

Recruiting, Preparing, and Retaining Top Teachers

TEA Learning Roundtable

@Doug_Lemov

January 31, 2018

Uncommon Impact

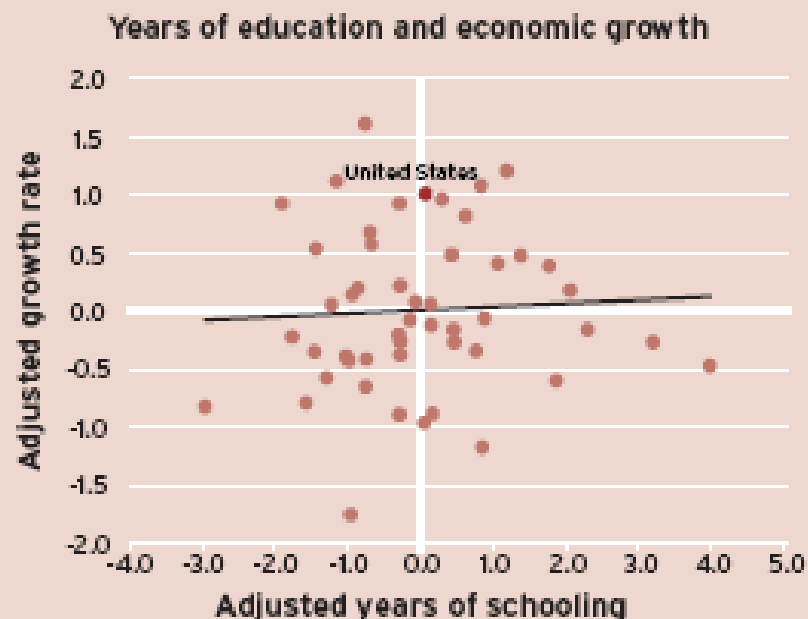
This Work Matters



Big Picture, Too

Explaining Economic Growth (Figure 3)

How much students learn, not how long they stay in school, is the key to economic growth. The United States, however, has had a higher growth rate during this period than would be expected given its test scores and levels of school attainment.



Note: The y-axis indicates growth rates from 1960 and 2000, adjusted for GDP in 1960 and school attainment. The x-axis shows test scores adjusted for school attainment. The solid line plots the relationship between the two variables among the 50 countries with available test score information, each of which is represented by a dot.

The y-axis indicates growth rates from 1960 and 2000, adjusted for GDP in 1960 and test scores. The x-axis shows school attainment adjusted for test scores. The solid line plots the relationship between the two variables among the 50 countries with available test score information, each of which is represented by a dot.

SOURCE: Author



Uncommon Impact



Uncommon Impact




While Some Challenges are Unpredictable...



...Many are Predictable



A microscopic image showing numerous green, roughly spherical cells. Each cell contains a prominent, bright yellow nucleus. The cells are densely packed, with some overlapping. The background is dark, making the green and yellow colors stand out.

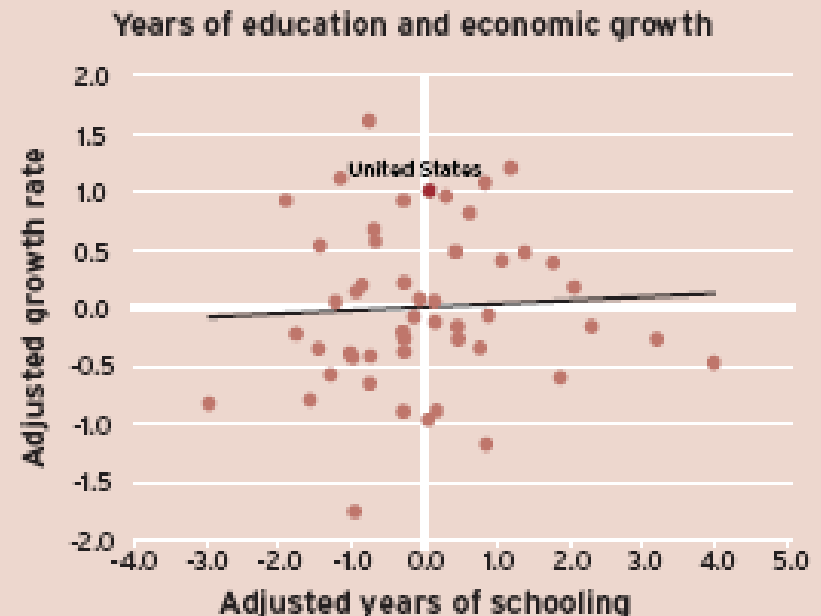
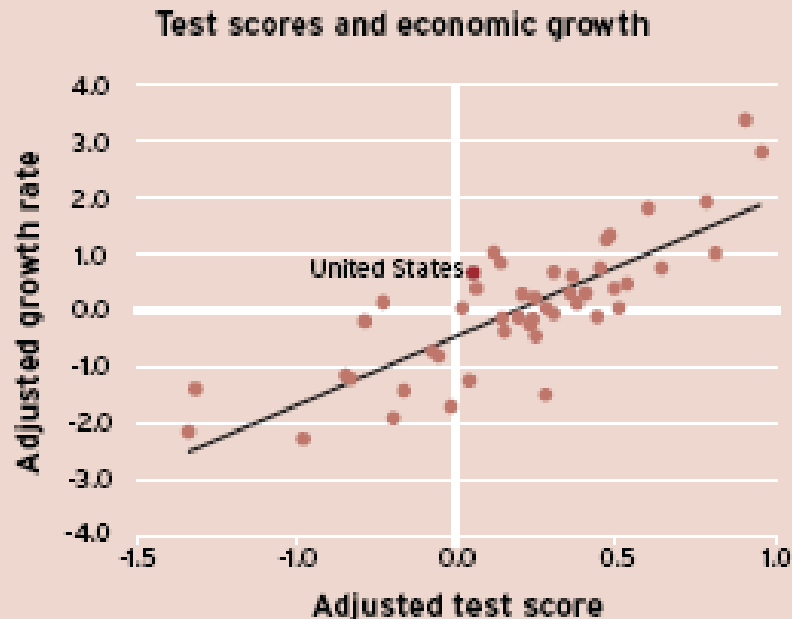
Breakthroughs in innovation have historically been preceded by breakthroughs in measurement*.

*Even when it is imperfect.

For Example...

Explaining Economic Growth (Figure 3)

How much students learn, not how long they stay in school, is the key to economic growth. The United States, however, has had a higher growth rate during this period than would be expected given its test scores and levels of school attainment.

