

Directions

1. Read the Sticky Situation Scenario
2. Fill in the graphic organizer by listing the evaluative comments, feelings, needs, and demands expressed by each of the characters in the Sticky Situation Scenario.
3. Using the Sticky Situation Scenario and information in the graphic organizer, rewrite Tate's part of the conversation to represent *NVC* principles.

Sticky Situation Scenario:

Tom, Mrs. Tate's student teacher, missed the deadline to turn in his lesson plan again (3rd time). Instead of accommodating Tom like she did the last two times, she decides to address the problem in a more straight forward manner. She wants to get things back on track and avoid an escalation (bringing in the university supervisor). Here is how the dialogue unfolds:

Tate: Hi Tom! Let's sit down and start our meeting. Before we discuss your teaching or any other items on our agenda, I think we need to address the fact that you are having problems with... you know ... your lesson plans... you are turn...

Tom: (looking perplexed, interrupts) I am using the format that we agreed on. The one you have been accepting. I think the lesson went well. The kids were engaged. I did struggle a little bit when they were working in groups. Maybe you can give me some guidance there. I was trying to ...

Tate: (interrupts): We will get a chance to discuss your concerns in a few minutes. First, I want to address the very difficult position you put me in (Tom is still looking perplexed). I was understanding the first time you turned in your lesson late but it seems that you are not putting in the effort needed to meet our agreed upon due dates. I can't keep on encouraging this lack of organization. I feel that ignoring the rules is showing a lack of respect for this process. As a new teacher, organization and following directives are very important for success.

Tom: I am organized. The other CTs are not this strict. As long as they get a chance to look over the lessons they are fine. They don't care. They know things happen. We all have busy schedules here.

Tate: The issue is not me being harsh it is that you are not turning in your lessons on the agreed upon due date. You continue to ignore procedures even after I took the time to go over the guidelines and expectations again. It is not fair to the kids and it is inconsiderate. You are putting me in an untenable position. If this happens again, I am not going to let you teach your lesson. I just can't.

Tom: (frustrated) I put a great deal of effort into preparing my lessons. I take time to write good lesson plans. That is why I am late sometimes. I don't think it would be fair to do all that work and not get a chance to try to teach my lesson. I am conscientious, organized, and I am committed to teaching. How am I going to develop if I don't get a chance to practice? This arrangement with your school is to help me prepare for my own classroom. How am I going to be ready. Any way, I turned in my lesson one day after the due date . You still had two days to look at it.

Tate: That does not give us enough time to discuss your planning and for you to take into account any feedback. What are we going to do? We can't continue down this road. I really don't want to involve the university supervisor.

Characters	Evaluative/Judgment Statements	Feelings	Needs	Demands (instead of Requests)
Mrs. Tate (CT)	"It seems like you're not putting forth effort."		Lesson plans turned in on time.	"You will not teach your class if the lessons aren't on time."

Tom (ST)	<p>“The other CT’s are not this strict.”</p> <p>I don’t think it would be fair to do all that work and not get a chance to try to teach my lesson.</p>	Frustrated/Perplexed	<p>Suggestions and ideas for how to handle students when they work in groups.</p>	<p>This arrangement with your school is to help me prepare for my own classroom.</p>
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Tate’s statement using *NVC*