


Support That Sticks

Overcoming Teacher Resistance | Strategies for Support Providers



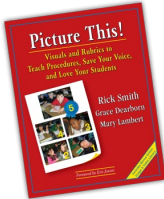


Openness is essential. If a teacher is not open to be supported, it doesn't matter how good the support is.

Confidentiality is key to creating openness and building a trusting support relationship with struggling teachers.

www.consciousteaching.com/books

*Also Available on Amazon



Picture This!
Visuals and Routines to Track Progress, Save Your Voice, and Love Your Students
Rick Smith
Grace Hamilton
Mary Lambert

Pictures, visuals, and other non-verbals for reinforcing key routines and procedures



Conscious Classroom Management
Unlocking the Secrets of Great Teaching
Rick Smith
3rd Edition

Everything you need to know in order to create safe, structured learning environments






Yeah, But What About This Kid?
Tier 3 Behavior Interventions That Work
Rick Smith
Grace Hamilton
Mary Lambert

How to succeed with your most challenging students, especially when nothing else seems to work



grace@consciousteaching.com

1

Establishing & Maintaining Rapport

- Personal Conversations
- Sharing experiences
- Give Gifts
- 3:1 Positive to Corrective Feedback
- Lighten Load

The 2 x10 Personal Conversation



**2 minutes a day
10 days in a row**

85% improvement*

Navigating Hard Coaching Conversations





**Defensive
Oblivious
Agreeable**

WHAT TO SAY NEXT WITH TEFLON TEACHERS

Keeping the Train on the Tracks

“Teflon” teachers are teachers with whom nothing sticks. Every type of support they are provided just slides right off them. These teachers are often either 1) OBLIVIOUS to the issues in their classes, 2) DEFENSIVE about the issues in their classes, or 3) AGREEABLE about the issues in their classes, but still make no change.

Below is a list of things that “Teflon” teachers commonly say and do that tend to stop or derail constructive coaching conversations. For each one, consider what the next thing is that a coach could say or do to bypass or fix the derailment and keep the conversation on its tracks and moving productively forward.

What Teflon Teachers Say/Do		What Coach Can Say/Do Next...
1.	“I’ve already tried (mentor suggestion) and it didn’t work.”	
2.	“The kids are not getting discipline at home.”	
3.	“I’m not comfortable trying (mentor suggestion) – it’s not my style/personality”	
4.	“I’m fine with what is happening in my class. I don’t see the problem.”	
5.	“The kids aren’t capable of doing (mentor suggestion).”	
6.	“This is a lot better than what I had a few months ago.”	
7.	“This has been a hard year (long personal story filled with hardship).”	
8.	“I know my class is chaotic but I don’t know what to do.”	
9.	Give one-word responses or shrug and grunt	
10.	Are silent and/or have crossed arms	
11.	Use their cell phone	
12.	Grade papers or do other work	
13.	Wander or pace	
14.	Avoid eye-contact	
15.	Cry	
16.	Yell or intimidate	

Coaching on the Redline

The Role of Candid Coaching in Teacher Support

By Steven Gering

On the dashboard of our cars are a collection of gauges that enable us to monitor the car's systems and engine. Among these gauges sits the tachometer. The tachometer monitors the engine's RPMs or revolutions per minute. Typically we ignore the tachometer, but auto racers watch it closely and especially the tachometer's redline. The redline marks the beginning of the tachometer's red zone. The red zone is the area that indicates that the engine is churning so fast that it is in danger of breaking. In auto racing, drivers push the tachometer's indicator needle as close to red zone as possible. Experienced racers know that the zone closest to the redline is where they achieve the car's maximum performance. They can even dip into the red zone for a quick burst, but they can't stay there. Staying in the red zone risks engine failure. This approach of staying as close to the red zone as possible, occasionally dipping into the red zone when needed, and then getting back to the outer edge of the red zone is known as "riding the redline."

