

# THE IMPACT OF TEACHING

**Inspirational Stories**  
**January 10, 2023**

# RESEARCH HAS SHOWN THAT TEACHERS ARE ESSENTIAL TO LEARNING

**The Rand Corporation** has stated that teachers matter to student achievement more than any other factor.

Many factors affect student achievement such as individual characteristics, family background, and neighborhood.

**Teachers have two to three times more of an effect on learning than any other factor.**

Effective teachers are based on their performance in the classroom and not their economic background or where they went to school.

# WHO WAS YOUR FAVORITE TEACHER? WHY?

Please engage and answer these questions.

My response: Mr. Mostak: Grade 6. He made learning fun by creating social studies projects on Greece. He once dressed up in a toga and represented himself as a greek politician.

Let's share!

# OBJECTIVES OF THIS PRESENTATION

1. To engage the public on the impact of teaching.
2. To show how teachers are “givers” by distinguishing them from “takers” and “matchers.”
3. Give examples of givers in the business and education world.
4. To remind parents what to say to their children to help them succeed.
5. To share Ms. Cosenza’s story of giving.

THIS WORK IS BASED UPON:

NEW YORK TIMES BESTSELLER



UPDATED EDITION

CAROL S. DWECK, Ph.D.

**mindset**  
THE NEW PSYCHOLOGY OF SUCCESS

HOW WE CAN  
LEARN TO FULFILL  
OUR POTENTIAL

2  
MILLION  
COPIES  
IN PRINT

\*parenting  
\*business  
\*school  
\*relationships

"Through clever research studies and engaging writing,  
Dweck illuminates how our beliefs about our capabilities affect our success."

PLEASE GIVE ME A NAME OF A PERSON YOU HAVE HELPED SUCCEED?  
DESCRIBE HOW.

Person “B” was an enthusiastic new education professional. He was just beginning and only had six months on the job. I helped him by speaking with the candidate regarding our school: Culture, expectations, aspirations. I also told them to visit and walk through the school with me before they interviewed with our district. They eventually were hired and needed mentoring their first year. One situation was that they encouraged their students to frequently share problems and write them down. The problem became that they spent too much time solving some of these problems. What did I do?

# DR. ADAM GRANT AND HIS TED TALK ON GIVERS

Youtube link;

<https://www.youtube.com/watch?v=YyXRYgjQXX0>

# WHAT DID WE LEARN FROM DR. GRANT?

Givers: Go out of their way to help others. Think of others over themselves to help everyone. Protect themselves from burnout by mentoring people. (Most teachers/parents).

Takers: Have a distinct signature. Like to get more than they give. Put their own interests ahead of others' needs. They self-promote and get credit for the help of others. They say, "If I don't look out for myself, no one will!"

Matchers: Strive to have an equal balance of giving and getting. When they help others, they protect themselves by seeking reciprocity. "Believe in tit for tat, exchange of favors."



# DR. GRANT CONTINUED

Givers are the best performers in business, education, and medicine. They can be the worst performers if they get taken advantage of, but they protect themselves from burnout by mentoring. What must schools do to help teacher (givers)?

1. Protect them from burnout.
2. Encourage them to seek help if they need it.
3. Get the right people in the school to protect its culture of giving.

To Our



ENRON CHAIRMAN AND CEO Kenneth L. Lay (left) and President and COO Jeffrey K. Skilling share a vision for positioning Enron as the leading energy provider in markets that are undergoing deregulation and privatization.

FROM THE CHAIRMAN



### Special Note to Stockholders

It has now been 46 years since I first entered the plastics and petrochemical business. Clearly, it was during the early days of our industry. Throughout almost a half-century, it has been a great honor to be associated with many talented and capable people. However, our Board of Directors and our management team in place today are the most professional and dedicated people I have ever known. Their combined interests are totally focused on enhancing stockholder value while maintaining quality and integrity with our associates and customers.

The well-planned transformation that Huntsman Corporation has undergone recently with the divestiture of its butadiene and MTBE business, the sale of the European petrochemical business and the announcement of an agreement to sell the U.S. Base Chemicals and Polymers business, coupled with the acquisition of Ciba's Textile Effects business, is truly remarkable. This transition completed a commitment made to stockholders nearly one year ago.

Upon the sale of the U.S. Base Chemicals and Polymers business, Huntsman will emerge with over

50% less debt than two years ago. This, together with a portfolio of truly global businesses and much less dependence on energy costs, will result in more stable growth in earnings and a substantially increased positive cash flow profile. This move better positions stockholders to receive a favorable return on their investment, together with expanding our base of potential investors. The strategic focus going forward is to enhance stockholder value through growth and innovation.

