Teacher Valuation
Better Conversations for Better Schools

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Conversations Matter
“It takes courage to start a conversation. But if we don’t start talking to each other, nothing will change. Conversation is the way we discover how to transform our world, together.”

~ Meg Wheatley

Evaluation
Measuring Value
Summative

Valuation
Appreciating Value
Formative
Schools as Professional Bureaucracies

- **Machine Bureaucracy**
- **Professional Bureaucracy**
- **Professional Organization**

**Core Elements**

**Evaluation**
- Mandated
- Expert Based
- Documenting Competencies
- Certifying Minimums
- Verifying Ethics
- Standardized
- Comprehensive View
- Hierarchical

**Valuation**
- Elective
- Inquiry Based
- Growing Capacities
- Evoking Maximums
- Encouraging Professionalism
- Individualized
- Targeted Focus
- Collegial

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An Age-Old Tension

- **Community Inspectors**
  - 18th Century
  - Distinguished Citizens
  - Focus on Quality

- **Scientific Management**
  - 19th Century
  - Time and Motion Studies
  - Focus on Efficiency
Historical Perspective

- General Supervisors
  - Early 20th Century
  - Focus on Oversight and Evaluation
  - Mostly Male

- Special Supervisors
  - Focus on Support and Valuation
  - Novice and Struggling Teachers
  - Mostly Female

The Snoopervisor

With keenly peering eyes and snooping nose,
From room to room the Snoopervisor goes.
He notes each slip, each fault with lofty frown,
And on his rating card, he writes it down;
His duty done when he has brought to light,
The things that teachers do that are not right.

The supervisor enters quietly,
“What do you need? How can I help today?
John, let me show you. Mary try this way.”
She aims to help, encourage and suggest,
That teachers, pupils, all may do their best.

~ Anonymous, 1929
Contemporary Impasse

Functional Clarity

- Both are Important and Necessary
- Common Ground: Student Learning & Success
- Evaluation establishes the Baseline
- Development raises the Bar when it Values:
  - Consciousness
  - Connection
  - Competence
  - Contribution
  - Creativity
关系为基础的PD

- 面问
- 分析
- 指导
- 咨询
- 顾问
- 引导
- 传统指导

- 告知
- 说服
- 评估
- 表扬
- 证明
- 教育
- 劝告
People don’t resist change. They resist being changed.”

~ Irving Borwick
Traditional Impact

Appreciative Coaching

☐ Listen & Learn
☐ Value & Evoke
☐ Empathize & Understand
☐ Inquire & Explore
☐ Observe & Discover
☐ Brainstorm & Choose
☐ Experiment & Execute
“A world of questions is a world of possibility.”

~ Marilee Adams
**Evocative**

Calling to mind, bringing into existence, causing to appear, summoning into action, finding one’s voice (from Latin ēvocāre, to call).

**Coaching**

Transporting to a desired destination in a comfortable carriage (from Hungarian kocsi, after Kocs, a town where such carriages were first made).

“Calling forth motivation and movement in people, through conversation and a way of being, so they achieve desired outcomes and enhance their quality of life.”
Core Concepts

- Teacher-Centered
- No-Fault
- Strengths-Based

Teacher-Centered

- Awareness
- Teacher
- Choice
- Responsibility
“The person-centered approach rests on a basic trust in human beings, and in all organisms, to flow toward the constructive fulfillment of their inherent possibilities.”

~ Carl Rogers
“People do better when they are not governed, constricted, and tightened up by fear.”

~ Rosamund Stone Zander
“The more we know about our strengths, the better our changes will be.”

Paired Interviews

- What has been your best experience of learning or leading with an “ask-don’t-tell” stance? What made the experience so engaging and meaningful?
- What did it generate in the way of energy and ideas?
- In what sense, if any, did the learning “stick”?
- If you could make three wishes for your own professional development and growth, what would they be?
“People need to be heard before they can be helped, and stories carry the heart of what they want others to know.”
Hear the Story

Story

- Evaluations
- Thoughts
- Strategies
- Demands

Story Elements

- Characters
- Intent
- Actions
- Struggles
- Details

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Expressing Empathy

- **Pity**: Grieving another person’s experience
- **Sympathy**: Emotional contagion with another person’s experience
- **Empathy**: Respectful understanding of another person’s experience

Hear the Back Story

Story

- Evaluations
- Thoughts
- Strategies
- Demands

Story Behind the Story

- Observations
- Feelings
- Needs
- Requests
Seek Understanding
*Listen carefully to understand the needs, not just to respond to the strategies*

Reflect Understanding
*Share respectfully your understanding of the needs, even if you disagree with the strategies*

Advance Understanding
*Appreciate fully the beauty of the needs, since that is common ground*
Imaginative Listening

- Vantage Points
- Pivot Points
- Lesson Points

“Those who do not have power over the story that dominates their lives, the power to retell it, rethink it, deconstruct it, joke about it, and change it as times change, truly are powerless, because they cannot think new thoughts.”