I see effective leadership coaching similarly to "riding the redline" in racing. If I am coaching on the redline, I take a coaching stance that causes the coachee to reflect deeply about their work. If I take a stance that is too far away from the coachee's redline, the result may be a lack of depth in the reflection and waste of their time. If I overshoot the redline, the coachee may be overwhelmed and confused and may shut down. Coaching on the redline is about finding that sweet spot in coaching that provides enough coaching guidance to achieve maximum benefit, but not so much that coachees are overwhelmed and shut down. Effective leadership coaching is all about finding just the right level of coaching to maximize the coaching impact or, as the racers say, "riding the redline."

Over the years, I have utilized a number of popular leadership frameworks—cognitive coaching, balanced coaching, leadership coaching, learning focused coaching, and many others. While I learned much from my study, training, and application of these models, none of them fully captured my interpretation of effective coaching. There seemed to be something missing. As an athletic coach, there were times that I needed to be directive and commanding to get the athletes to perform in a way that they would experience a certain athletic move or play. There were also times when I would need to "shake someone up" and get their attention by being brutally direct. Neither of these two coaching moves seemed to be captured in current coaching models. It seemed to me that by not using these additional coaching stances, I was handicapped in my ability as a leadership coach. In fact, I could not get to the coaching redline in many cases without using the additional stances of candor and command. I added these moves to my coaching repertoire and have included them in this coaching continuum. By expanding the coaching repertoire to include these stances, coaches have a better opportunity to coach on the redline and develop coaches to their highest potential.

Redline coaching includes the following continuum of coaching stances: Cognitive – Collaborative – Consultant – Calibrate – Candid - Command. No stance works in isolation. Rather, the coach leverages each stance to provide the coachee what they need when they need it. Let's unpack each of the coaching stances.

Cognitive coaching – In cognitive coaching, the coach provides no scaffolding beyond the open-ended question(s) posed. The coachee is in charge of their learning and the coach's role is to listen, paraphrase, and ask questions that extend the person's thinking without bringing outside content or knowledge forward. The ideas and actions that are generated by the coachee are owned by the coachee and are not influenced by the coach. This is the highest level of reflective coaching, and it is the stance that coaches work toward during their interactions with a coachee. Regardless of where coaches start on the continuum, their goal is to get to cognitive coaching. This is coaching nirvana and where the real learning happens. Examples of coaching questions for this stance include: What is on your mind? What do you think? How might you approach this? What might be some next steps?

Collaborative coaching – This coaching stance provides an opportunity for the coach and coachee to think together. The coach works alongside the coachee to encourage a collaborative discussion. The thought partnering that happens in this discussion will likely generate some new thinking and possible actions the coachee might take. Once ideas and/or actions are identified, the coach should shift to a cognitive coaching stance and pose a question that causes the coachee to reflect on how the ideas or actions might play out. This shift to cognitive coaching is essential to ensure the actions are owned by the coachee and not the coach. Examples of coaching statement stems for collaborative coaching are: Let's think about this together. What if we look at some possible options together? Let's brainstorm some possible actions.

Consultant coaching – Consultant coaching allows for coaches to tap into their knowledge, expertise, and experiences to support and deepen the coaching conversation. In this stance, the coach strategically shares ideas, examples, and experiences that are pertinent to the situation. The idea here is not to tell the coachee what to do, but rather give some specific examples to encourage thinking and reflection. The best consultant coaching does not result in the coachee copying an idea verbatim, but instead adapting what was discussed during the coaching session to act in a way that is appropriate for the coachee's specific context. Like collaborative coaching, it is important that the coach shift coaching to either a collaborative or cognitive stance, so the coachee is able to reflect on the new idea and make it their own. Coaching stems for this stance include: Here is something I have tried... I read about a school that... My experience tells me...