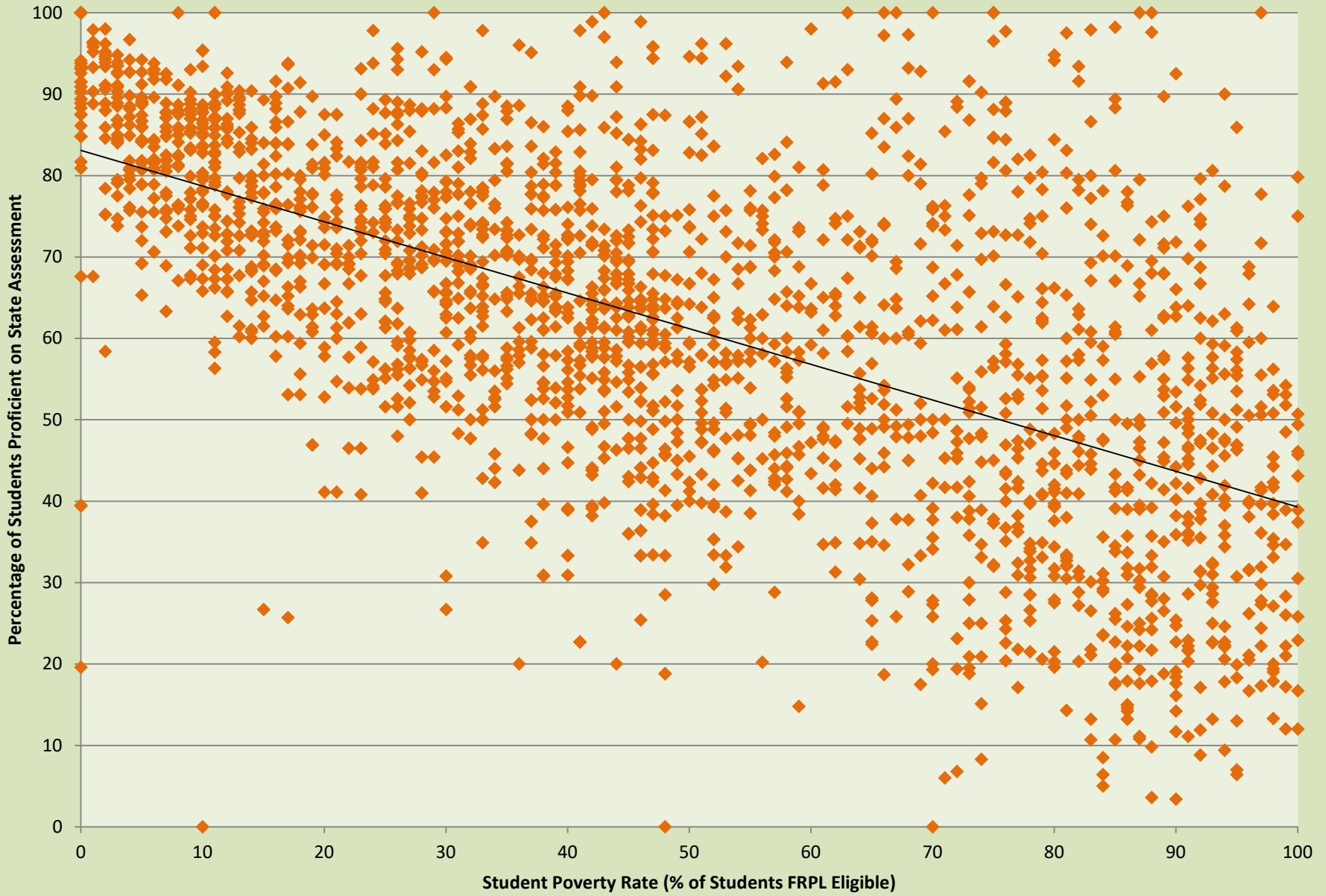


Note: The y-axis indicates growth rates from 1960 and 2000, adjusted for GDP in 1960 and school attainment. The x-axis shows test scores adjusted for school attainment. The solid line plots the relationship between the two variables among the 50 countries with available test score information, each of which is represented by a dot.

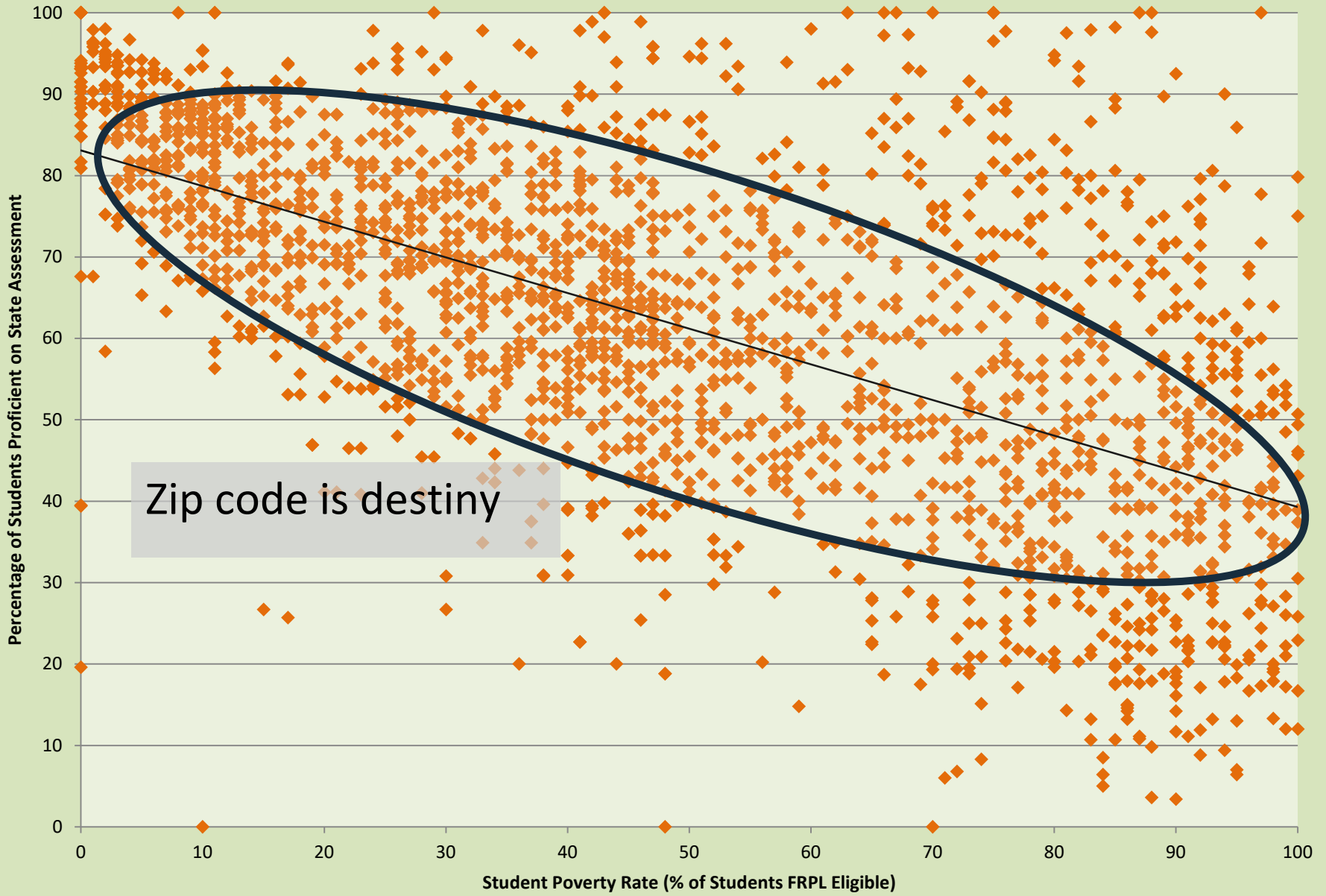
The y-axis indicates growth rates from 1960 and 2000, adjusted for GDP in 1960 and test scores. The x-axis shows school attainment adjusted for test scores. The solid line plots the relationship between the two variables among the 50 countries with available test score information, each of which is represented by a dot.