The Board was pleased to recently approve the company's first quarterly common stock cash dividend, return some value to the stockholders and expand our base of investors.

On behalf of our very experienced Board and our talented management team, may I express our grateful appreciation to each stockholder.

Jon M. Huntsman  
Chairman and Founder

# AGREEABLE VS. DISAGREEABLE...GIVERS?

Agreeable people can be takers and they can be givers who get taken advantage of BUT Disagreeable givers are people who are our best critics.

**Disagreeable giver**= people who are rough and tough demeanor, but ultimately generous with their time, expertise, and connections.  
**(Teacher or Principal who are at odds with parents?)**

Example: **Mike Homer ran marketing at Netscape (1990's)** Page 192-193 (Grant).

“He could be crusty, but on the inside he always tried to do the right thing and had a heart of gold... and he was incredibly loyal.”

# MIKE HOMER NETSCAPE: DISAGREEABLE GIVER

Another employee said, “he had a big heart and wanted to be helpful. He was definitely off the charts for both giving and disagreeableness. He seemed like a taker because he had incredibly high expectations and demands. But at the end of the day, he cared about the people. One minute, he was giving me a tough time because his expectations were not being met. The next day, he was helping me figure out what I wanted to do next in my career, what was the right job for me.” **Teachers/principals??**

# TEACHER GIVER EXAMPLES: CJ SKENDER & CONREY CALLAHAN

In the 1960's psychologist **Raymond Cattell** developed an investment theory of intelligence. He proposed that interest is what drives people to invest their time and energy in developing particular skills and bases of knowledge. Today, we have compelling evidence that interest precedes the development of talent. It turns out that motivation is the reason that people develop talent in the first place.

**Example:** When pianists and their parents talked about their first piano teachers, they consistently focused on one theme: the **teachers were caring, kind, and patient**. Their first piano teachers made music **interesting and fun**. **World class pianists had their initial interest sparked by teachers who were givers.**

# TEACHER GIVER EXAMPLES: CJ SKENDER & CONREY CALLAHAN

When President Obama was asked his favorite app in the White House, he said, iReggie. iReggie was not an app, it was the “body man” for the president. **Reggie Love** was a star athlete at **Duke University**. Having studied political science and public policy, he applied for an internship on Capitol Hill and was hired by Obama for his Senate office. Love followed Obama to the White House, getting promoted to be his personal assistant. He took “care” of the president and went out his way to acknowledge people and let them know their voice was heard. He was known for **his exceptional kindness**. Obama said, he is a master of what he does.” Flying thousands of miles with the president with very little sleep and his ability to juggle so many responsibilities.

# TEACHER GIVER EXAMPLES: CJ SKENDER & CONREY CALLAHAN

**Beth Traynham** decided to go back to school at Duke University to study accounting in her 30's. Numbers were not her strong suit...believe it or not. When she finished her program she was convinced that she would not pass the CPA Exam. She was juggling three children at home. Her kids were sick two days before the exam. **During the exam in 1992, she had a panic attack while she was taking the exam. She said, "I would rather go through childbirth than sit for the exam again.** She left dejected and convinced that she failed. She found out that she received the medal for passing the North Carolina CPA Exam having a higher score than 136,525 candidates in the whole country. Today, (2013) she is an partner at Hughes & Pittman. **Reggie and Beth lived different lives BUT who was their teacher at DUKE?**

# TEACHER GIVER EXAMPLES: CJ SKENDER & CONREY CALLAHAN

CJ Skender teaches accounting at Duke University and the University of North Carolina.

He is in such high demand, he can teach at both schools!

Skender has received numerous teaching awards.

In 2004, Reggie Love enrolled in his class. Skender went out of his way to engage this athlete as he saw **potential**. Love said, “In Obama’s mailroom, I used the knowledge of inventory he learned in his class to develop a more efficient process for organizing and digitizing. It impressed Obama’s chief of staff. In 2011, Love left the White House to go to University Of Pennsylvania’s Wharton School of Business.

In 1992, Beth Traynham was also one of his students. She told Skender years earlier that she will not pass the CPA Exam. He said, “If you don’t pass, I will pay your mortgage!”