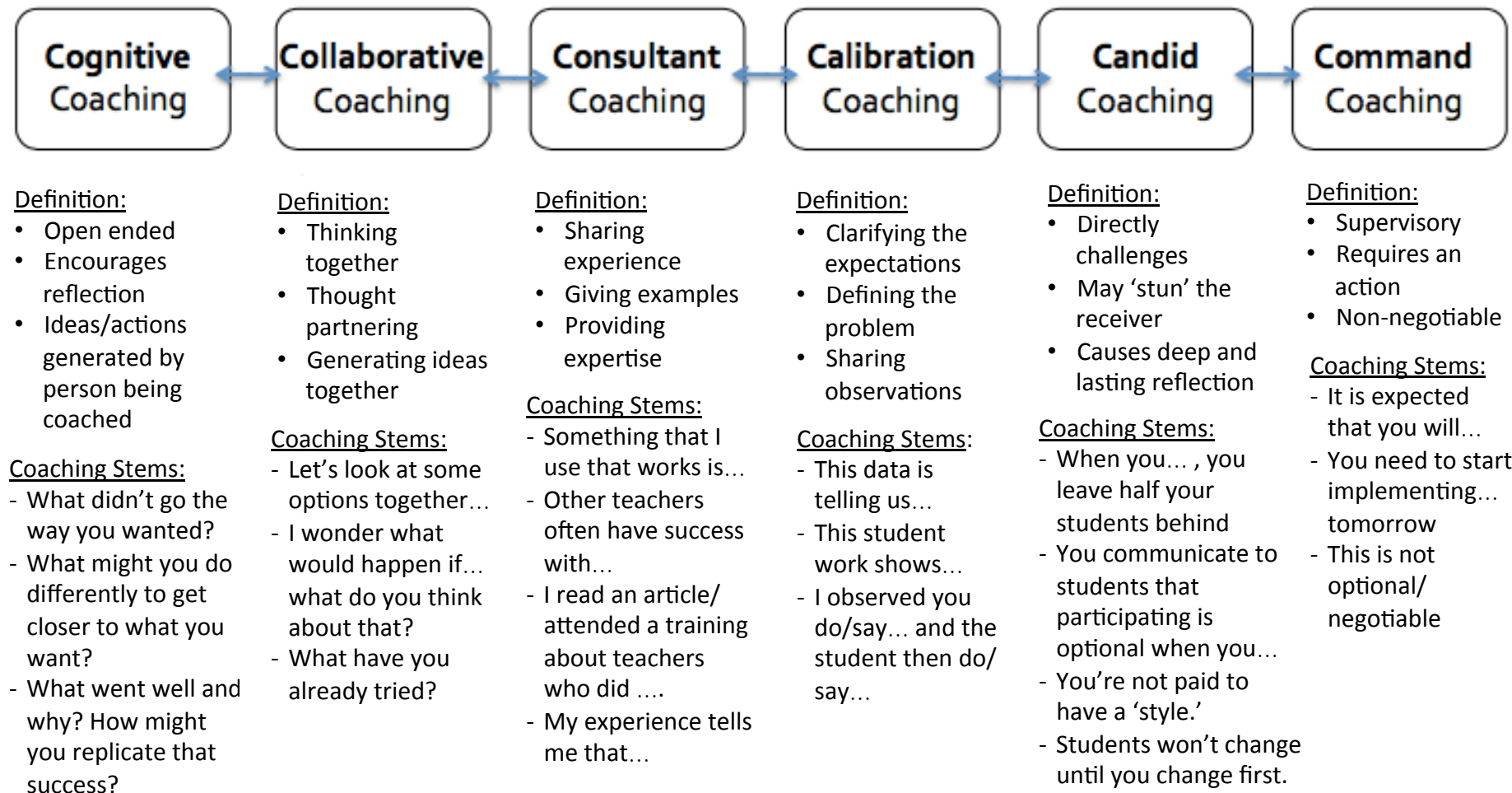
Calibration coaching – In calibration coaching, the coach uses data to help identify and clarify the issue being discussed. This stance is utilized when the person being coached does not fully appreciate or understand the relevance or use of meaningful

data. The data could be quantitative, such as student achievement scores, or qualitative in nature (e.g., coach observations of the coachee in their work role). The data are used as an artifact by the coach. The coach and coachee look at the artifact together with the coach explicitly pointing out a perspective on the data and allowing the coachee to process. Coaches should not utilize this stance as their first coaching move. It is important to first allow the coachee to reflect and explore through cognitive, collaborative, and consultant stances before moving to the calibration stance. It is tempting to skip the earlier stances in the continuum to force the issue, but doing so removes the opportunity for the coachee to discover the learning with less scaffolding. The most powerful learning comes when you are close to the red-line but not past it. As with the earlier stances, it is important that once the issue is clarified, the coach supports the coachee in owning the issue and possible actions through a reflective process that leverages the prior coaching stances. Calibration coaching stems include: This data shows... I observed you ... This student work tells us ... The class's actions indicate...