SOURCE: Author

6th Grade Results -- All NYS School Systems

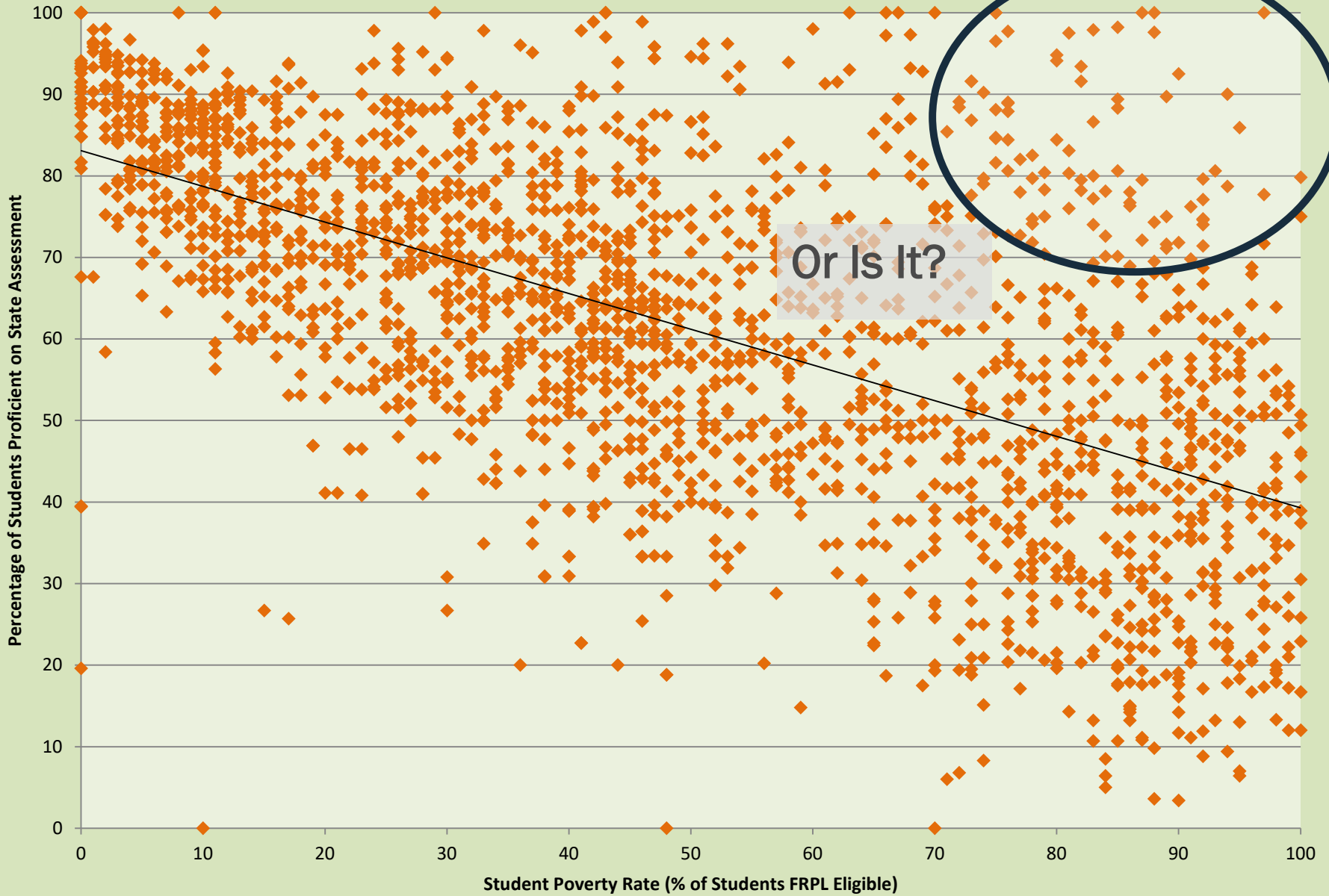


6th Grade Results -- All NYS School Systems