# TEACHER GIVER EXAMPLES: CJ SKENDER & CONREY CALLAHAN

CJ Skender has skill in recognizing **talent and potential**. It is difficult to understate the importance of surrounding yourself with people who are givers, “stars in their profession.”

**Skender is a giver who succeeds by recognizing potential in others.**

Principals must hire well. We look for givers who are motivated in the profession. Teachers **MUST see potential** in their students.

# HARVARD IQ TEST AND ELEMENTARY SCHOOL STUDENTS

Harvard psychologist **Robert Rosenthal** teamed up with San Francisco **elementary school principal Lenore Jacobson**, to look at classrooms from Kindergarten to fifth grade by taking the Harvard cognitive ability test. This test measured verbal and reasoning skills, critical to learning and problem solving.

Results showed that 20% of the students showed potential for “intellectual blooming.” It showed these students might show unusual gains. A year later these same students gained an average of twelve IQ points compared to eight points of their peers. The bloomers outgained their peers by fifteen IQ points in first grade and ten IQ points in second grade. Based on the intelligence test, the bloomers got smarter at a faster rate.

# HARVARD IQ TEST AND ELEMENTARY SCHOOL STUDENTS

Based on the test, intelligence seems like a strong factor for high potential students. Wait just a minute! Look below!

**BUT**, Rosenthal picked these 20% of the students at random. Gauged them for two years, picked their teachers. **The teachers mindset was that they believed their students were bloomers, they set high expectations, engaged in supportive behaviors that boosted students' confidence.**

**Teachers gave them more challenging assignments. Gave them good questions, and provided them with more feedback. “Self fulfilling prophecies” in the classroom are real. Set expectations and believe in them!**

# TEACHER GIVER EXAMPLES: CJ SKENDER & CONREY CALLAHAN

CJ Skender is quoted as saying, **“Success doesn’t measure a human being, effort does.”** Marie Arcuri sat for the CPA Exam and was not a good standardized test taker. She thought she fail. Skender sent her a letter of encouragement. She took the CPA test a second time passing 2 of the 4 sections. Skender called her and kept encouraging Marie. On the third try, she passed the last two sections of the exam. She owns auto dealerships now. **Skender believed in her potential and set high expectations.**

# TEACHER GIVER EXAMPLES: CJ SKENDER & CONREY CALLAHAN

**Conrey Callahan** teaches at Overbrook High School in Philadelphia. She grew up in an affluent community in Maryland.

She runs half marathons.

Captain of her high school soccer team and went to Vanderbilt University.

She, “set out to make a difference, improving education opportunities for kids in low income communities.

Conrey joined TFA = “Teach for America.”

# TEACHER GIVER EXAMPLES: CJ SKENDER & CONREY CALLAHAN

Her dreams were being crushed by **fights** in the hallway, **crime**, and trying to track down **truant students** for her Spanish class.

**She became burned out**, overwhelmed, and wanted to give up.

**Christina Maslach**, Cal Berkeley researcher, examined **burnout**.

# STATISTICS FOR TEACHERS

Maslach found that teaching has the highest burnout rate.

TFA=Teach for America Program. (Conley worked for this group.) These teachers go into the inner-city schools.

Of all the TFA teachers, more than 50% leave the profession in two years, and more than 80% in three years.

When a teacher burns out, job performance suffers.

Conrey thought she was giving too much.

Solution: **MENTOR!**

# MINDS MATTER

Conley, and two friends, created the Philadelphia chapter of Minds Matter, a national nonprofit organization that helps higher achieving low-income students prepare for college.

Conley spent nights and weekends helping these kids.

**Of the five teachers from TFA to teach at Overbrook, she was the only one still teaching their after four years.**

Mentoring high school students who were interested and motivated to go to college allowed her to lower her burnout rate. **Mentoring others helped!**



# MINDSET = SUCCESS

Carol S. Dweck, Ph. D. is a psychologist whose work has focused on how we all can learn to fulfill our potential. She writes about parenting, business, school, and relationships.

**Dweck and Grant both focus on POTENTIAL!**

# MINDSET = SUCCESS

We send **messages** as parents, teachers, and principals. In fact, every word and action sends a message to our kids.

**Fixed mindsets** are not willing to change. We think about something and that is the signal we send. “Congress will never cooperate!”

**Growth mindsets** says, you are a person that is developing and we are all committed to developing, finding out information, experience things, and change.

# MINDSET = SUCCESS

Parents and teachers send messages about success and failure:

**“You learned that so quickly! You’re smart!”**

**“Look at that drawing, Andrew is the next Picasso or what!”**

**“You’re so brilliant! You got an “A” and you did not even study!”**

What messages does these statements send?

