



crucial
conversations®

crucial
accountability®

Accountability is Missing

in Educational Performance Standards

If your school or district is not producing the results you want, it's likely that accountability is missing in your culture. Learn to respectfully and honestly hold others accountable, and positive results will follow.

A VitalSmarts survey of principals and administrators reveals a major disconnect between expectations and results within school districts. **The survey targeted seven key standards, and measured the following:**



IS IT COMMON?

What percentage of principals have teachers who struggle with key standards?



DOES ACCOUNTABILITY EXIST?

When teachers struggle with key standards, are they given honest feedback about the need to improve?



WHAT IS THE COST?

When teachers struggle with key standards, how costly is it to student success?



IS MASTERY ACHIEVED?

Do teachers who struggle with key standards overcome deficits and achieve the standards?

| Performance Standard | COMMON | COSTLY | ACCOUNTABLE | MASTERY |
|--|---|---|---|---|
| | Percent of Administrators Who Say They Have Teachers Who Struggle With The Standard | Percent of Administrators Who Say Deficit In The Standard Has "Large Impact" On Student Success | Percent of Administrators Who Say Struggling Teachers Have Received Honest Feedback About Performance On The Standard | Percent of Administrators Who Say They Have Teachers Who Have Overcome A Deficit On The Standard To Become Fully Proficient |
| 1. PROFESSIONAL KNOWLEDGE Strong understanding of subject content, curriculum, standards, and pedagogy. | 95% | 75% | 19% | 27% |
| 2. INSTRUCTIONAL PLANNING Aligns with curricula and standards. Makes effective use of learning strategies, resources, assessments, and data. | 95% | 69% | 18% | 27% |
| 3. POSITIVE LEARNING ENVIRONMENT Creates a classroom environment of respect and rapport—a culture for student-centered learning. Establishes classroom procedures and manages student behavior. Demonstrates flexibility and responsiveness to students' needs. | 94% | 83% | 19% | 29% |
| 4. DIFFERENTIATED INSTRUCTION Addresses students' different needs in ways that challenge and support everyone while closing achievement gaps. Uses assessment data to inform instructional content and delivery, and to provide timely and constructive feedback to both students and parents. | 96% | 68% | 15% | 24% |
| 5. INSTRUCTIONAL STRATEGIES Uses engaging questions to help students process and elaborate on content. Involves students in practice of skills, strategies, and processes. Helps students examine their reasoning and revise their knowledge. Engages students in cognitively complex tasks. | 97% | 61% | 16% | 56% |
| 6. COMMUNICATION AND COLLABORATION Communicates effectively with students, parents/guardians, district and school personnel, and other stakeholders in ways that support the mission. Collaborates well with other teachers and administrators. | 96% | 52% | 16% | 25% |
| 7. PROFESSIONAL RESPONSIBILITIES Exhibits commitment to professional ethics and the school's mission. Works to grow and develop within the professional community. Follows all school and district policies and procedures. Maintains accurate records. | 85% | 36% | 23% | 32% |

Survey Results

According to the study, nearly every administrator has teachers who struggle with key competencies vital to success in their classrooms. And yet, **less than 1 in 5 administrators say these struggling teachers have actually received honest feedback about their performance.**

This research tells a concerning story: Administrators have deep and pervasive concerns about teachers' ability to deliver a quality education to students, create a productive learning environment, and collaborate with colleagues. This incompetency is costly to student success as well as key results for the district. And yet, teachers are blindly unaware of their shortcomings.

Their leaders have not given honest and productive feedback about their performance, and unsurprisingly, performance never changes.

Where does the onus for performance lie? In this case, administrators are responsible to create a culture of accountability where people can address gaps in expectations vs. performance. They are also responsible to share tough feedback with their staff. Unless and until administrators share the kind of candid feedback teachers need to hear, performance and results will continue to suffer.



VitalSmarts Can Help

VitalSmarts research from the last 30 years shows the way people interact with others during two crucial moments has a profound effect on both personal and organizational success. The skills to manage these crucial moments are taught in our award-winning training courses:

Crucial Conversations® teaches the skills to create alignment and agreement by fostering open dialogue around high-stakes, emotional, or risky topics—at all levels of the organization.

Crucial Accountability® teaches skills to identify and resolve performance gaps, strengthen accountability, eliminate inconsistency, and reduce resentment.

To learn more about training your teachers and administrators in Crucial Conversations or Crucial Accountability, visit us at vitalsmartsindia.com or **call 1.800.102.1345**.



About VitalSmarts

Named a Top 20 Leadership Training Company, VitalSmarts is home to the award-winning Crucial Conversations®, Crucial Accountability®, Getting Things Done®, and Influencer Training® and *New York Times* bestselling books of the same titles. When used in combination, these courses enable organizations to achieve new levels of performance by changing employee behavior. VitalSmarts has consulted with 300 of the Fortune 500 companies and trained two million people worldwide. www.vitalsmarts.com