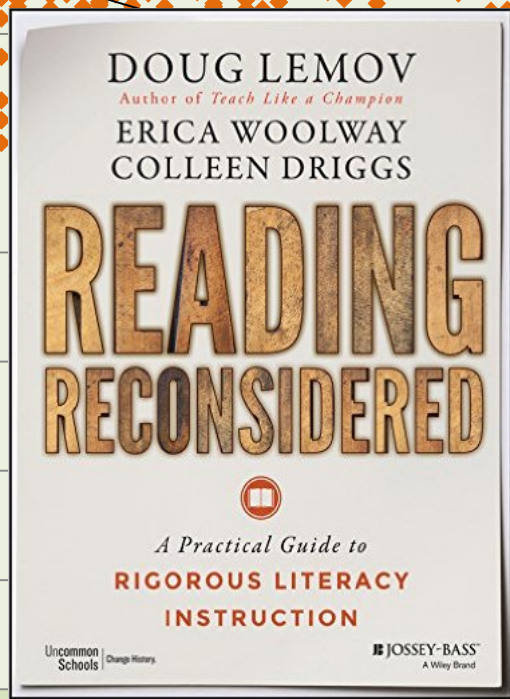
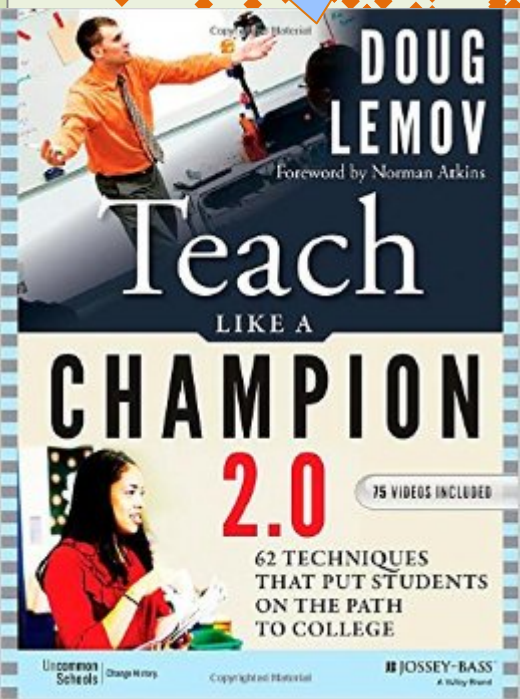
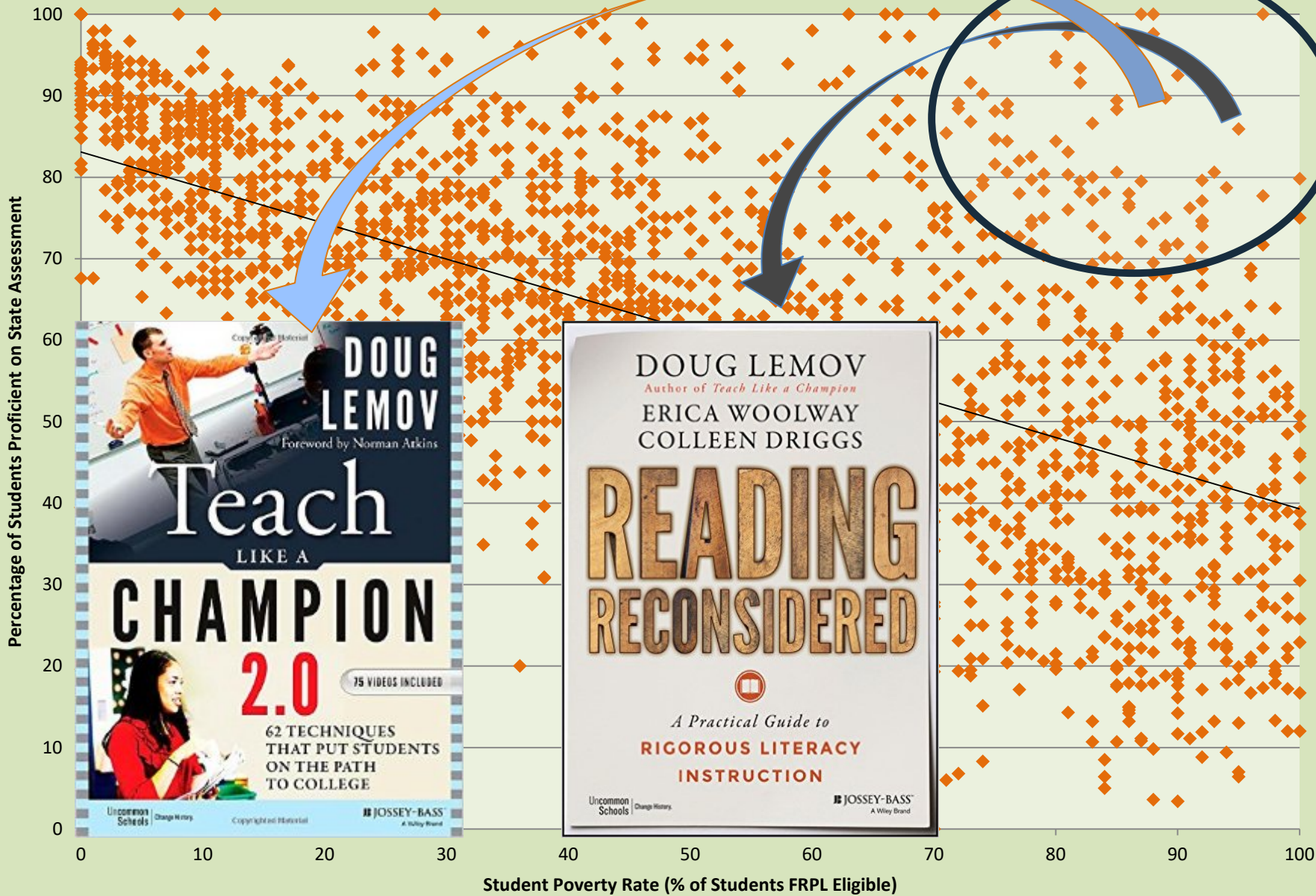
Zip code is destiny

