You can attract great teachers, but can you keep them?
March 9, 2018
David Berthold (david.berthold@kinkaid.org) & Dr. Charles Kraus (chuck.kraus@fwcd.com)

Study Hall
Please begin by answering the following questions on the notecard provided. Your answers will remain anonymous, but I would like to share some of the responses with the group during the presentation.

- You were obviously a great teacher, thinking back to your time in the classroom, what kept you at your school each year?

- Think back to a time when you were teaching. Write down one leadership trait that you admired, respected, or appreciated in one of the leaders you worked with at that school. It could be a department chair, mentor, all the way up to your head of school.

Please scan the Professional Standards for Educational Leaders located in this packet.

Then, review the article by Dr. Matt Balossi & Dr. Natalia Hernández.

Then, scan the editorial from Robert Safian.

Review the next article by Dr. Jim Taylor, if time permits, which will be referenced during the presentation.

I have included the final article, about Jeff Bezos at Amazon, to promote this study-hall approach to starting meetings. Promoted by Dr. Edward Tufte, renowned statistician and expert on data presentation, this approach is utilized to make meetings more efficient and more productive. I have utilized this technique in my doctoral cohort to keep our meetings focused and on task. I recommend exploring this technique if you are interested in engaging in more in-depth meetings at your school.

Thank you in advance for attending our presentation!
The following is a summary of the 2015 Professional Standards for Educational Leaders, formerly known as the ISLLC Standards. The National Policy Board for Education Administration approved the refreshed standards on October 22, 2015. The full standards will be published in November.

STANDARD 1. Mission, Vision, and Core Values
Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

STANDARD 2. Ethics and Professional Norms
Effective educational leaders act ethically and according to professional norms to promote each student’s academic success and well-being.

STANDARD 3. Equity and Cultural Responsiveness
Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being.

STANDARD 4. Curriculum, Instruction, and Assessment
Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student’s academic success and well-being.

STANDARD 5. Community of Care and Support for Students
Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

STANDARD 6. Professional Capacity of School Personnel
Effective educational leaders develop the professional capacity and practice of school personnel to promote each student’s academic success and well-being.

STANDARD 7. Professional Community for Teachers and Staff
Effective educational leaders foster a professional community of teachers and other professional staff to promote each student’s academic success and well-being.

STANDARD 8. Meaningful Engagement of Families and Community
Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student’s academic success and well-being.

STANDARD 9. Operations and Management
Effective educational leaders manage school operations and resources to promote each student’s academic success and well-being.

STANDARD 10. School Improvement
Effective educational leaders act as agents of continuous improvement to promote each student’s academic success and well-being.
Hiring and Retaining Great Independent School Teachers

By Matt Balossi and Natalia R. Hernández

The positive impact of great teachers on student learning is undeniable. Independent schools pride themselves on providing a unique educational experience for students — one that is robust and mission-driven, tailored to low student-to-teacher ratios and more personalized learning with high-quality teachers.

While numerous studies measure teacher effectiveness in public schools, there is little research on teacher quality among independent schools. In fact, the topic of teacher quality in public schools receives widespread media coverage, funding, and special interest. In order to better understand how independent schools describe high-quality teachers and align practices to that description, we partnered with the National Association of Independent Schools (NAIS) and conducted a mixed-method study on teacher quality in independent schools.

We designed a survey tool and queried independent school administrators (i.e., heads of school, division heads, assistant heads of school, and other "hiring administrators") from the NAIS database. Our sample size of 755 educators was highly representative of the actual member demographics of NAIS-member schools. Additionally, we collected qualitative data from online focus groups, site visits, and in-person interviews and focus groups with school administrators and high-quality independent school teachers across the country.

Our research goal was to present a clearly articulated concept of high-quality teachers in independent schools as defined by various stakeholders. However, not wanting our research to linger in levels of abstraction, we also designed our study to be applicable to school leaders. Thus, we gathered data about actual school practices of teacher recruitment and selection, teacher evaluation practices, and teacher retention and recognition.