~ Salman Rushdie
“Discovering and exploring strengths awakens curiosity, willingness, wholeheartedness, and organizational alignment. It is a better way to change.”
"Excellence is not the opposite of failure. To learn about success you have to study success. Only successful examples can tell you what excellence looks like."

~ Marcus Buckingham
Learning from Strengths

- Appreciative Interviews
- Appreciative Assessments [www.YACharacter.org]
- Appreciative Observations

Traditional SWOT

Strengths | Weaknesses
---|---
Opportunities | Threats
Teacher Valuation: Better Conversations for Better Schools

Strengths | Opportunities
Aspirations | Possibilities

Why It Works

- Positive Actions & Outcomes (Constructionist Principle)
- Positive Energy & Emotion (Positive Principle)
- Positive Conversations & Interactions
- Positive Questions & Reflections (Simultaneity Principle)
- Positive Anticipation of the Future (Anticipatory Principle)
- Positive Attention in the Present (Poetic Principle)
“By celebrating what’s right, …we find the energy to fix what’s wrong.”

Mapping the Positive Core

1. Define
   “What is the focus?”
   (Aspiring, focusing, and framing)
   Clarifying

2. Discover
   “What gives life?”
   (Recognizing, valuing, and celebrating)
   Appreciating

3. Dream
   “What might be?”
   (Imagining, calling, and embodying)
   Envisioning

4. Design
   “How can it be?”
   (Brainstorming, aligning, and choosing)
   Co-constructing

5. Destiny
   “What will be?”
   (Experimenting, learning, and integrating)
   Innovating

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Observe Vitality

- Learning from Success
  positive self-monitoring

- Learning from Surprise
  inductive self-monitoring

OARS

- Observable
  not evaluative commentary

- Actionable
  quick wins bolster self-efficacy

- Relevant
  tied to self-directed learning goals

- Surprising
  reveals new aspects of experience
An exploratory process that opens new horizons and uncovers previously overlooked possibilities for constructing better products, approaches, and organizations through positive discourse.
Inspiration + Ideation + Implementation = Innovation
Identifying new ways to serve and support people by uncovering latent
- needs,
- behaviors, and
- desires.

Visualizing new directions and designing new offerings.
“Nothing is as dangerous as an idea when it is the only one you have.”

~ Émile Chartier
Better Brainstorming

- Set playful rules
- Stretch your mental muscles
- Sharpen the focus
- Number your ideas
- Build and jump
- Leverage the space
- Get physical

Fail-Safe Prototyping

- Action Learning
  “Fail often to succeed sooner.”
- Design & Conduct
  S.M.A.R.T. Experiments
  Specific, Measurable, Attainable, Relevant, Time bound
- Awareness & Action Experiments
Coaching Exercise

- Creative Energy Check In
  - 0-10
  - Color
  - Theme Song
- Clarify Learning Focus (Pick One Wish)
- Inquire into Strengths
- Build on Strengths (Brainstorm 10+ Ideas)
- Design an Experiment for your Professional Development as a School Leader

Experimental Design Template

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
<th>Focus</th>
</tr>
</thead>
</table>
|      |      | Personal
|      |      | Professional |

State Hypothesis (If…Then…)

Relevance to Personal Aspirations / Professional Standards

Specific Steps / Activities | Environmental Supports | Timeline
--- | --- | ---
Check In on Confidence Level (0-10)

Data Collection & Reporting Procedures
Exercise Exercise Coaching Coaching

If you want to build a ship, don’t drum up people to gather wood, give orders, and divide the work. Instead, teach them to yearn for the vast and endless sea.

~ Antoine de Saint Exupery, The Wisdom of the Sands
“The coaching dialogue is a dance around support, celebration, accountability, fun, and actualizing potential. It’s a dance for enabling dreams to come true. Do you want to dance?”

~ Hall & Duval