6th Grade Results -- All NYS School Systems

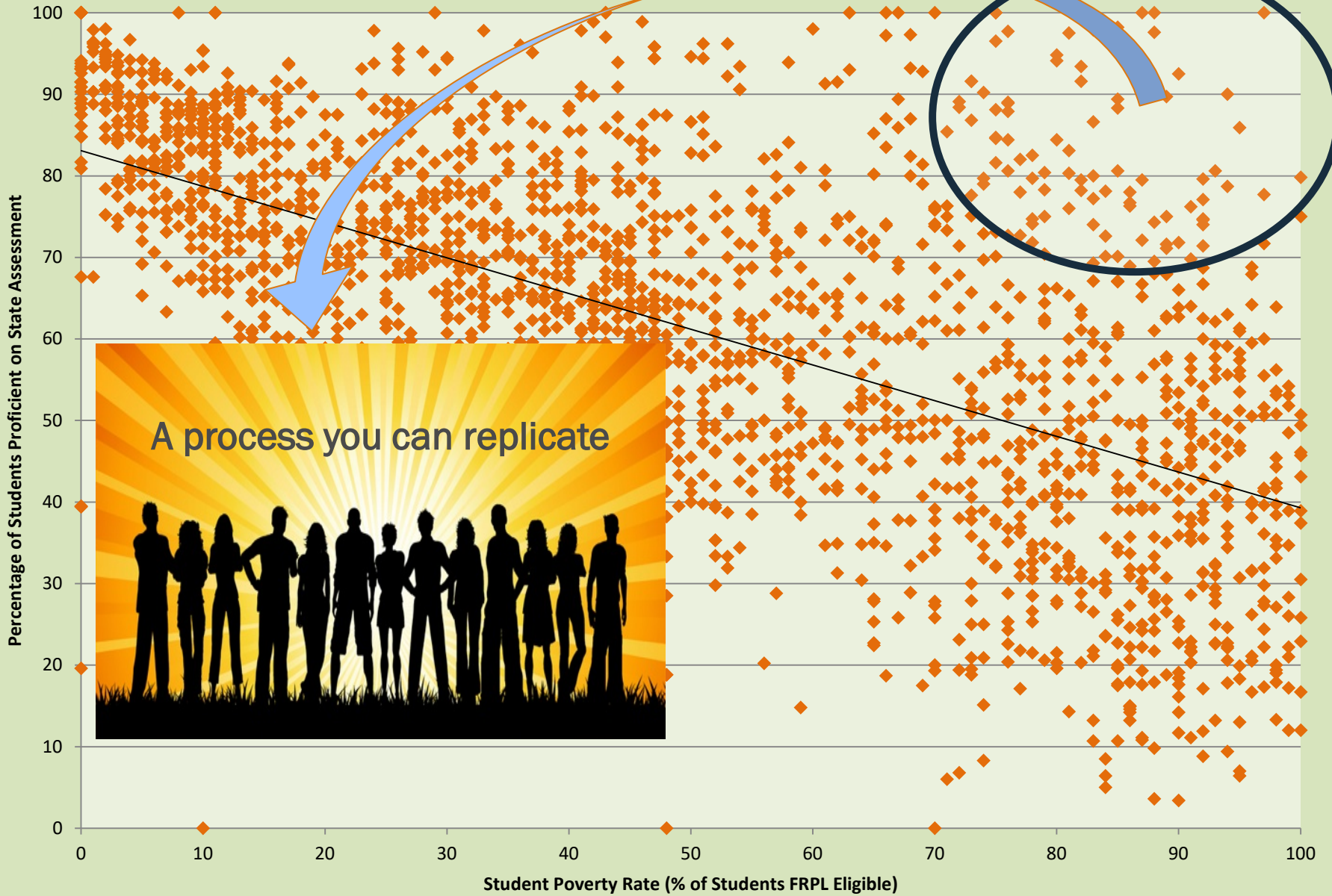


Or Is It?

6th Grade Results -- All NYS School Systems



6th Grade Results -- All NYS School Systems



A process you can replicate



Example



Jessica Bracey



Why are Jessica's kids so engaged?



The *Ratio* Spectrum

100% TR



The
Goal

Think Ratio:
How *deep* is
the
thinking?

100%
PR

Participation Ratio: How *many* are participating?

Notes on Building *Ratio*

“Participating” is not just talking.

Writing, listening and reading are at least as important.

When students write, everyone answers the question.

If you write before you discuss, more students can participate and they will likely have better answers.

And they can listen to one another.



Jessica Bracey

How does watching 'game film' of classrooms like Jessica's help develop teachers?



How does watching 'game film' of classrooms like Jessica's help develop teachers?

Existence proof

How to make it work

Real world issues

Related factors

Reinforce decision-making & perception

Shared inquiry

Why Else to Find & Study Champions



Know What Works...and How





Replicating What Works v Fixing What's Broken



Respect and Appreciation=Retention



There is no achievement gap that some teacher, somewhere has not closed. We just need to find her and study her.



People Worry About Buckets



The Top Matters Most





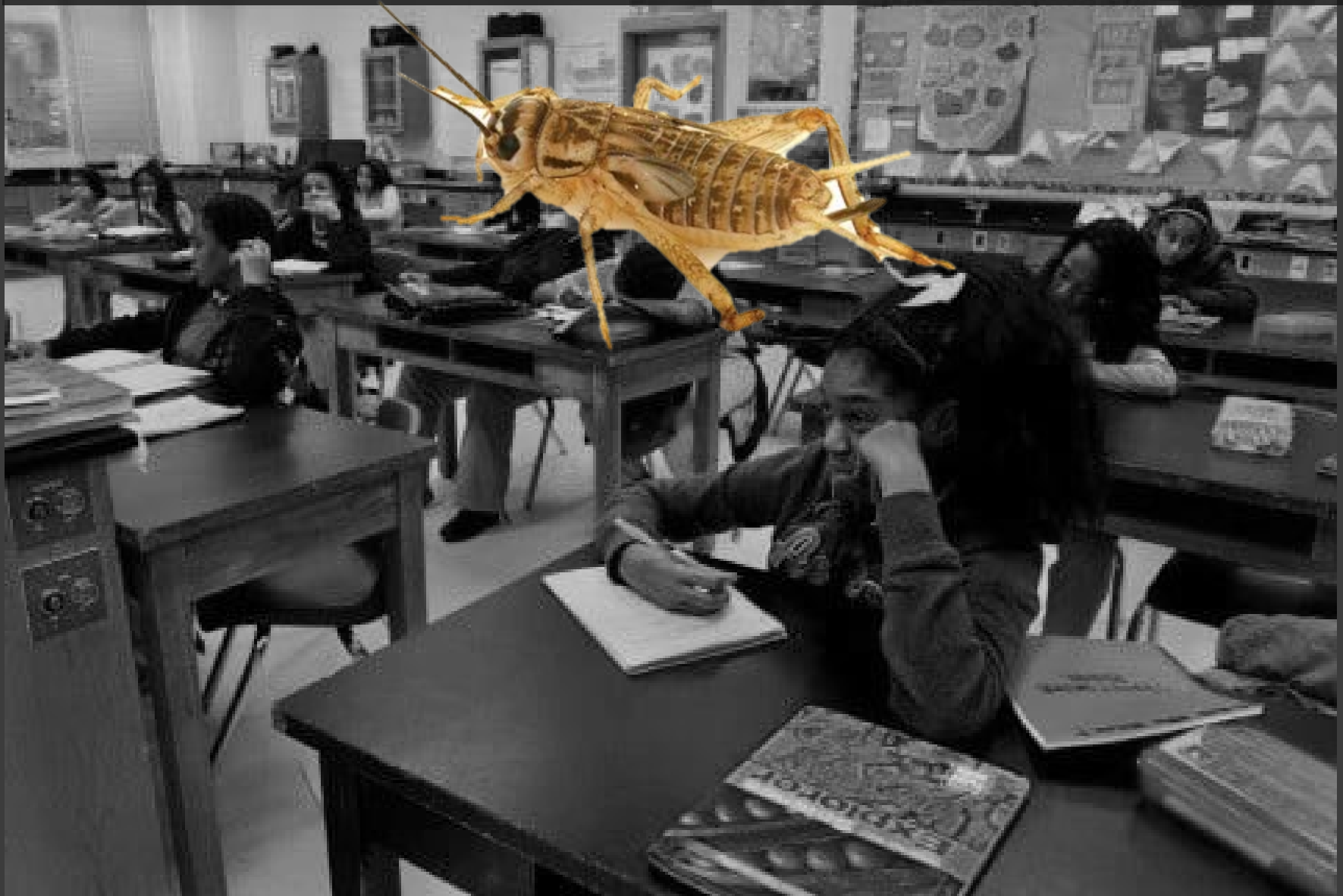
Example



Scene From the Life of a Teacher



We Live in Fear of Crickets



Solutions

A photograph of a classroom where several students are raising their hands. The students are seated at desks, and a teacher is visible in the background. The classroom has a whiteboard and various educational posters on the wall. The lighting is bright, and the overall atmosphere is active and engaged.