Extant research conducted in the Catholic school setting offers foundational understanding to interpret the results of our study, especially in the areas of relationship and culture. Human resource theories regarding hiring and recognition provide conceptualization of our findings around recruitment and selection. Issues connected to teacher evaluation are framed in the context of the recent findings from the Measures of Effective Teaching study.

Applying the description of high-quality teachers to issues of recruitment and selection as well as retention and recognition has far-reaching potential for increasing quality teachers, student learning, and the financial sustainability of independent schools. In our full report, we draw conclusions related to teacher quality as well as to practices of hiring and retention of high-quality teachers. Finally, we make recommendations for independent school leaders and suggest areas for further study.

In brief, this study finds that independent schools use four key characteristics to describe high-quality teachers. Independent schools value teachers who develop strong relationships with students, demonstrate strong pedagogical knowledge and content expertise, possess a growth mindset about their own capacity, and fit well within the school’s culture (see sidebar). Notably, commonly assessed characteristics of high-quality teachers in public school (certification, years of experience, and evidence of student growth) were the three lowest-rated variables among the independent school leaders who participated in our study.

Perhaps most meaningful for independent school administrators and teachers is that this study also
When describing the highest quality teachers at your school, rate the following:

<table>
<thead>
<tr>
<th>Ability to develop strong relationships with students</th>
<th>82%</th>
<th>18%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong pedagogical skills</td>
<td>63%</td>
<td>37%</td>
</tr>
<tr>
<td>Agreement with the school mission/vision/religious affiliation</td>
<td>69%</td>
<td>31%</td>
</tr>
<tr>
<td>Enthusiasm</td>
<td>62%</td>
<td>38%</td>
</tr>
<tr>
<td>How well they fit within the school’s culture</td>
<td>56%</td>
<td>44%</td>
</tr>
<tr>
<td>Team player</td>
<td>53%</td>
<td>47%</td>
</tr>
<tr>
<td>Strong communication skills with parents</td>
<td>42%</td>
<td>58%</td>
</tr>
<tr>
<td>Ability to work with struggling students</td>
<td>38%</td>
<td>62%</td>
</tr>
<tr>
<td>High intellectual ability</td>
<td>20%</td>
<td>80%</td>
</tr>
<tr>
<td>Ability to produce significant gains in student outcomes</td>
<td>23%</td>
<td>77%</td>
</tr>
<tr>
<td>A major or minor in the subject they will teach</td>
<td>20%</td>
<td>80%</td>
</tr>
<tr>
<td>Willingness to take on extra duties outside of typical teaching</td>
<td>9%</td>
<td>91%</td>
</tr>
<tr>
<td>Commitment to stay at the school</td>
<td>5%</td>
<td>95%</td>
</tr>
<tr>
<td>Certification</td>
<td>4%</td>
<td>96%</td>
</tr>
<tr>
<td>Years of teaching experience</td>
<td>2%</td>
<td>98%</td>
</tr>
<tr>
<td>Graduate of prestigious university</td>
<td>1%</td>
<td>99%</td>
</tr>
</tbody>
</table>

- Extremely Important
- Unimportant
- Important
- Neither Important nor Unimportant
- Not at all Important

Exemines school practices and finds that commonly used activities for recruitment and selection are intended to identify the key characteristics of high-quality teachers. Administrators use demonstration lessons and interviews purposefully in order to assess candidates’ abilities to develop strong relationships with students and their pedagogical knowledge and content expertise.

