

Today's Talk

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1. If you had a clean slate
2. MATCH Basics
3. Planning our Teacher Residency
4. Three Curriculum Choices

Today's Talk

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1. If you had a clean slate

Take 60 seconds (including those online):

Imagine you had 100% autonomy to design your own teacher prep program

In a single phrase or sentence, what is a key feature, class, program element, or value that you'd insist on?

TeachingWorks Key Ideas: If/When *they* had a clean slate...

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Brent Maddin



Pam Grossman



Brandi Johnson

Today's Talk

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1. If you had a clean slate
2. MATCH Basics – includes 4 min video
3. Planning our Teacher Residency
4. Three Curriculum Choices

Background: Two MATCH Charter Schools...

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MATCH Corps: 110 full-time tutors

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2007 Planning MTR:

Should we specialize?

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- Let's train grads for “No Excuses” charter schools
- Pro. That's what we know
- Pro. Allows us be more specific in curriculum and coaching.
- Con. Those charter schools get many applicants, often 500 for 5 jobs. May be hard for our grads to get hired.

2007 Design Research

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- Read lots o' National Reports about Teacher Prep
- Met with Ed School deans, alt prep, etc
- Met heads of medical residencies, district attorneys, sports coaches

2007 Design Research Part 2: Dig For Rookie Urban Teacher Reality

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- Watching rookie teachers with their kids
- Interviews with rookie teachers and their principals
- Interviews with 2nd/3rd year teachers: what do you wish you knew?

What do you think we found was Rookie Urban Teacher Reality?



Rookie Teacher Reality...

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A. During class: Kids often way off task, not focusing, **small potatoes misbehavior**.

B. During class: **Overwhelmed** teacher; circuits blowing

C. At night: Fried teacher, **desperately planning** "creative" lessons, not sleeping enough

Reality A: Low student effort and small potatoes misbehavior. Teacher playing Whack A Mole.

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Reality A: **Seven** Evils of Weak Classroom Management (Not One Evil)

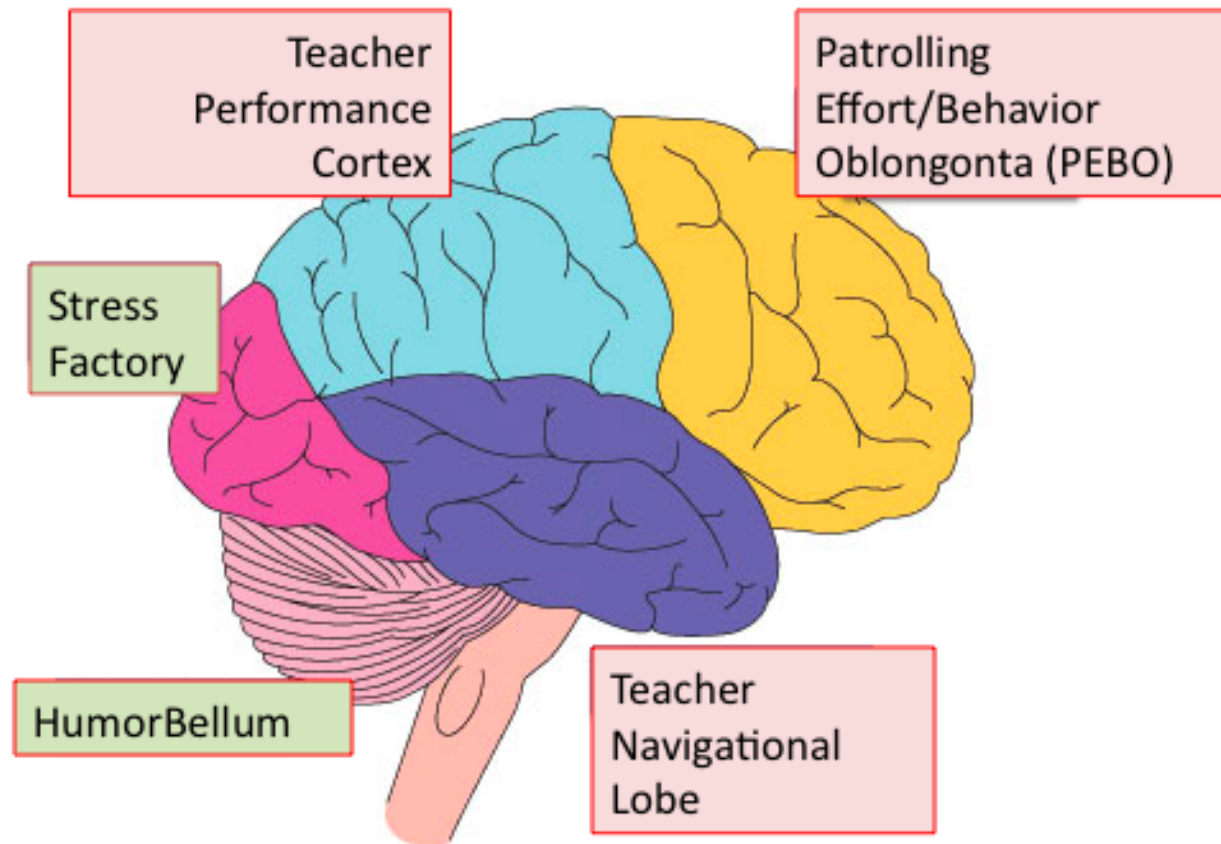
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1. Lost minutes of learning (usual refrain)
2. Lost momentum - kid energy falls
3. Lost teacher train of thought – far fewer Pam Grossman great question moments
4. Messes up timing of the hour-long class – the last section of lesson plan often wholly omitted, even if key
5. Deters harder questions/tasks - teacher scared
6. Emotionally exhausts teacher - "I am so fried"
7. May secretly question whether “these kids” really can learn to high levels