Cold Call

Turn and Talk

Everybody Writes

Wait Time

Jon Bogard



Na'Jee Carter



How does each teacher emphasize the positivity of Cold Calling?

Here are some of Na'jee's prompts in Cold Calling. What do you notice? How do they build positive culture?

“Marcel talk to me.”

“Tell me about the internal conflict, Yedidio.”

“Can you tell me about that conflict, Marcel?”

“Yedidio I want you to start to speak about what kind of conflict you see.”

Houston: Cold Call? We Can Do That



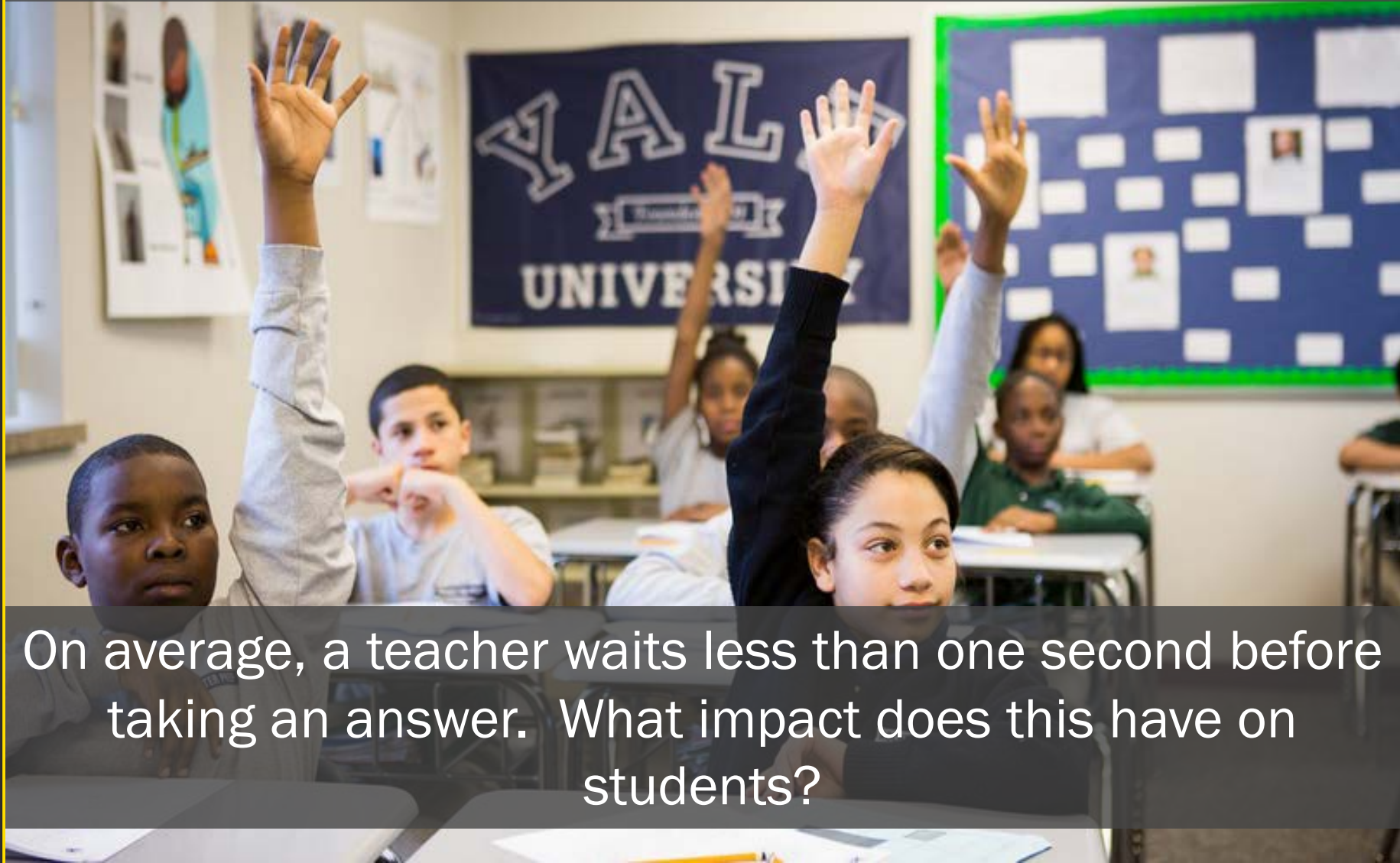
Gary Lauderdale



What has Gary kept? What has he adapted?



Wait Time



On average, a teacher waits less than one second before taking an answer. What impact does this have on students?

Maggie Johnson



Observe [Maggie's](#) students during *Wait Time*.
But watch again and watch Maggie. The *how* is as
important as the *what*.

Last Thought on Technique



A Final Reflection on Teaching



What makes Kesete effective?

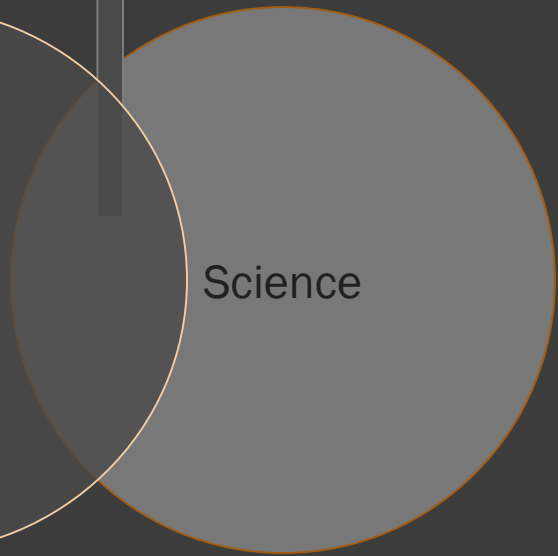
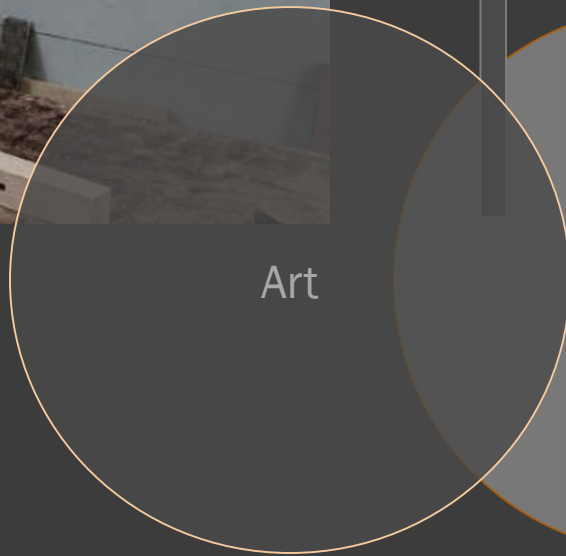
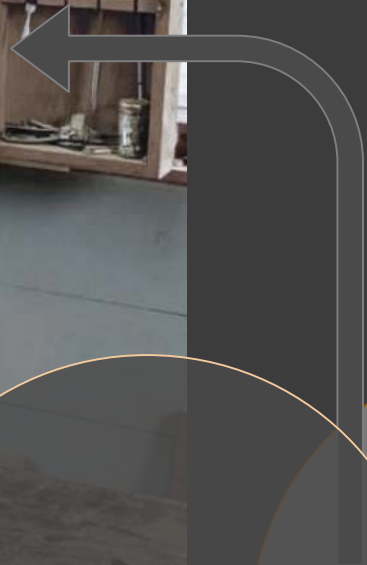
A Final Reflection on Teaching