While the vast majority of independent school administrators use some methods of retention and recognition of high-quality teachers that directly reflect the valued characteristics of high-quality teachers, we find that practices related to teacher evaluation are inconsistent. For instance, our survey data revealed that 93 percent of independent schools employ a formal evaluation process, but 35 percent of independent schools evaluate teachers less than yearly. In particular, interview responses to questions of formal evaluation processes and effectiveness indicate that there are some discrepancies between administrators’ and teachers’ perspectives regarding the value of the evaluation system. Illustrative quotes from administrators and high-quality teachers from the same school often illustrated the differing opinions of teacher evaluation processes, even within the same school. An administrator commented, “[The formal evaluation process] has a profound impact on teacher quality that scaffolds over time.” While a teacher from the same school said, “For high-quality teachers, it [formal evaluation process] has no impact at all. Perhaps it gives administrators the ability to move out poor teachers.”

For some teachers, the evaluation process has a profound impact on teaching quality, with implications for compensation. For others, the process has moderate or no impact.

This study culminates with recommendations to both schools and NAIS, including the following:

- Schools could do a better job of developing their own teachers through formal training and internship programs that connect aspiring teachers with established high-quality teachers.
- School leaders need to operationalize the concepts of growth mindset, fit, and the ability to build relationships with students.
- School leaders need to demonstrate their value of growth mindset in the practice of providing consistent and formative feedback to teachers.
- NAIS should consider commissioning further empirical research in independent schools.

In general, independent schools will benefit from grounding their practice in research, aligning practice to the key attributes of high-quality teachers, and assessing their use of metrics. The complete report can be found at www.nais.org.

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How to Lead in 2018

When I was in my early twenties, a close relative of mine was murdered on the street by someone he didn’t know. It was a random act of violence that threw me into a spiral of sadness, fear, and negativity. I saw danger around every corner. The future was dark; the past was a fairy tale that had morphed into a cruel joke.

But the days passed, and I muddled through. At some point, when I got up in the morning and looked in the mirror, I saw hope again in the eyes that looked back at me. And I started the next phase of my life.

I am a believer in the power of optimism, the drive and creativity that possibility can engender. I believe in it not the way a child would, but knowing full well the perils and pitfalls that the world can put in your path.

Today there is much to be anxious about when we get up each day. Uncertainty reigns as rapid change disrupts expectations and social norms. Global leadership is fractured and economic conditions fluctuate widely. Specters loom, from climate change to cyberterrorism. The relentless pace can make you want to curl up in a corner, wary of what might come next.

Or you can stare unblinkingly at this time of chaos and dig into the difficult work of building a better tomorrow. This issue is dedicated to that sense of hope, sharing leadership tales and insights collected at the Fast Company Innovation Festival, a weeklong gathering of top entrepreneurs, thinkers, creators, and practitioners dedicated to holding business to a higher standard. More than 8,000 attendees (32% men and 68% women; average age of 38; from 60 different countries and 45 states) participated in 200-plus workshops, panels, studio tours, and keynotes.

I’ve culled 10 lessons from my experiences that week, which help fuel my optimism. I hope that they, along with the rest of our coverage, inspire you to embrace your own future. We never really know what’s going to happen next; but if we focus on what we can control—and our own reactions to the world around us—we can find meaning and create impact, bringing to life the dreams we all share.

1. Move Quickly, but Don’t Rush.

When Ford CEO Jim Hackett (page 82) talks about leading the 115-year-old company that he took over in 2017, he acknowledges the need to speed up its metabolism—to try more new things. It’s one reason he’s endorsed fast prototyping at Ford’s new Greenfield Labs in Palo Alto. If Ford wants to withstand the revolutions of autonomous driving and next-generation engines, Hackett knows, its culture has to move beyond methodical and reliable. But Hackett also isn’t saying what Ford’s precise business model will be after these revolutions play out. And he’s okay with that uncertainty. He’s too impatient to stand still, yet deeply patient about selecting an ultimate course of action.

2. Commune with Your Spirit.

Someone once told me, “Before you say something in anger, count backward from 100.” Keeping calm is one of the hardest challenges in times of stress. It is also the route to gaining perspective. When Queslove (page 50) talks about his love of silence—and how it serves as a creative engine for him—he definitely onto something. The sound of silence is the sound of someone thinking.