Reality B: Our model of the “Teacher Brain”

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Teacher Brain During Class



Reality C: At night: rookie desperately planning
“creative” lessons (hoping to avoid misbehavior
tomorrow) instead of meat & potatoes

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Let's build a residency to face “ Rookie Teacher Reality” head on

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- If we can solve Classroom Management issues during our training year, great news –
 - a. Rookies can proceed to learn other stuff later, from PD, from colleagues, from administrators.
 - b. Our trainees will get hired. #1 quality principals said they sought.
 - c. Kids will learn more (2011 Tom Kane MET Study)

MATCH Teacher Residency Basics 1

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MTR Basics 2: First Year Calendar

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- Aug/Sep/Oct: Fri and Sat Classes
- Nov/Dec: Practice, Gateway (Courses continue)
- Jan to May: Student Teaching 1 (Courses con't)
- March to June: Job Placement
- June: More Classes
- July: Student Teaching 2, Get License
- Aug: Start new full-time teaching job

MTR Basics 3: Two Key Ideas

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- If we're going to solve Rookie Teacher Reality, we want to use "Permission-Based Prescriptive Coaching" for all practice, simulation, and student teaching
- Value: Teaching is not for everyone, and it's okay, even good, to learn that (Therefore: Healthy Exit)

“Permission-Based Prescriptive Coaching”

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“Healthy Exit”

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- We welcome departure during training.
- Easy downshift from MTR to "regular MATCH tutoring." For Mom: “Still in Boston, still at MATCH, still with kids, just not gonna be a teacher next year”
- We help them find what they want to do instead

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MTR Curriculum

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- Ten Courses
- Today I will zoom in on 3 of them

3 of our key courses include:

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- MTR 110: Parent and Student Relationship Building
- MTR 112: Classroom Management: presence, proactive moves, reactive moves
- MTR 114: How to drive a 56-minute lesson

MTR 110: Example: Parent Phone Calls To Build Strong Relationships

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WHY WE TEACH IT – OUR PITCH TO RESIDENTS

- You'll create more effort from kids
- You'll often have an ally when there are problems
- You'll feel more comfortable pushing kids towards higher standards

MTR 110: Example: Parent Phone Calls

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HOW WE TEACH IT

- Not strong empirical data, but we review what's there
- Teach logistics (when to call), sample scripts (what to say)
- Model it first with principal (Lisa) and real parents
- Role Play
- Then, as tutors and later as student teachers, call parents every week
- So 200+ parent calls a year