# MINDSET=SUCCESS

Parents may think this is supportive. But research suggests the following: This is what a child can hear

**“If I don’t learn something quickly, I’m not smart.”**

**“I shouldn’t try drawing anything hard or they’ll see I am no Picasso.”**

**“I’d better quit studying or they won’t think I brilliant.”**

**Praising children’s intelligence harms their motivation and it harms their performance.**

# MINDSET=SUCCESS

Children love praise, especially about their intelligence. It really gives them a boost, for a moment. But what happened when they hit a snag? Their confidence can be lowered and so does their motivation. If success means their smart, then failure means their dumb. **(FIXED MINDSET)**

Parents think they can hand over permanent confidence like a gift, praising their brains and talent. It does not work because at some point we all fail. If parents want to give a gift, the best thing to do is to teach their children to love challenges, be intrigued by mistakes, enjoy effort, seek new strategies, and keep on learning. **(GROWTH MINDSET)**

# MINDSET=SUCCESS

Parents/teachers can say:

“You really studied for your test and your improvement shows it! You read the material over several times, you outlined it, and you tested yourself on it. It really worked!”

“I like the way you tried all kinds of strategies on that math problem until you finally got it. You thought of a lot of different ways to do it and found the one that worked.”

# MINDSET = SUCCESS

“I like that you took on a challenging project for your science class. It will take a lot of work doing the research, building the project. Boy, you’re going to learn a lot of things.”

“That picture has so many beautiful colors. Tell me about them.”

“The passion you put into that piano piece gives me a feeling of joy. How do you feel when you play it?”

# CONCLUSIONS

Success =contribution=helping others.

Agreeable and disagreeable people can be givers! It is their sincerity that matters.

Motivation to serve others and to a profession can gauge success. It leads to high interest.

One last example: Radiologists in Israel were missing too many diagnosis with patients. What was happening? Burnout, long hours? What was a solution?



# CONCLUSIONS

Place a **picture of the patient next to the film**. Mistakes were much lower because people had more motivation and interest when they saw the person.

**Collaboration=success.** CJ Skender & Conrey Callahan are examples.

**Interest=motivation=practice=grit=effort=potential=success.**

# CONCLUSIONS

## **Parent-teacher relationship:**

When a child is doing really well in school or struggling, you look for **advice from the teacher**. This “advice seeking” is a form of powerless communication that combines **expressing vulnerability, asking questions, and talking tentatively**.

**Advice seeking has 4 benefits: learning, perspective talking, commitment, and flattery for expertise by both parties.**



# THE IMPORTANCE OF EDUCATORS AS GIVERS

# Educators as Givers Checklist

- ☐ Frequently ask, "What can I do for you?"
- ☐ Make schools better by helping and mentoring.
- ☐ Share knowledge and feedback.
- ☐ Model successful behaviors for future givers.
- ☐ Recognize work that has gone unnoticed.
- ☐ Build a culture where students succeed.
- ☐ Find small ways to add larger value to other people's lives.
- ☐ Encourage help-seeking.

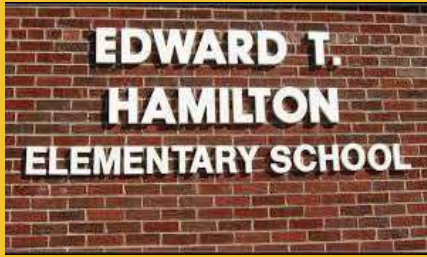
# Discovering and Cultivating Talent

- Educators see the value of discovering and cultivating talent in the early stages of development.
- Educators ask questions and motivate students to formulate goal setting plans.
- Educators network and accumulate advantageous resources and knowledge for others.



A close-up photograph of a black graduation cap with a yellow tassel, resting on a wooden surface. The tassel is partially unknotted and lies on the wood. The background is blurred, showing what appears to be a window and some furniture. A semi-transparent white rectangular box is overlaid on the image, containing the text "GIVING BACK".

GIVING BACK



# Nuturing Our Future Givers

E. T. Hamilton  
Elementary School  
strives to provide a  
culture of giving  
back to the  
community.



# Support Our Educators as Givers

Givers are valuable to the community.

Prevent teacher burnout by supporting our educators.

Acknowledge and celebrate contributions made by educators to all stakeholders in the community.

Assist educators in accumulating resources and knowledge for the benefit of the community.



Thank you!