“Relationships” are often technique in disguise.



Craftsmanship



Art

Science



What Else Teachers Need



Supportive Culture
Shared Vocabulary
Practice
Flexibility



Culture




A woman with dark hair tied back, wearing a dark blue button-down shirt, is smiling and looking towards the right. She is standing in a classroom. In the background, there are whiteboards with handwritten text. One whiteboard has "Practice Boys vs Girls" and "Exit Ticket" written on it. Another whiteboard has "Tickets" written on it, with arrows pointing to "10s" and "2s".

Katie Bellucci

What inspires you about the culture Katie is building in her classroom? How does it lead to student learning and achievement?

Culture of Error

We describe a classroom where students feel safe exposing their errors to their teacher in the faith and trust that doing so will have a positive outcome as having a “Culture of Error.” When this occurs Checking for Understanding is 10x easier. So is learning.

A woman with dark hair pulled back, wearing a green long-sleeved top with a white lace collar, is smiling warmly at the camera. She is standing in what appears to be a classroom or meeting room, with a whiteboard and various papers or notices pinned to it in the background. The whiteboard has some faint, illegible writing on it. The overall atmosphere is positive and professional.

This also applies to the teachers in the building. When you acknowledge and expose the struggle, when it is understood that the only way to be great is to make and learn from errors, and when teachers feel this, getting them better is 10x easier.

A Happy Story



A Happy Story

What would it take for this to happen in your school(s)?



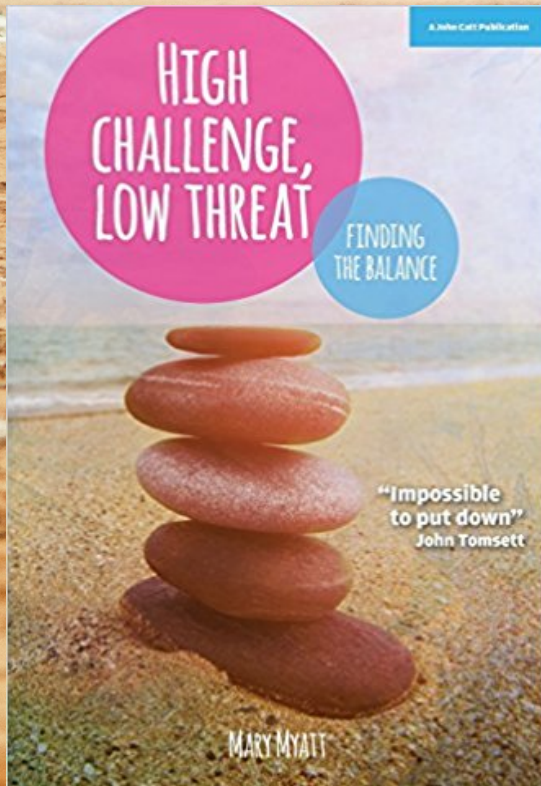
Most Teacher Training is Not Very Good



Most Teacher Training is Not Very Good



Success is About (Adult) Culture



"If you manage people or are a parent (which is a form of managing people), drop everything and read *Mindset*."
—GUY KAWASAKI, author of *The Art of the Start*

mindset

THE NEW PSYCHOLOGY OF SUCCESS

HOW WE CAN
LEARN TO FULFILL
OUR POTENTIAL

- *parenting
- *business
- *school
- *relationships

"Will prove to be one of the most influential books ever about motivation."
—PO BRONSON, author of *NurtureShock*

CAROL S. DWECK, Ph.D.



Shared Vocabulary





The background of the slide is a painting of the Tower of Babel. The tower is a massive, multi-tiered structure made of reddish-brown stone, reaching towards a cloudy sky. The base of the tower is surrounded by a dense crowd of people and various architectural elements. The overall scene is one of grandeur and ambition.

At First:

And the whole earth was of one language, and of one speech.
“Behold, the people is one, and they have all one language; and now nothing will be restrained from them, which they have imagined to do.”

And Then:

People used the power to build a tower to heaven to show how great they were.

The Lesson:

The LORD did there confound the language of all the earth: and from thence did the LORD scatter them abroad upon the face of all the earth.



Practice



Practice: Because Teachers ‘Go Live’



Art Worrell & Matt Cheeley



Uncommon Impact

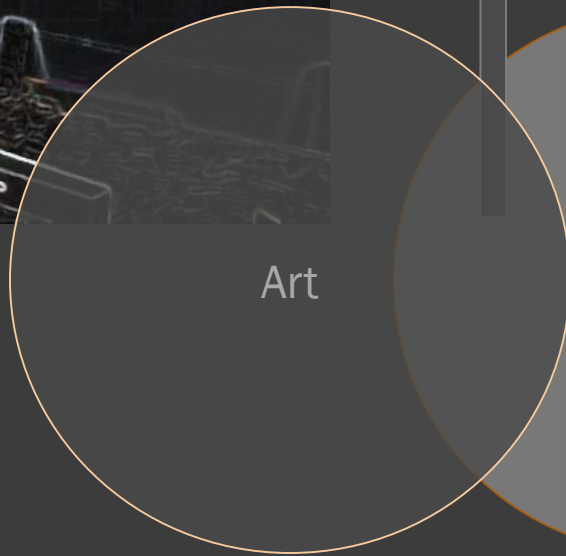
VIDEO SHARING FROM - 08/14/2017

TIME THE NAME





Craftsmanship



Art

Science



Flexibility



A blue metal toolbox with a handle and latches, sitting on a wooden table outdoors. The word "tools" is written in a stylized, cursive font on the side of the toolbox. The background shows a brick building with windows and a sidewalk.