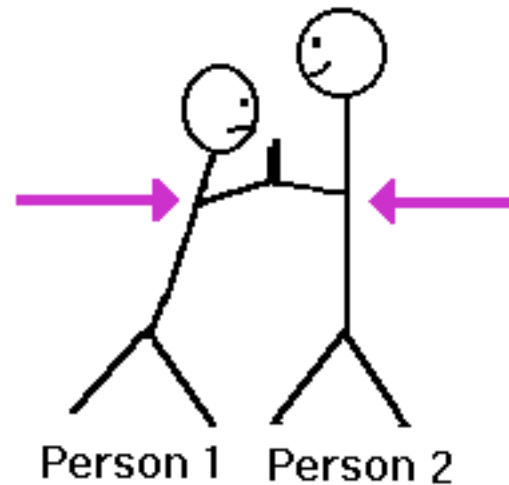
MTR 110: Example: Parent Phone Calls

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CHALLENGE IN GETTING THIS PRACTICE TO STICK AMONG OUR GRADUATES

- Calling parents is not a common expectation in schools
- Few of the trainees' parents ever got called when they were growing up
- Competing priorities – other teacher tasks
- One bad call can lead to discouragement, rejection of practice

NEW CONTENT: “4 Types of Parents”



MTR 112: Classroom Management

Similar to UM Seminars Syllabi

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THINGS WE HAVE IN COMMON:

- a. Develop teaching persona: "authoritative presence"
- b. Practice routines: how to give directions, circulate, etc
- c. Use videos – of “right way”, and selves (flipcams)
- d. Expect professional behavior – and ding them if not

MTR 112: May Differ from UM

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- We teach and practice **reactive** moves to misbehavior
- Examples:
 - Kid who calls out without raising hand (hand down gesture)
 - Kid who puts head on desk to nap (private or public “I need”)
 - Kid who gasps “Oh MAN!” when assigns writing task (Demerit)

MTR 112: Process

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- Model and discuss reactive moves
- Practice is first with flashcards, then a single partner
- Then Group of 6; coaches rate every "at-bat"
- Then Simulation: Practice with real kids
- Then Gateway Simulation with real kids
- Pass that assessment and start student teaching
- If not, exit program

MTR 114: The 56-minute lesson in 6 parts

Simplify the playbook: No sight reads

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MTR 114: Six Parts of a Lesson

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6 Parts of a Lesson

The Do Now

- Notice Everything
- Say as Little as Possible / Prompts for “Stuck” Students
- Quick Review
- Transition to Opening

The Opening

- Default Opening: 3 A's + 1 E
- Selling It
- No Apology
- Hook ‘Em’s
- Transition to Intro to New Material

Intro to New Material

- Guided Notes
- Name the Steps
- Visualize the Steps
- Think Aloud (aka Soliloquy)
- Shortest Path
- Transition to Guided Practice

Guided Practice

- Think-Pair-Share
- Group Q & A (Cold Call, Warm Call, Write It Down, Call & Response)
- How to Question Kids (No Opt Out, Format Matters, Stretch It, Wait Time, Take a Stand, Right is Right)
- Transition to Independent Practice

Independent Practice

- Silent Independent Work
- Independent Work & Whisper
- Paired Work
- Praise, Prompt, Leave
- Mid-Independent Practice Teaching Point
- Transition to Closing

The Closing

- Group Aim Check
- Independent Aim Check (Ticket to Leave, Collect IP Work, Kids Check IP, Quick Check Cold Call, Student Self-Ratings)
- Back Pocket
- Pack Up

How We Get Feedback On Our Curriculum?

1. Daily Feedback from Residents

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- *Example:* An adjunct professor's class didn't hit the mark. Left people kind of confused.
- *Sample Comment:* "I am still confused about how to best use *Criteria For Success*, especially since we got only non-examples, and no good examples...and we moved so quickly."
- *Result:* One of our staff members re-taught the notion of "Criteria For Success."

How Do We Get Feedback On Our Curriculum?

2. “Blind Observers”

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- Former principals are hired to see every graduate in action, and every other rookie teacher in that same school
- Rate each alum on our rubric
- This gives us a “broad view” of how our graduates are faring in the real world, and the degree to which we’re solving “Rookie Teacher Reality”

How Do We Get Feedback On Our Curriculum?

3. Market Demand for Our Grads

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- We charge \$5,000 to hire a grad
- That is rising: was \$4,000...will go to \$6,000
- Hiring process – 2 weekends in March, open visits
- We ask for principal and veteran teacher reaction on every teacher resident they see, not just the ones they want
- Also ask them for “meta”
- A common theme is that they believe they can help with higher-level pedagogy, and with deepening content knowledge...they rule out teachers who lack presence, joy, consistency.

MATCH TEACHER RESIDENCY

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