3. Take the Pulpit.

One of my favorite verses from the musical Hamilton is the lead character’s admonition of Aaron Burr early in the play: “If you stand for nothing, what will you fall for?” As leaders and as businesses, we are defined by the positions we take on the most difficult issues. To Starbucks CEO Kevin Johnson (page 40), that means pledging to hire 100,000 “opportunity youth.” To soccer star Abby Wambach (page 68), that means support for both U.S. patriotism and Colin Kaepernick. As Nike’s Hannah Jones (page 68) puts it, “A brand that doesn’t stand for something is no longer a brand worth working for.” This is not a moment to be shy.


Government officials may claim to be stewards of our social contract, but other institutions provide their own leadership as well. “Think about the sustainability movement,” says Nike’s Jones. “You fly across the world and you see windmills farms everywhere. It doesn’t matter what the U.S. administration is doing; we are all moving to renewable energy.” From education to gender identity norms, businesses play a central role in advancing global culture. Forward-thinking leaders embrace that responsibility with conviction.
5. GET IN SOMEONE’S FACE.

In our tech-filled world of always-on connectivity, augmented reality, and artificial intelligence, direct interaction provides the ultimate competitive advantage. As Ideo’s Fred Dust (page 46) argues, face-to-face engagement is a dwindling art. Yet it is empathy that unlocks so much capacity and creativity. Whether in a one-on-one situation or a one-to-many forum, listening is an essential skill. As Brandless CEO Tina Sharkey (page 24) says, “People are craving human interaction. That’s going to move the needle more than any technology you could ever dream up.”

6. CROSS THE LINE.

Traditional demarcations of “generations”—what differentiates one age cohort from another—are becoming muddied, as experience takes precedence over age. While seasoned executives still have wisdom to share with young talents—Cecile Richards of Planned Parenthood (page 36) calls the training of young people “probably the most important mark I hope to leave”—modern mentorship is a two-way street. West Elm’s Doug Guiley (page 60) admits to leaning on his 12-year-old daughter for perspective on his brand. He’s barely alone in appreciating the fresh eyes and intuition of digital natives.

7. RESPECT THINGS YOU DON’T UNDERSTAND.

Even as businesses work to project confidence in a competitive world, we all have to get comfortable with a higher-than-usual degree of messiness if we want to iterate at the pace of global change. “We can’t think about being perfect, we just have to keep moving forward,” says Dell Technologies’ Elizabeth Gore (page 21). Whether the topic is bitcoin or AI, we have to accept that our knowledge is incomplete, that lifelong learning is required. Actor Kate Hudson (page 64), who co-founded athleisure brand Fabletics, groans at the prospect of robots invading the retail experience—yet she acknowledges that her company will inevitably need to reckon with them.

8. RESPECT PEOPLE YOU DON’T UNDERSTAND.

Diversity is not just a social issue; it is a business requirement. Having “a lot of different people in the room,” says Morgan Stanley’s Carla Harris (page 22), unlocks broader ideas and opportunities. What’s more, says Professor Michael Kimmel (page 60), diversity must be aligned with inclusion, breaking down silos and freeing voices. Whether it’s TV writer Lena Waithe (page 42) discussing her emotional, Emmy-winning coming-out episode of Master of None, or drag queens Sasha Velour, Milk, and BibleGirl (page 59) sparking dialogue around how we talk about gender with our kids, uncomfortable topics help us all to grow.

9. EMBRACE RISING EXPECTATIONS.

Millennials “are getting into positions of leadership faster than we did,” says Morgan Stanley’s Harris. “That is going to cause companies that have been around a long time to change.” A parallel transformation is under way in the consumer marketplace. Sundial’s Bonin Bough (page 38) uses the term “promiscuous” to describe consumers, not in a derogatory sense, but to underscore how fluid our relationships with products and brands—and employees—have become. That sets the bar higher for everyone, to be more consistent, more responsive, more essential. Yesterday’s achievements just don’t hold the same weight; today’s best practices are tomorrow’s table stakes.