tools

Theme and Variation



Effective PD—A Checklist

- Tools for craftsmen/women to use to solve problems
- Embedded in school culture/operating systems
- Sustained conversation vs. “one-and-done”
- Based on what the best among us really do (w game film)
- With and by teachers as much as ‘at’ them
- Solving “real world” challenges
- For teachers at all skill levels, *especially* high performers. (PD is not a pejorative)
- Practice + Planning + Content Knowledge*
- Where it’s safe to struggle and learn



@Doug_Lemov

teachlikeachampion.com/blog

A Story



Caution: This is a Scary Story







Los Angeles Times

LA Unified School District has hundreds of teachers who preside over remarkable successes, year after year, often against incredible odds. But...most are like Zenaida Tan, working in obscurity. No one asks them their secrets. Most of the time, no one even says, "Good job." Often even their own colleagues and principals don't know who they are.

Tan brims with effective ways to reach limited-English students, handle discipline problems and keep the kids engaged. "I do a lot of singing, games," she said. "It doesn't look like a lesson."

But no one asks for her advice. She says her fellow teachers at Morningside consider her strict, even mean. She tends to keep to herself. "Nobody tells me that I'm a strong teacher," she says.

That's OK by her, she adds. Year after year, she watches her students make enormous progress and feels a quiet sense of satisfaction.

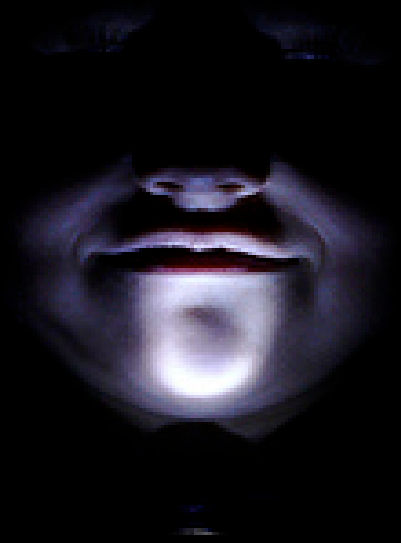
By LAUSD's measure, Tan "meets standard performance," as virtually all district teachers do -- evaluators' only other option is "below standard performance."

On a recent evaluation, her principal checked off all the appropriate boxes, Tan said -- then noted that she had been late to pick up her students from recess three times.

"I threw it away because I got upset," Tan said.

"Why don't you focus on my teaching?! Why don't you focus on where my students are?"

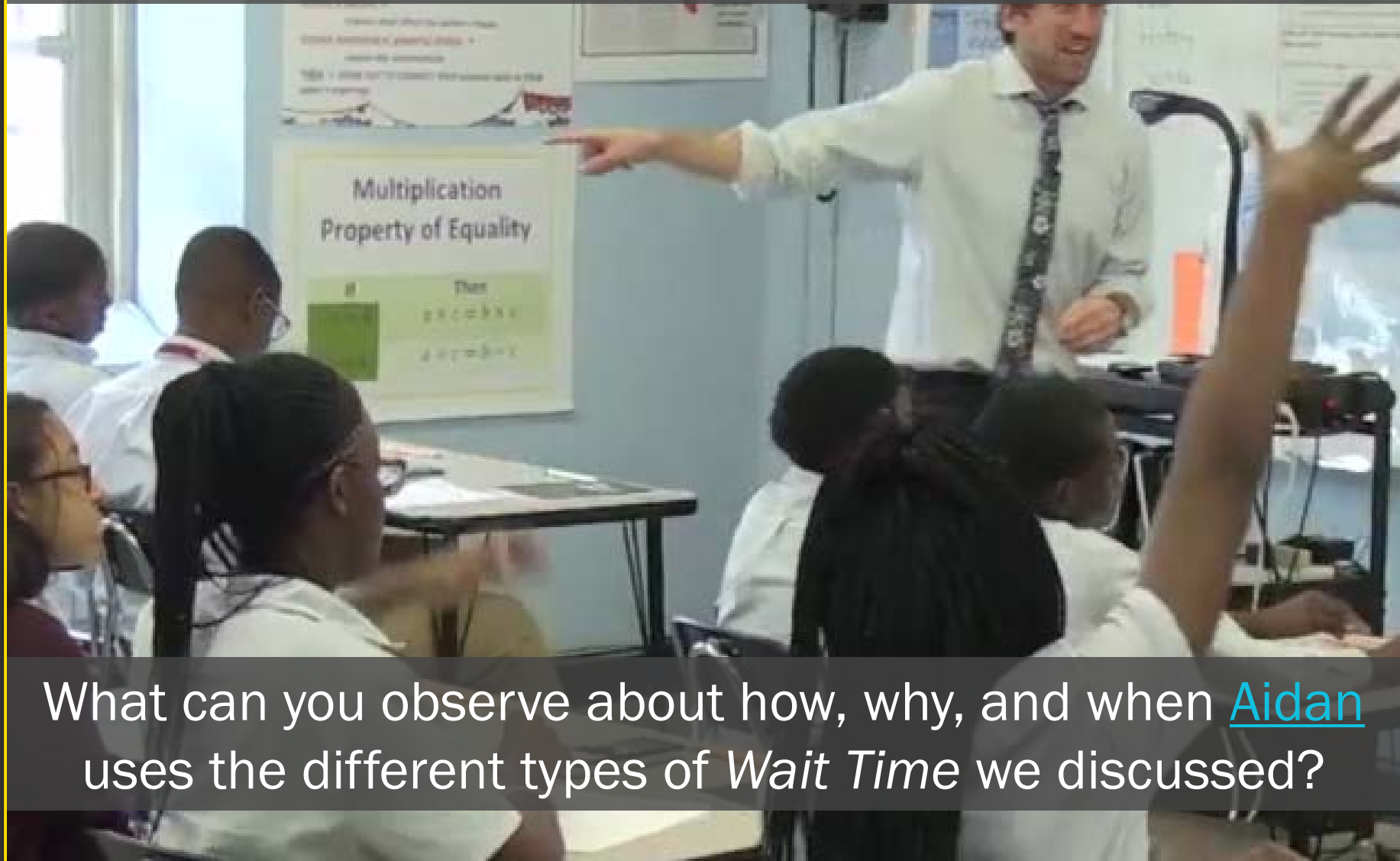
What's So Scary?



A Failure to Support & Develop Her



Aidan Thomas



What can you observe about how, why, and when [Aidan](#) uses the different types of *Wait Time* we discussed?