Candid coaching – When I read Kim Scott's article on Radical Candor something clicked inside me. Someone had finally put into words my feelings about the current coaching models in use. As mentioned earlier, my athletic coaching background led me to question coaching models that did not seem to allow for a candid conversation that would directly challenge the coachee, support them in deeply reflecting, and allow them to "own" an issue. A key component of effective coaching is that the coachee owns the issue being discussed, otherwise it becomes a mandate without true responsibility and accountability. There are critical times when a coach must have a candid conversation with the coachee to shake them up and allow them to see the issue that needs to be understood and owned, before moving on to discussing possible actions to address the issue. A candid coaching stance is intended to call out a specific behavior, action, or artifact that is getting in the way of the coachee being as successful as they can be. It is intended to stun or shake up the coachee in order for them to see what others are seeing in their practice. Having a candid conversation is intended to be a jump start and allow the coach and coachee to move forward and leverage the other coaching stances. It is important to remember the coach can't live in the candid stance. This stance is used on a very limited basis and only after much effort by the coach to support the coachee in reflective thinking and identifying the issue on their own. Candid coaching stems include: Let me be clear, when you... learning isn't occurring. | Your students think learning is optional when you... | Your "style" isn't creating the engagement necessary for all students to learn.

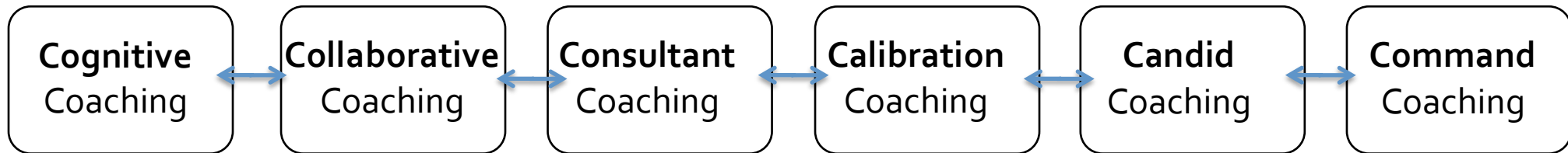
Coaching on the Redline

Coaching on the Redline is accessing the **right approach**, in the **right amount**, at the **right time** to maximize coachee development.



Coaching on the Redline

Coaching on the Redline is accessing the **right approach**, in the **right amount**, at the **right time** to maximize coachee development.



1. Name of person who you are coaching and is not improving their practice as you had hoped.
2. What are you thinking might be the reasons for this person's lack of growth?
3. Have you undershot this person's redline? Overshot their redline?
4. Looking at the coaching continuum, what coaching move might you leverage and/or refine to get them to the redline?

Video Case Study #1: Note-Taker

Take notes below on the teaching you see in the video as if you are the teacher's instructional coach. Imagine that you are sitting in the room watching them teach and will be meeting with them later to discuss the lesson.



Fishbowl Coaching Conversations Note-Taker

Take notes on the coaching you see the volunteer do with the facilitator (Grace) and the coaching you see the facilitator (Grace) do with the volunteer. Try for at least two (2) take-aways, suggestions, and questions for each person based on their coaching.