10. DON’T EXPECT THE BEST; MAKE IT HAPPEN.

To hear Kimbal Musk and Dan Barber (page 72) argue about the future of food is like glimpsing two parallel visions of the future. Will we grow produce in vertical farms within cities, as Musk would have it? Or will we return to family farming that balances ecology, sustainability, and health, as Barber prefers? Neither course would be considered likely by most analysts, and yet that skepticism bothers the two of them not at all. The fact that their visions are difficult to execute is part of what drives them. They take nothing for granted—and they put everything they have into remaking this vital sector. In the process, they open the door to a better way for all of us.
The 5 Things Great Leaders Do Very Well
Dr. Jim Taylor (http://www.drjimtaylor.com/4.0/five-roles-prime-leadership/)

Leadership is one of the truly hot topics in the corporate world. Can you believe that there are more than 17,000 books on leadership available on Amazon? That statistic tells me that there are no clear answers on the best way to lead a company, organization, or team. Given that I work extensively in both the corporate and sports world, where effective leadership is essential, I wanted to share my perspective on what makes a great leader.

Let's start with where I stand on leadership. First, what is a leader? Your answer may include inspiring employees, having a strategic vision and plan, or knowing how to hire or delegate. All of these are necessary, but not sufficient, conditions for being a leader. But the purest definition of a leader I can offer is: someone with followers. Without them, there is no leader.

I also want to add a rather heretical view of leadership: I don't believe in leadership styles. We certainly hear plenty from all sorts of business gurus that this style or that is ideal. You hear about autocratic, democratic, collaborative, visionary, transactional, transformational, participative, laissez-faire, servant, the list goes on. I would argue, however, that talking about styles has little value because we are incapable of leading in a way that is inconsistent with who we are as people. However you lead, there are certain roles you must fulfill to be a successful leader of your team and to achieve the goals you have established for your business. I believe that leaders have five essential roles to fulfill to be effective.

**Leader as person**

The key question to ask in this role is: “How can I lead from a position of respect, trust, and loyalty?” The answer to this question, and the foundation for gaining the respect, trust, and loyalty of your team, is not in how you lead, but rather in the kind of person you are and the relationships you build with your team. Are you likable, calm, and supportive? Or are you angry, critical, and demanding? Understanding who you are will help you figure out how you can best lead.

**Leader as performer**

The key question to ask in this role is: “How do I show my team how to be high performers individually and collectively?” For you to get your team to perform its best, you must know how to perform your best. You must possess the psychological, emotional, and interpersonal skills necessary perform at a high level consistently. With these tools, you can both role model and educate your team about maintaining a high level of performance.
Leader as team builder

The key question to ask in this role is: “How do I build an inspired, aligned, and productive team capable of meeting our biggest goals?” These days, in particular, one “player” can’t carry a team. Rather, everyone has to work not only fulfill their individual responsibilities, but also collaborate effectively to get the necessary results. Your ability to create a team, in the purest sense of the word, is vital for your organization’s success.

Leader as decision maker

The key question to ask in this role is: “How do I ensure that I’m making the best possible decisions for my team and the company?” Is there any more important skill for a leader to have for the success of their organization than knowing how to make good decisions? Yet, bad decisions are rampant in running a business for many reasons. Your goal is to create a framework and process that will maximize the chances of your team making good decisions.

Leader as change agent

The key question to ask in this role is: “How do I transform our company into an agile, collaborative, and purpose-driven force that is prepared for the challenges that lie ahead?” Here’s a simple reality in the business world: If you don’t evolve, you die. You must create a culture that has the ability to adapt to a marketplace and economy that are constantly changing.

