- Jill, I want to talk to you about something you said yesterday at the meeting. I know your intentions were earnest, but since the impact was something I don't think you meant, we need to clear this up now before we move into the next discussion.
- Steve, something has been sitting with me all weekend, and I realize that I cannot move forward with you on this project unless I clear it up. It is important to me that I put this on the table because I want us to be able to work effectively together.
- Abby, your management style and organization have really been supportive to so many students this year as they transition into high school, and there is another aspect to teaching that I think you need to refine in order to support even more students in your classroom.
- Scott, you know your subject well and your understanding of physics is admirable. We need to talk about how you can get that understanding across to even more students than you already do.

### **GET TO THE POINT AND NAME IT PROFESSIONALLY**

- It is about meeting the needs of all learners.
- It has to do with your participation in the work group.
- It has to do with engaging the students and helping them be more enthusiastic about the content of the class.
- We need to talk about how you can get that understanding across to even more students than you already do through incorporating more active instructional strategies and monitoring into your lessons.

## **GIVE SPECIFIC EXAMPLES**

- Your comment about the students from High Point Elementary not being “ready for prime time” showed a disrespect toward them and your colleagues that worked with them, and while you did say you would provide some interventions for those students to bring them on board, the comment left others feeling insulted.
- Your getting up and taking phone calls twice during our meeting was incredibly distracting to me.
- I have noticed in the last two observations that you start the class by asking everyone to look at the white board for the warm-up and then when they are done, you move directly into the subject for the day. I have also noticed in the last hour I watched that although it was clear that students, especially Trudy, had a lot to say about their personal connection with the material, you said, “We need to get through the notes.”
- I noticed in my observation today that you lectured for 45 of the 60 minutes and that you called on only those students who raised their hands. It turned out that over 50% of your class didn’t participate in class today. This is a pattern I have seen in my other two observations as well.

## **DESCRIBE THE EFFECT OF THIS BEHAVIOR ON THE SCHOOL, COLLEAGUES, OR STUDENTS**

- We can’t all move together as a district working group if a certain segment is feeling put down.
- I felt it showed a disregard for the work of the group as if you discounted our time together and felt phone calls were more important. I, for one, don’t feel as willing to put in much work when your leaving says to me you don’t feel it is an important endeavor.
- By not offering a personal greeting to students at the beginning of class and discounting Trudy’s stories, you aren’t creating as safe an environment as you could where you and the students can bring personal aspects of themselves.
- This lack of active participation strategies doesn’t work when the students are the ones that need to demonstrate understanding of the material.

## **SHARE YOUR WILLINGNESS TO RESOLVE THE ISSUE AND HAVE A DIALOGUE AND DISCUSSION**

- It would be best if you didn’t use that comment or others like it as we talk about other schools. Does that make sense?

- Is there some way we could have you turn off the phone during the meeting or make some arrangements so it doesn't distract us? What might work?
- I know students would feel better if they were able to share and be heard by you. How do you see this situation? How can we look at it together?
- This is a critical issue in the classroom and one we need to deal with now. What are your immediate thoughts?

## THE ANNOTATED SCRIPTS IN THEIR ENTIRETY

- Jill, I want to talk to you about something you said yesterday at the meeting. I know your intentions were well-meaning, but since the impact was something I don't think you meant, I need to tell you about it now before we move into the next discussion (SETTING THE TONE). It was about meeting the needs of all learners (NAMING THE ISSUE). Your comment about the students from High Point Elementary not being "ready for prime time" showed a disrespect towards the students and your colleagues who worked with them (GIVING SPECIFIC EXAMPLES) and, while you did say you would provide some interventions for those students to bring them on board, the comment left others feeling insulted. We can't all move together as a district working group if a certain segment is feeling put down (DESCRIBING THE IMPACT). It would be best if you didn't use that comment or others like it as we talk about other schools. Does that make sense? Can you see this from their perspective? (INDICATING A WISH TO DIALOGUE.)
- Steve, something has been sitting with me all weekend and I realize that I cannot move forward with you on this project unless I talk to you about it. It is important to me that I put this on the table because I want us to be able to work effectively together (SETTING THE TONE). It has to do with your participation in the work group (NAMING THE ISSUE). Your getting up and taking phone calls twice during our meeting was incredibly distracting to me (GIVING SPECIFIC EXAMPLE). I felt it showed a disregard for the work of the group as if you discounted our time together and felt phone calls were more important. I, for one, don't feel as willing to put in much work when your leaving says to me you don't feel it is an important endeavor (DESCRIBING THE IMPACT). Is there some way we could have you turn off the phone during the meeting or make some arrangements so it doesn't distract us? What might work? (INDICATING A WISH TO DIALOGUE.)
- Abby, your management style and organization have really been supportive to so many students this year as they transition into high school, and there is another aspect to teaching that I think you need to refine in order to support even more students in your classroom (SETTING THE TONE). It has to do with engaging the students and helping them be more enthusiastic about the content of the class

(NAMING THE ISSUE). I have noticed in the last two observations that you start the class by asking everyone to look at the white board for the warm-up, and then when they are done, you move directly into the subject for the day. I have also noticed in the last hour I watched that although it was clear that students, especially Trudy, had a lot to say about their personal connection with the material, you said, “We need to get through the notes” (GIVING SPECIFIC EXAMPLE). By not offering a personal greeting to students at the beginning of class and discounting Trudy’s stories, you aren’t creating as safe an environment as you could where you and the students can bring personal aspects of themselves (DESCRIBING THE IMPACT). How do you see this situation? How can we look at it together? (INDICATING WISH FOR DIALOGUE.)

- Scott, you know your subject well and your understanding of physics is admirable (SETTING THE TONE). We need to talk about how you can get that understanding across to even more students than you already do through incorporating more active instructional strategies and monitoring into your lessons (NAMING THE ISSUE). I noticed in my observation today that you lectured for 45 of the 60 minutes and that you called on only those students who raised their hands. It turned out that over 50% of your class didn’t participate in class today. This is a pattern I have seen in my other two observations as well (GIVING SPECIFIC EXAMPLES). Students are not being provided structured opportunities to process the material in class, and this lack of active participation strategies doesn’t work when the students are the ones that need to demonstrate understanding of the material (DESCRIBING THE IMPACT). This is a critical issue in the classroom and one we need to deal with now. What are your immediate thoughts? (INDICATING A WISH TO DIALOGUE.)