Coach	Take-aways	Suggestions	Questions
Volunteer			
Facilitator (Grace)			

Coaching for Commitment

- ☐ Use notes to gather evidence: times & numbers
- ☐ Ask challenging reflective questions: goal or ideal, degree success, possible modifications
- ☐ Limit suggestions: 2 maximum



Coaching for Commitment

- ☐ Get a verbal commitment: what & when
- ☐ Offer Support
- ☐ Schedule follow up: immediate, with accountability



Month						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

coaching session: 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31

teacher tries new thing for 1, 2, or 3 days

follow up, debrief, modify, re-commit



Making Changes

It takes 8-10 days
to know if something is working

Coaching for Commitment: Following Up

Active Follow-Up (in-person, phone call, or zoom)

Use a quick and easy reflection guide, perhaps like the one below

What new thing were you trying?	
On a scale of 1-4, with 4 being the most positive, how well did your initial implementation go?	
What's one thing that went well?	
What's one roadblock to success you encountered and/or one thing that did not go as planned?	
How can you modify your implementation of this strategy tomorrow to get closer to or more of what you want?	
Do you need any support in making modifications before trying this strategy again with students? (Remember it take 8-10 days of reinforcing a new technique with students before you will know if it is working or worth continuing).	
What is the best day and best way to reach you next week?	Best Day? Best Time? Best Way (phone or email)
I will check back in with you in 3-4 days to see how your modified implementation is going. Feel free to reach out to me before then if you have questions or need additional support.	

Passive Follow Up (email or text)

Send a simple text or email asking for a quick assessment, then respond with next steps

YOU: *On a scale of 1-4, with 4 being the most positive, how well did your implementation go?*

- (They respond "4") YOU: Wow! That's great news. I'm so excited that it is already paying off for you. Keep up the good work. I will check back in with you in a few days and then we can schedule a time for me to come in and observe your success in action.
- (They respond "3") YOU: This is great news! I'm so excited that you are already seeing some success. Give it a couple more days and then start thinking about what small modifications or changes might help your implementation go even better. I will check back in with you in a few days and then we can schedule a time to discuss next steps or additional tweaks.
- (They respond "2") YOU: Don't worry. Trying new things is often a bumpy process at first. Remember that it takes 8-10 days of trying something new to know if will ultimately work for you. Keep the faith. For now, think about what small tweaks or modifications to your implementation might get you closer to what you want. When would be a good time for us to connect by phone, zoom, or in person next week to work on this together?
- (They respond "1") YOU: Don't worry. Trying new things is often a bumpy process at first. Remember that it takes 8-10 days of trying something new to know if will ultimately work for you. Keep the faith. Tomorrow, use your phone or an iPad and record yourself teaching. Tomorrow afternoon or evening we can connect by phone, zoom, or in-person and look together at what is happening and brainstorm some tweaks and modifications that might help you find greater success. What time will work best for you tomorrow for that?

Post Observation De-Briefing Dialogues

The 3 dialogues below give examples of the coaching moves and sentence stems a mentor teacher could use during post-observation coaching sessions with different types of teachers. As you read, ***notice the differences between the three de-briefs. What thoughts and questions do these bring up for you?***

De-Brief with OPEN Teacher

- Thank you for letting me observe your lesson.
- Just a reminder, our conversation is confidential. I'm not reporting what I observe to the admin or discussing it with other teachers. Anything I say to anyone else will be reported as a generality that could apply to any teacher.
- How do you think that lesson went?
- Is there anything you wish had gone differently or better? **"Yes..."**
- Do you have any ideas about how to get more of what you wanted or how to address this?
- Can I offer a suggestion? I noticed... (share evidence from notes). I wonder what would happen if... What do you think about that idea?
- We've discussed a couple of ideas, including Of these things, which would you be most willing to try in the next day or two?
- How can I help you? Would you like help with planning it out? Would you like me to model it with your class or co-teach it with you?
- When can I come observe you trying this (or when can I see video of you trying it) in the next couple of days?

