

Conferencing Template for Working With Deficient Teachers

You may find it helpful to use these statement starters for the more difficult conversations you have with deficient teachers or in the termination process.

Statements Designed to Set a Professional Tone in a Difficult Conference

- “Thank you for meeting today to continue our discussions about your performance.”
- “Thanks for taking the time to meet today.”
- “I appreciate your professionalism as we talk about this difficult topic.”
- “I know we come at this issue from different perspectives, but I appreciate your professionalism.”
- “Thank you for meeting. I know this issue can be difficult to discuss.”
- “As we continue to work together, we’ve had to discuss some difficult topics. Thank you for your professional attitude.”
- “Even though I’ve shared my concerns with you in the past, it’s important that we continue to meet and discuss your performance.”

Statements Designed to Provide an Overview of the Agenda for the Conference

- “Today’s conference will follow the same format as our previous conferences: I’ll provide you with feedback about the most recent performance data I’ve gathered, I’ll ask for your perceptions of these data, and I’ll share how I think you’re doing in relation to the teacher standards.”
- “In our conference today, I will provide you with the feedback from my latest observation and let you know how I think you are doing with the improvement plan we are implementing.”
- “In today’s conference, I plan to give you an update on your progress and give you a chance to share your perspective, and then I’ll share the next steps of the process.”
- “In our meeting today, I need to provide you with an update on your progress. I know it might be upsetting, but think about what I’ve presented, and then we can talk after school about what you plan to do about the concerns.”
- “The meeting today is focused on discussing your progress with your teaching. [*Union rep’s name*], I know you’re here as a representative from the union. Please listen until I finish presenting my performance information to [*teacher’s name*]. After [*teacher’s name*] and I complete our conference, I’ll have [*teacher’s name*] talk with you to see if you have any questions.”
- “We both know the major issue here, so we’ll start off the meeting with an update from you. I’ll share the progress from my perspective, and then we’ll decide if we want to refine the improvement plan we’ve designed.”

Statements Designed to Address the Problem With the Teacher’s Performance

- “In my most recent observations, I’ve continued to see areas of concern, such as _____. These teaching areas are still not meeting teacher standards.”
- “I was in your classroom observing a lesson on _____. I still saw issues with _____. Your performance in this area is not meeting our standards.”
- “I recently observed you as you implemented _____. Your performance is better but still below our expectations. In order to meet the expectations, you’ll need to _____.”
- “In my most recent round of observations, I’ve seen you _____. You are slightly improving, but your overall performance is still below our teacher standards.”

- “When I visited your classroom the other day, I saw you _____. As you know, this performance does not meet teacher standards for _____.”
- “As you know, we have been focusing on _____ criteria during this school year. Your performance on these areas is below teacher standards.”
- “Even though we have discussed my concerns about your classroom management, you still struggle in this area. Here are some examples from my most recent observation: _____. Your performance in this area is below the district’s expectations. If I were to complete your summative evaluation at this point, I would have to rate you as not meeting teacher standards.”

Statements Designed to Check the Person’s Understanding of the Expectations for Performance

- “Before we conclude the meeting, let’s review what we discussed and what you plan to address in your future lessons.”
- “Please take a moment to summarise what we talked about today, what my expectations are regarding your teaching performance, and how you plan to continue to work on the areas of concern.”
- “Even though this meeting was difficult, we were able to make some additional progress. Please take a few minutes to highlight the areas of growth and the continuing concerns. Also share your plans for working on _____.”
- “It’s my expectation that you will be able to continue to implement the major points that we talked about in our conference today. Please take a few minutes to outline those points and your plans to improve _____.”
- “I know these conferences are not always easy, but I can see some progress in _____. Share what you learned in today’s session and how you plan to continue to make changes.”
- “Please tell me specifically what you took away from today’s conference and how you plan to change your behaviour.”
- “We’ve talked about several topics today. What are the main points you are taking away from this conversation?”
- “If you were going to share the major points of our discussion with _____, what would they be?”

Follow-Up Statements Designed to Communicate Accountability for Teaching Performance

- “I have been clear in my continued expectations for your teaching performance. I plan to come to your classroom next week to see you.”
- “You’ve made some progress, but we need to stay focused on _____. I’ll stop by your class tomorrow to see how _____.”
- “Since you understand what I need you to change, I expect to see these strategies employed in your classroom. I’ll stop by sometime next week to see you use them and provide you with feedback.”
- “You’ve been working to implement a plan for addressing your performance concerns. I’ll stop by to _____.”
- “I want to make sure that you have the support you need to _____. Let’s continue to talk about this issue at our weekly meetings.”
- “After you have had a chance to try the new ideas we discussed today, please set up a time to fill me in on _____. Let’s meet again in one week.”
- “I’ll contact [*name of mentor*] to set up classroom visitations for you. Let me know when your classroom visitation appointments are scheduled. I’d like to stop by and talk while you are observing other teachers in a few of the classrooms. Once you have completed these visits, let’s schedule a time to meet to talk about what you saw and how you think you can implement some of the strategies you observed.”