However you fulfill these leadership roles, there are certain things you must do to ensure that your organization does what it needs to do to be successful. The heart of this mission is for you to engage in what I call Prime Leadership:

- Create, inspire, prepare, and direct: Prime Leaders nurture their teams from birth to maturity;
- Perform at its highest level consistently: Prime Leaders train their teams to function their best day-to-day and during “crunch time”;
- Individually and collective: Prime Leaders focus on the contributions of each team member and the group as a whole;
- Under the most challenging conditions: Prime Leaders prepare their teams to perform their best during times of uncertainty, instability, and crisis;
- In pursuit of a value goal: Prime Leaders establish objectives that are meaningful to the team and the organization as a whole.

Future articles on this topics will examine these leadership roles in greater depth. In the meantime, begin to explore how you fulfill these roles as you strive to achieve Prime Leadership and lead to the best of your ability.
***For more information on the "Silent Start" or "Study Hall" I recommend becoming familiar with the work of Edward Tufte.

His one day course on data presentation is not only beneficial for those attempting to find better ways to present data, but also to make meetings more efficient.
https://www.edwardtufte.com

LEAD

'Silent Start': The Brilliant (and Surprising) Meeting Method I Learned From Amazon's Jeff Bezos

By Justin Bariso  https://www.twitter.com/JustinJBariso

We've all been there: wasting precious time in a meeting (https://www.inc.com/justin-bariso/8-essential-lessons-from-this-meeting-led-by-a-young-steve-jobs.html) that is headed nowhere fast.

There are lots of reasons this happens, but often it comes down to a lack of preparation. Think about it: You can send an agenda in advance, you can provide all the resources your team needs for a productive meeting (https://www.inc.com/justin-bariso/3-simple-steps-to-run-a-great-meeting-from-microsoft-ceo-satya-nadella.html), but this won't do any good unless people take time to review and think things over ahead of time.

The idea that your people prepare well before every meeting (https://www.inc.com/justin-bariso/9-simple-steps-to-better-meetings.html) is great, but let's get real: It's simply not going to happen.

And that's what makes the following tactic such a game-changer.

A Tactic From Bezos: Start With Silence
I first learned about this method from Amazon founder and CEO Jeff Bezos, in a wide-ranging interview he delivered some years ago.

I like to call it: silent start.

How does it work?

In the opening minutes of some meetings, before any discussion begins, Bezos and his team of senior executives read printed memos in total silence. During this time, moderator and attendees peruse. They scribble notes in the margins. But most important, they think.

"For new employees, it's a strange initial experience," says Bezos. "They're just not accustomed to sitting silently in a room and doing study hall with a bunch of executives."

Bezos says this community exercise has a wonderful purpose: It assures undivided attention on the part of everyone in attendance. Additionally, it helps better prepare those who lead such discussions—because of the skill and focused thought needed to put these memos together in the first place.

"Full sentences are harder to write," explains the famous founder. "They have verbs. The paragraphs have topic sentences. There is no way to write a six-page, narratively structured memo and not have clear thinking."

If you fear that starting a meeting with an extended period of silence will be counterproductive, I can assure you it's not. I've used this method in my own meetings, and it actually saves time in the long run. The foundation for the meetings is laid in real time, starting everyone off, well, on the same page. If the initial memo is done right, it provides real direction and helps reduce misunderstandings.

But best of all, silent start gives your people what they need most to do their best work:

Time.

Focused thinking and extended reflection can lead to deep discoveries. The problem is, with full inboxes and overscheduled calendars, many simply don't take the time for this valuable exercise.

But this small investment of a few minutes can produce huge dividends—in the form of more meaningful discussion and inspired collaboration. It can transform meetings from a painful and necessary evil to a more open, enjoyable, productive exchange—the place where great ideas are born or refined.

Would you like to offer that to your team or organization?

Then you might consider giving some of your upcoming meetings a silent start.

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