De-Brief with DEFENSIVE Teacher

- Thank you for letting me observe your lesson.
- Just a reminder, our conversation is confidential. I'm not reporting what I observe to the admin or discussing it with other teachers. Anything I say to anyone else will be reported as a generality that could apply to any teacher.
- How do you think that lesson went? **"It was good enough"** or **"It was a total disaster."**
- Is there anything you wish had gone differently? **"Yes, but these kids aren't capable of it"** or **"Everything."**
- What was the learning/educational/academic goal of this lesson? What did you hope students would learn, take away, or get from it?
 - OR: In an ideal world, what would you have seen and heard kids doing during that lesson?
- Do you think all your students got what you wanted them to get? **"No"**
 - OR: Do you have any ideas about how you might get a little closer to your ideal? **"No."**
- If there was something you could do differently in the future, when teaching a similar lesson, that would result in more of your students getting more from the lesson, would it be worth trying? **"Yes"**
- Can I offer a suggestion? I wonder what would happen if... What do you think of that idea? **"I don't think it would work."** Why not? **"The kids just wouldn't do it."**
 - OR: **"It's not my style/I wouldn't be comfortable doing that."**
 - OR: **"I've already tried that, it didn't work."**
- Perhaps they wouldn't do it. But we don't know that for sure. And we won't know until we try. The only thing we do know is that what you are doing right now isn't working for all your students. So we have to try something. But it doesn't have to be this. What other ideas do you have? **"I don't know. None really. Nothing works with them."**
 - OR: I understand that this doesn't seem like it would be comfortable for you to try, but your students can't wait for you to get comfortable. And if you keep doing what you are doing you will keep getting what you are getting and we've already said that we aren't getting enough from the students. So it is on you now to expand your style, even if it is uncomfortable, for the sake of reaching all your students. Do you have a different idea or any other ideas about how to address this issue, beside the one I offered? **"I don't know."**
 - OR: Tell me how you introduced it, modeled it, and practiced it with the class? **(Teacher explains).** Okay, I think that there are small things we can do to tweak the way you teach and reinforcement this

technique that will make it work better. Would you like to look at some of those or would you like to try something else? **“Something else.”**

- May I offer another/different suggestion? I wonder what would happen if...What do you think of that idea? **“I don’t know”** or **“whatever”** or **“I guess, but I don’t think it will work either.”**
- Okay. Well let’s try and one of these ideas and see what happens. Of these two ideas, which would you be most comfortable trying tomorrow?
- Would you like help planning it out? Would you like me to model it with your class or co-teach it?
- Before we end for today, let’s practice how you would introduce this to your class tomorrow. I will be the class, the bell has rung, what will you say and how will you say it? Let’s role play it real quick so we can decide on the best words and tone that might make this work the way you want. **(Non-verbal resistance)** I know this might seem silly and awkward, but it really is the best way to prepare to introduce something new to a class that you are nervous or skeptical about. So here we go. Go ahead and stand up and introduce the new idea to me as if I am your class. *(Help refine the language they use and role-play initial student resistance and how they might overcome it)*
- When can I come observe you (or see video of you) trying this in the next couple of days?
- Thank you for chatting with me. I am excited to hear how this works out and I will be ready to support you in making modifications over the next week to make it work even better.

De-Brief with OBLIVIOUS Teacher

- Thank you for letting me observe your lesson.
- Just a reminder, our conversation is confidential. I’m not reporting what I observe to the admin or discussing it with other teachers. Anything I say to anyone else will be reported as a generality that could apply to any teacher.
- How do you think that lesson went? **“It was good.”**
- Is there anything you wish had gone differently or better? **“No.”**
- What was the learning/educational/academic goal of this lesson? What did you hope students would learn, take away, or get from it? (OR) In an ideal world, what would you see and hear all kids doing during a lesson like that?
- Do you think all your students got what you wanted them to get? (OR) Do you think all students met that ideal? **“Yes.”**
- Tell me why you think this. What evidence are you using to determine this?
- May I share an observation from my notes? I noticed that (share evidence- i.e. number of students on task or time it took to get class settled and started). **“I didn’t see any of that.”**
- That’s the advantage of having another pair of eyes in the room, because when we are teaching we can’t see everything. But it was happening as I described it from my notes. Do you have any ideas about how to address this? **“No. I think it was still good enough. I mean it was better than what I usually get from them.”**
- If there was something you could do differently in the future, when teaching a similar lesson, that would result in more of your students getting more from the lesson, would it be worth trying? **“Yes”**
- Can I offer a suggestion? I wonder what would happen if...What do you think of that idea?
- Do you have any other ideas about how to address this issue? **“No...”**
- May I offer another suggestion? I wonder what would happen if...What do you think of that?
- Of these two ideas, which would you be most willing to try tomorrow?
- Would you like help planning it out? Would you like me to model it with your class or co-teach it?
- Before we end for today, let’s practice how you would introduce this to your class tomorrow. I will be the class, the bell has rung, what will you say and how will you say it? Let’s role play it real quick so we can decide on the best words and tone that might make this work the way you want. **(Non-verbal resistance)** I know this might seem silly and awkward, but it really is the best way to prepare to introduce something new to a class that you are nervous or skeptical about. So here we go. Go ahead and stand up and introduce the new idea to me as if I am your class. *(Help refine the language they use and role-play initial student resistance and how they might overcome it)*
- When can I come observe you (or see video of you) trying this in the next couple of days?
- Thank you for chatting with me. I am excited to hear how this works out and I will be ready to support you in making modifications over the next week to make it work even better.



