Recruiting, Preparing, and Retaining Top Teachers

TEA Learning Roundtable

@Doug_Lemov

January 31, 2018
This Work Matters
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.

**Test scores and economic growth**

![Graph showing the relationship between adjusted growth rate and adjusted test score for the United States. 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.](image)

**Years of education and economic growth**

![Graph showing the relationship between adjusted growth rate and adjusted years of schooling for the United States. 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.](image)

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.

**SOURCE:** Authors
While Some Challenges are Unpredictable...
...Many are Predictable
Breakthroughs in innovation have historically been preceded by breakthroughs in measurement*.

*Even when it is imperfect.
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.

Test scores and economic growth

Adjusted growth rate

Adjusted test score

United States

Years of education and economic growth

Adjusted growth rate

Adjusted years of schooling

United States

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.

SOURCE: Authors
6th Grade Results -- All NYS School Systems

- Percentage of Students Proficient on State Assessment
- Student Poverty Rate (% of Students FRPL Eligible)
6th Grade Results -- All NYS School Systems

Student Poverty Rate (% of Students FRPL Eligible)

Percentage of Students Proficient on State Assessment

Zip code is destiny
6th Grade Results -- All NYS School Systems

Or Is It?
6th Grade Results -- All NYS School Systems

Percentage of Students Proficient on State Assessment vs. Student Poverty Rate (% of Students FRPL Eligible)

- Teach Like a Champion 2.0
- Reading Reconsidered

Uncommon Impact
6th Grade Results -- All NYS School Systems

A process you can replicate
Why are Jessica’s kids so engaged?
Participation Ratio: How many are participating?

Think Ratio: How *deep* is the thinking?

The *Ratio* Spectrum

The Goal

100% PR

100% TR
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.
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
Scene From the Life of a Teacher
We Live in Fear of Crickets
Solutions

Cold Call
Turn and Talk
Everybody Writes
Wait Time
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?
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.
What Else Teachers Need

Supportive Culture
Shared Vocabulary
Practice
Flexibility
Culture
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.
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

HIGH CHALLENGE, LOW THREAT
FINDING THE BALANCE

“Impossible to put down”
John Tomsett

MARRY MYATT

mindset
THE NEW PSYCHOLOGY OF SUCCESS

HOW WE CAN LEARN TO FULFILL OUR POTENTIAL

* parenting
* business
* school
* relationships

CAROL S. DWECK, Ph.D.

“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

“Will prove to be one of the most influential books ever about motivation.”
—Po Bronson, author of NurtureShock
Shared Vocabulary
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: Because Teachers ‘Go Live’
TIME THE NAME
Flexibility
Theme and Variation

Uncommon Impact
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
Caution: This is a Scary Story
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
What can you observe about how, why, and when Aidan uses the different types of Wait Time we discussed?