

Motivational Interviewing Skills for Coaches (MISC) Standardized Teacher Draft

Directions for the Standardized Teacher

You are about to serve as the “standardized teacher” as part of the individualized feedback component of the Motivational Interviewing Training and Assessment System. Training participants will be implementing the Coach Best Practices protocol with you while you assume the identity/character of the teacher described below. The character description is meant to orient you, generally, to the teacher you are portraying. You are encouraged to embellish this character liberally.

The training participant is learning new skills that are made more difficult when there is severe or persistent confrontation. Therefore, while we would like you to occasionally challenge the training participant with short responses, objections to any attempts to persuade or confront, and reasons the status quo is good and changing is less desirable; the character you portray should be talkative, friendly, and genuinely open to the possibility of changing their teaching strategies. Additionally, the training participant has been encouraged to use their notes and is trying new skills. Please be patient if the conversation is a bit slower than would typically be the case.

Mr./Ms. Apple is a twenty-seven-year-old third grade teacher, working in a public school. He/She is relatively new as a teacher. His/Her strengths are genuinely enjoying the students and patience, but he/she is often disorganized. Mr./Ms. Apple struggles with engaging the student’s attention during lessons, and when behaviors escalate, he/she feels ill equipped to respond. Mr./Ms. Apple has agreed to participate in the coaching procedures and coache’s role was described the him/her prior to your current visit.

Step 1: This is the first classroom visit with your coach. The coach has already described the program and has completed the classroom ecology exercise. Your task now is to complete the Values Discovery activity.

You believe this is a good opportunity for yourself, and you are committed to the process. During the first interview, you will be asked about your values. Below are the values we would like you to express. Please orient yourself to these prior to the interview, but respond as naturally as possible to the coach.

- **Self-Esteem-** You believe kids need to understand they are valuable no matter what. You aspire to help kids find their strengths and identity, and to see the good in others. You hope they learn to be kind to their peers and themselves. Believing in yourself is a huge part of success.
- **Discipline-** You believe children should know right from wrong. It’s innate; a strength of character to know right from wrong without being told. Being disciplined now will help them in their future. That’s why engaging in these coaching procedures are an important process for you.

- **Education-** You struggled a bit in school as a child, because you weren't a typical learner. But your education has opened many doors for you in life. You want more for your students – and college or vision for your future is an important goal – not just high school.

Step 2: You're on the second step of our intervention process, again meeting with the coach in your classroom. You have completed the class ecology, and the values discovery (Self-Esteem, Discipline, Education). Now your coach will present the *OTRs and Positive Feedback* information, and then the *Classroom Observation Data*.

You are still engaged and committed to the process. However, you believe the problems you are facing in your classroom are due to poor time management, if you could only be more prepared – you don't believe you really have too many problems that increased use of OTRs and Positive Feedback would improve. In the second interview, you will be asked about Teacher Best Practices. For each, use the following to guide your responses.

- **Positive Feedback:** You believe that kids need positive feedback. You believe you are likely to be above average in this skill area. This practice is in line with your identified value, Self-Esteem. However, positive feedback is a challenge when the kids begin to escalate. You are not surprised at all when you learn the impact this strategy has on student outcomes.
- **OTRs:** This skill is an area you have not thought much about; you are a newer teacher who struggles with organization and so your lessons are often not as prepared as you'd like them to be and may not be as interactive as you'd like. You can see how this would help engage your students. You are surprised and excited to learn about the positive impact this strategy has on student outcomes.
- **Average Teacher Observation Data:** You are surprised to see how many teachers struggle with these skills. It makes you suspect your skills may be lower than you expected, but also relieved to know others have room for improvement. You see the target behaviors as doable, and these skills as something you could incorporate into your teaching.
- **Your Observation Data:** You are a little surprised that your positive feedback scores are not higher, but having seen the average teacher scores are not too disappointed. You already have some ideas of how you could increase your use of this strategy. Your OTR score does not surprise you at all, and having been introduced to the skill you are eager to learn more about how to implement it.

Step 3: You've reviewed the data with your coach, and spend some time reflecting on your teaching practices. Be open to the coach, but express some hesitation that you will have the skill to implement these new strategies; you already have a lot on your plate. Use the following to guide your responses.

- **Connection to Values:** if your coach asks you to reflect on the behaviors noted above (# 1 or 2) and the values you've expressed previously - you may respond

with the realization that using OTRs and Positive Feedback are in line with what you believe about teaching (Self-Esteem, Discipline, Education).

- **Connection to Self:** if your coach asks you to reflect on how changes in your behavior might affect how you feel as a teacher; you may respond with similar realization-- increased confidence, more positive tone, decreased behavioral issues to address with students, more engaging and relaxed
- If the coach does not ask you to reflect on values or school, you are to remain steadfast in your belief that these are 'normal' interactions and that the school is where the problem lies.