Creating Procedure Lesson Plans

1. List in priority order 2-3 phrases/directions/reminders that you find yourself repeating more than you want or 2-3 things that consistently do not go as smoothly as you want them to or 2-3 things your students do that just plain drive you crazy.
 - 1.
 - 2.
 - 3.
2. Choose two of the items on your list above and, for each, identify a procedure that could be introduced to help. If you already have procedures in place but they aren't working the way you want, identify revisions to those procedures that might make them more effective.
 - 1.
 - 2.
3. Choose one procedure from your list above to try with your students. Write out a mini-lesson plan that focuses on the specific steps you plan to take to teach, model and reinforce this new or improved procedure with your students. *The procedure itself is the "content" for this mini-lesson.*

Your Lesson Plan should include most or all of the following:

- A. how you will **introduce and model** the procedure for students
- B. how students will **practice** the procedure in an **accountability-free** environment
- C. how you will **de-brief** the practice to help students improve on their second attempt
- D. how you will ultimately **check for student understanding** of the procedure
- E. what **consequences** will eventually be used **with non-compliers**, after several opportunities to practice in an accountability-free environment have been made
- F. what **incentives**, if any, will be used to motivate students to follow the procedure
- G. how image-based and/or gesture-based **visual aids** (*visuals or gestures that include no or few words and rely on an image or movement to convey meaning*) will be incorporated into the teaching and reinforcement of the procedure.

Mini Procedural Lesson Plan for Teaching: _____

A. How will you introduce and model the procedure for students?
B. How will students initially practice the procedure in an accountability-free environment?
C. How will you de-brief the practice to help students improve on their second attempt?
D. How you will ultimately check for student understanding of the procedure?
E. What consequences will eventually be used with non-compliers ?
F. What incentives , if any, will be used to motivate students to follow the procedure?
G. Sketch out a visual image you could use that will help you teach and reinforce the procedure. This visual should “show” students what to do rather than “tell” them what to do. Imagine your students speak and read no English. (BTW: Be sure you have mentioned how you will use the image in parts A, B, C and/or D above).

*** **When implementing this procedure** with students, give it 6-9 school days of reinforcement before you assess its effectiveness. After 2-3 days, reflect on how it is going. Consider how it might be modified or practiced differently with students to increase their compliance or efficiency. Modify and continue to implement and reinforce. After 2-3 more days, reflect again. Modify again if necessary. Be consistent in applying consequences with those that are still resisting. After 2-3 more days, decide if it has been successful enough, overall, to continue. For help, see the **Implementation Trouble Shooting Checklist**.



