No Margin For Error: Saving our schools from borderline teachers

Presented by:
No Margin For Error:

Key Question

Do good teachers matter? They have a
positive influence on students, test
to results, and culture and climate. Improving teacher quality is the
tool to our way to create
to create better schools.

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Weisbrod et al. "In fact, a student
attending a low-quali-teacher school for a single
academic year may gain
up to full year's worth of additional
academic growth compared to a student assigned
to a very poor teacher."

More Points to Ponder

1. How many do you know who the
to teachers at your child's schools
from the best to the worst?
2. What happens to the school's
development between the best and
the worst teachers from a parental
standpoint?
3. Their systems are exactly on cost.

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1. Ask yourself if you were a parent
2. When it comes to performance
   please don't tell me that teachers
   indifference.
Keys to Success

1. Recognize and retain the best, but who are the best? Who are the key players for success?

2. A major problem in our schools is we retain borderline teachers by renewing their contract status.

3. How does this make your No Margin for Error?
   • School districts must begin to distinguish between good teachers and borderline teachers.

Key Points

1. When you examine the best teachers in schools, especially those who perform well, it is great to make sure that those teachers get the job done.

2. Todd Whitaker reminds us as administrators, "It is our job to maximize the potential of the ones we have." Satisfying our schools from borderline teachers.

Dilemma

1. Nonsatisfactory administrators claim that it is impossible to fire a teacher due to non-renewal contract status or due process. Nationally, over ___% of teachers have never been non-renewed as a probationary teacher.

2. Other administrators make a crucial mistake of not recognizing and addressing ineffective teaching.

No Margin for Error?

1. Effective teachers are the key to a successful classroom.

2. Recognizing what effective teaching looks like and addressing it must be addressed.
Scary Stats

- 82% of administrators and 68% of teachers agree that dismissing poor performers is important.
- 85% of teachers believe marginal teachers in their building but are not dismissed.
- In the past 10 years, most administrators have not dismissed a single teacher.

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Performance is overlooked by administrators, and 85% of teachers agree that dismissal is not warranted.

Widget Effect

- The majority of school districts' performance data is the same from teacher to teacher.
- Given the profound impact of the Widget Effect, it is not surprising that only ___% of teachers and ___% of districts enforce a high standard of instruction for all teachers. (Wendling et al.)

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Instructional marginalization is a problem, as ___% of districts report that they are not enforcing a high standard of instruction for all teachers.

Steal Excuses

- One thing an administrator is to do is verify any excuse a teacher has for poor performance. If they complain about class size, remove students; copy issues, give them a printer; discipline issues, frequent their excuses will reveal if they can teach or merely insulate poor schools from border-line teachers.

No Margin for Error:
Administrators must verify all excuses to ensure that teachers are not being excused from their responsibilities.
Have Mercy on "Moxie"

Thank you for the courage and determination to act as well as the know-how and energy to follow.

Let us encourage you today to have moxie when you identify a marginal teacher, deal with them appropriately and immediately.

- If you have the experience you uncomfortable process, than seek out administrators, and you can who can help you. Your students are worth the effort.

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- To move from average to good or great. We must push to the same supplies for our teachers.

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- It is up to you, as a leader, to which you will push for your schools from marginal teachers.
The leader:
The leader creates expectations, leads and maintains culture, manages time, protects and schedules instructional time, inspires trust, and says...and the list goes on.

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Another key question for the leader is: how often do you visit your classroom? I ask this of my followers (who are teachers) and getonomically hear...times or less per year!

Great vs Marginal:

Great teachers:

No Margin For Error:

Saving our schools from borderline teachers

Great teachers:

No Margin For Error:

Great leaders:

No Margin For Error:

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Great leaders:
School Calendar Exercise

Don Fair, Ph.D.

The point of this exercise is to drill you into how many minutes each day are devoted to instruction.

• Now consider how many minutes of instruction is captured by your great versus marginal teacher.

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...because they both have the same number of students, but do they?

School Calendar Exercise

Don Fair, Ph.D.

There are numerous one of the marginal teacher activities that fill the day but that don't instruct, activities that limit instruction and teaching. They are busy. Let me remind you that you...and...if anyone doesn't understand...and...if anyone...

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...you address it with the marginal teacher.

Sense of Urgency revisited

Don Fair, Ph.D.

We are still operating from the assumption that with 180 days allotted to the school year, successful schools, the great ones, minimize any and all disruptions to the school day.

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...when this cutoff is reached, it will quickly become evident who can teach and who is marginal.
Marginal, Borderline or Status-Que Teacher

Observation: The Helpless, The Hurt and the Hardheaded (you guessed it—names).

The helpless may be poorly trained and low in confidence in their ability to help kids need training, support and a great mentor.

Watch this folk because they feel they will burden you or others if you ask for help. Asking for help is viewed as a sign of weakness.

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The Hurt

Some of our best and most competent teachers at one point in their career are now marginal because of personal problems. They need encouragement and patience as they work through their issues. Life happens to all of us and when things happen, we often are unable to keep up. Sheer impact and usually assist with your school's image of being caring or self-centered etc.

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The Hardheaded

Some of the most marginal teachers are also known as negative Nellie’s. They are not open to receiving advice or guidance from anyone, they will change and anyone who brings up problems such as high failure rates, discipline referrals, etc. are no longer allowed in the building. They are not trying to help, rather the students, parents or the school. To deal with these types of folks:

- Dial 911 before their needs the most urgent attention. Assistance and intervention!
Strategies

1. No Margin For Error: Don't let poor classroom management get in the way of learning.

2. Conclusion

   - Create an environment where you can work well with your staff.
   - Understand that dismissal or contract changes are often not
     presentable, but if you have done your due diligence and
     given the process, it is time to act.

   - Always remember your students are the focus. Don't let another
     person get in the way of teaching what is right for your students.
Contact Information

If you have any questions or need assistance please feel free to contact us:

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Order Form

Please fill out this form to order the book:

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Dr. Gary has co-authored a book with Gary Farcas titled "Saving Our Schools from Borderline Teachers." If you would like a copy for $15 each, please use the order form on the next page.