In a way, it is oxymoronic to say that one person is not cooperating. It requires at least two people to not cooperate.

Miller & Rollnick (2002)
We did one at South High School that was district-wide that was on a workshop day and it was on the common core ...I think the assistant principal or assistant superintendent got fired for that one.

That was about the last straw. It was worthless. It was worthless. She came in, was introduced. I think she had slides or something. Actually, she was a classroom teacher that got a presentation together and went nationwide with it on common core...

We had handouts that were...I went through the stuff and said, "What the heck is this?" It wasn't explained, it was all this terminology that ... was just incredible. You sat there and laughed and played tic-tac-toe on the back of it. It was just incredible! It did not make sense at all and it was like making up words to try to sound pedantic.

And she got up there and talked about what she'd done in the classroom and how this had worked and how that had worked ... basically, what it seemed like was that they are sacrificing academics for eye wash. If we're going to have something on common core, we need to have a good presentation first of all, explaining what the heck it was, because I walked out of there, really, still not knowing what the concept of common core was ...

So it was something like, "Well, we need a speaker. Here she is. Okay. Fly her in. We'll do this. Fill the time with this." And it just seems like the presentation was not something we could take back and use.

If the district is wanting to do this, to help us improve, by God, bring in somebody that is going to help us. Don't just bring somebody that sounds good or that some principal has gone off on one of his little junkets someplace and thought she was cute and funny and bring her in and cram her down our throats.
Why is she resisting?

Is it worth it?
Do they think they can do it?

What can be done to decrease resistance?
Powerful

easy
### “Cue, Do, Review” Checklist

<table>
<thead>
<tr>
<th>CUE</th>
<th>OBS.</th>
<th>COMMENTS</th>
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<tbody>
<tr>
<td>Name the device</td>
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<tr>
<td>Explain how it will help them learn</td>
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<td>Specify what they need to do</td>
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<td><strong>DO: LINKING STEPS</strong></td>
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<td>Walk through the device</td>
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<td>Involve students</td>
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<td>Shape student responses</td>
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<td>Evaluate student understanding</td>
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<td>Re-instruct if necessary</td>
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<tr>
<td><strong>REVIEW:</strong></td>
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<td>Ask questions about information</td>
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<tr>
<td>Ask questions about how the device works</td>
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How can you apply these ideas?
This isn’t personal. I mean, I imagine your intentions are good. You have a job and you’re trying to do it as best as you can. I’d like to help you, you know, if I could.

The thing is, I’ve been around the block a few times, and I’ve learned that it’s just not worth my time to get all hot and bothered about the latest new thing, because next year, there will be another new thing.

Do you realize how many different “programs” we’ve tried in this district. One year it was balanced literacy, and then for a while we were doing Understanding By Design. Then I guess we got a new superintendent and we were learning all about differentiated instruction and we got pacing guides that some one at the head shed wrote up for us. I still haven’t figured out how we are supposed to differentiate and follow a pacing guide at that same time.

And so many other programs. We did Kagan cooperative learning, which just reminded me of the Johnson and Johnson stuff from two decades earlier. We did RTI, and formative assessment. I mean, we have done it all. It’s just that nothing sticks.

I don’t mind workshops. If the presenter is entertaining, I don’t mind going, and if the presenters isn’t funny, well I can do something else while I’m there. I figure if I can find one good thing I can use in any workshop, then my time isn’t completely wasted. But nothing sticks in this district. So it’s not personal. I’ve just learned not to get excited about new ideas. There will be another soon enough. You too shall pass.
Attempt, Attack, Abandon Cycle

Why is she resisting?
Motivation
What can be done to decrease resistance?
How can you apply these ideas?
The Learning Strategies Presentation

She made so many of us so angry by her attitude probably as much as anything... It was at the end of the day when you're really tired. We weren't being paid for it at all. We'd be here until way after four and the building would be empty by the time, you know, we would finish. I'm not quite sure that people really function well if they're mentally and physically tired. She may have had a much better audience if we had been rested...

She would come in and she would always talk about her experiences, her family, how all of this was very possible and how it would be very beneficial. She always looked so fresh, so clean. A tall woman with red, perfectly styled hair. Very attractive. She sparkled with jewelry; and it was tasteful. She looked good, and all of us felt absolutely so grubby, just really nasty... we really weren't very receptive to her. I think we sat around looking like hostile juvenile delinquents. I'm sure we did. We were hostile, giving dirty looks, looking at each other and all of this hostile stuff. It's embarrassing to think about. A bit amusing, but mostly embarrassing...

I think probably the thing that I didn't like because I just don't believe it, I don't believe that there is any one system that is perfect, and this was virtually sold to us as being something that we had to do step-by-step, no deviation. There could be none of our personal input working with maybe an individual child. It was very cut, and very dried and it was nothing that you could deviate from. That irritated me. It was as if you absolutely had no brain and that you didn't know what might work better using the same basic idea. There was no possibility at all. None what so ever. While I could see that strategies would be really very effective with some children, I knew that it wouldn't work with everybody. And could you change it? No, was the answer we got. You could not. This was it. It had been tested... you could not change it and she was really quite adamant about that... she didn't bend anything... you had to follow those instructions exactly. It was probably a combination of many things.

At any rate, after she finished her stint here, I think that most of us tucked the books away that our district bought for us and just never used them...
Why is she resisting?

Identity
Teaching is a daily exercise in vulnerability… No matter how technical my subject may be, the things I teach are things I care about—and what I care about helps define my selfhood.

*The Courage to Teach*
Thinking
Status
What can be done to decrease resistance?

Partnership Principles
How can you apply these ideas?

Behaviors to avoid

- Mistaking talking about it for doing it
- Hiding from the truth
- Treating adults like children
- Innovation overload
- Discontinuous change
- Failing to go the distance
What to do

• Provide coaching & followup
• Use video and reliable observations
• Take the partnership approach
• Focus on one or two practices
• Let teachers do the thinking
• Involve everyone in goal setting