Implementation Troubleshooting Checklist

Did I choose just one new thing to introduce?	
Did I explain and model the new thing before asking students to try it?	
Did I use visuals and/or physical manipulatives to help explain and model the new thing?	
Did I include the students in the model in some meaningful way?	
Did I make some effort to introduce and practice the new thing in a fun, engaging, or entertaining way?	
Did I check for understanding in at least one way other than simply asking if there were any questions before asking the students to practice the new thing?	
Did I compassionately but firmly defer any student arguing or resistance to trying the new thing?	
Did I have students practice the new thing more than once in an accountability-free environment the first day?	
Did I offer constructive, friendly feedback to students regarding their use of the new thing in an effort to improve their use?	
Did I continue to reinforce and have students practice the new thing in an accountability-free environment for at least 3 school days?	
Did I make clear to students when accountability was to be added to the use of the new thing and what that accountability would look like?	
Did I find a way to avoid “punishing the class” when just one or two students persisted in not complying with the new thing?	
Did I implement and consistently reinforce the new thing for 10 days?	
Did I truly, deeply, honestly and consistently believe the new thing would work, even when facing resistance from students?	
Did I try the new thing with my favorite class or at my favorite time of day before trying it at more difficult times?	
Did I continually self-reflect during the implementation process and make appropriate modifications or adjustments to better meet mine and my students’ needs?	
Did I collaborate with a colleague who was trying, or had tried, the same new thing during my implementation process?	
Did I sincerely praise the students when they did well or made progress with the new thing?	


Final thoughts/questions on this implementation

What Teflon Teachers Say/Do		What Coach Can Say/Do Next...
1.	"I've already tried (mentor suggestion) and it didn't work."	Tell me how you introduced it, modeled it, practiced it, and reinforced it with students.
2.	"The kids are not getting discipline at home."	Yes, that's often true and it makes our job harder. But not impossible (divorced parents analogy)
3.	"I'm not comfortable trying (mentor suggestion) – it's not my style/personality"	Trying things outside our "style" is uncomfortable, but if our style isn't working for kids it's on us to try something different. Kids don't change until adults change first. If you keep doing what you're doing you will keep getting what you're getting.
4.	"I'm fine with what is happening in my class. I don't see the problem."	If there was something you could do differently that would lead to more students being on-task more of the time and/or more students achieving at or above grade level standard, would it be worth trying?
5.	"The kids aren't capable of doing (mentor suggestion)."	Maybe that's true. But we don't really know that for sure until we try. So let's try and see what happens and then we can adjust from there
6.	"This is a lot better than what I had a few months ago."	Congratulations! That's wonderful. So let's look at what the next step might be for you so that a few months from now you can say that again
7.	"This has been a hard year (long personal story filled with hardship)."	That sounds awful. I'm so sorry. But your kids can't wait for you to be having a better year. They need you right now. Let's find a way to improve what's happening in your classes so that work isn't adding to your personal stress.
8.	"I know my class is chaotic but I don't know what to do."	That's why I am here. To help you figure it out. We just need to make one small change at a time. Let's discuss what that first small change can be and then I will help you implement it and modify it until we see some positive results
9.	Give one-word responses or shrug and grunt	Walk & Talk <ul style="list-style-type: none"> • Ask about what brought them to teaching • Ask them to share a positive moment from their classes that week • Ask about their favorite teacher growing up or a positive memory from their schooling
10.	Are silent and/or have crossed arms	
11.	Use their cell phone	
12.	Grade papers or do other work	If They Refuse to Walk <ul style="list-style-type: none"> • Ask them to put the phone or work away. • Explain multi-tasking leads to all the things being done less well, so we aren't going to do it • Look at something together: your observation notes, video of them teaching, student work samples
13.	Wander or pace	
14.	Avoid eye-contact	
15.	Cry	I see you're overwhelmed. Let's take a quick break. Now let's find a way to reduce your overwhelm.
16.	Yell or intimidate	We're going to stop. I will set up a meeting for us with the principal so we can discuss your concerns.

Newsletter + Strategies Archive

Topics in the Archive:
"Stuff Teachers Can Use!"

- ▶ building class community
- ▶ rethinking homework
- ▶ improving group work
- ▶ bathroom procedures
- ▶ cell phone policies
- ▶ pencil sharpening



Join Our Newsletter

Subscribe

www.consciousteaching.com/newsletter-archive

Social Media & Resources



Twitter: @consciousTching



Instagram: conscious_teaching



Facebook: ConsciousTeaching



Email: info@consciousteaching.com



Website: www.consciousteaching.com/#home

www.consciousteaching.com/#home



*** Free Stuff**

- ▶ Newsletter
- ▶ Strategies Archive
- ▶ Lesson Plans
- ▶ Resource Bank
- ▶ And More...!

*** Workshops**

*** Webinars**

*** Videos**

*** Books**
