

Teaching

The art of teaching is the art of assisting discovery. ♥ You can teach a lesson for a day but if you teach curiosity, you teach for a lifetime. ♥ It's too bad that the people who really know how to run the country are busy teaching school. ♥

When truth stands in your way, you are headed in the wrong direction. ♥

When teaching the love of truth, never lose the truth of love. ♥ Teacher's task: take a lot of live wires and see that they are well-grounded. ♥ The mediocre teacher tells, the good one explains, the superior one shows, the great one inspires. ♥ Nothing improves a child's hearing more than praise. ♥

Calligraphy by M. E. King

STUDY PACK I

INTRODUCTION

THOUGHTS ON BECOMING A MASTER TEACHER

One must have the God-given calling and a clear purpose for teaching.

One must have a sincere desire and devotion to teach.

One must be willing to sacrifice and have pure motives.

One must put God first above self.

One must become qualified to teach.

One must build a right relationship with the students, parents, and peers.

One must have a love for God as well as their students.

One must be responsible to teach responsibility.

One must have an understanding of their students.

One must have a good view of yourself and your capabilities.

One must have courage to look at himself objectively and honestly.

One must be willing to work consistently toward self-improvement.

One must be accountable in organizing and managing the classroom.

One must be willing to have high personal standards and high personal expectations of the students.

One must exhibit patience with both students and parents.

One must develop good organizational skills.

One must develop clear academic and spiritual objectives.

One must be willing to plan ahead academic content, teaching aids, etc.

One must familiarize yourself with school objectives, policies and programs.

One must familiarize yourself with our student's home life, backgrounds and temperaments.

One must master the material to be taught.

One must state expectations clearly.

One must excel in communication.

One must establish rules and procedures and follow them consistently.

One must be creative in methodology and technique.

One must be enthusiastic, able to motivate the students.

One must be able to communicate command of oneself be in control of one's own emotions.

One must be able to evaluate teaching and learning outcome.

One must be prepared for the unexpected. Be prepared to face any kind of circumstance that arises in the classroom.

One must gain and keep the class's attention.

A master teacher inspires students to glean knowledge for themselves.

A master teacher strives to teach his students to become independent learners and to think independently.

FOOD FOR THOUGHT:

“Put the ‘little minds’ of children out of your thoughts.

Children have just as big minds as we have.”

THE EFFECTIVE TEACHER

1. WORKS ON HAVING A WELL-MANAGED CLASSROOM.

2. TRAINS STUDENTS TO KNOW WHAT THEY ARE TO DO.

3. HAS STUDENTS WORKING ON TASK.

HAS A CLASSROOM WITH LITTLE CONFUSION OR WASTED TIME.

Our objective in teaching is to affect lives. To do this we must affect the behavior or attitude of the student. It has been said that education is not teaching people what they do not know. Education is teaching people to behave as they are not already behaving. Change attitudes and the students will perform efficiently and consistently. For instance, change the attitude in the tardy student and he will be on time. The student lax about completing and turning in assignments will complete the expected work. The child who has not participated in class will be eager to join in.

You will be hired to influence lives. You will be hired not so much to teach the designated grade or academic content, but to influence lives. Touch the life of a student, and you will have a student who will learn the lessons, clean the erasers, or whatever the designated task. The student will be eager to please.

The beginning of the school year is the most critical time of the school year. Those first few days will set the tone of the entire year, and will determine the success or failure of the teacher.

THE EFFECTIVE TEACHER

Three Characteristics of the Effective Teacher

“The effective teacher must be proficient in the three characteristics of an effective teacher.” *First Days of School: the Effective Teacher*

...an effective teacher

1. Has positive expectations for student success.
2. Is an extremely good classroom manager.
3. Knows how to design lessons for student mastery.

These characteristics are universal to all effective teachers regardless of grade level or subject matter. The good news is, **YOU** can learn these skills. However, you will not be successful as a teacher until the above named skills are learned.

Teaching is a craft, a highly skilled craft that can be learned. Every one of us is both a student and teacher. We are at our best when we each **teach ourselves** what we need to learn. The goal of management is to develop good classroom habits.

POSITIVE EXPECTATIONS

It is essential that the teacher exhibit positive expectations toward **all** students. Positive expectations should not be confused with high standards. Positive expectations simply mean that the teacher believes in the learner and that the learner can learn.

Simply put, you get what you ask for. Positive expectations based on research shows that whatever the teacher expects from the students is what the student will produce. If the teacher expects the learner to produce on a low level, he will. If the teacher expects the learner to perform average or above, he will. The student will perform according to the expectations communicated to him by the teacher.

CLASSROOM MANAGEMENT

The definition of classroom management could be stated this way. **Classroom management consists of practices and procedures that a teacher uses to maintain an environment in which instruction and learning can occur.** For this to occur the teacher must have a well-ordered environment.

Well-ordered environment + positive academic expectations = effective classroom.

We can compare a classroom to a business in that you don't discipline a business, you manage it. Discipline has very little to do with classroom management. If the teacher will establish a productive environment classroom discipline issues will be minimized.

LESSON MASTERY

Mastery of academic material is demonstrated when it is shown that a concept has been comprehended or a skill can be performed at a level of proficiency which has been determined by the teacher. To teach for mastery, an effective teacher must do two things.

1. Know how to design lessons in which the student will learn a concept or skill.
2. Know how to evaluate the learning to determine if the student has mastered the concept.

Student success of academic content will be the result of how well the teacher designs lessons and checks for mastery.

THE EFFECTIVE TEACHER

1. EXHIBITS POSITIVE EXPECTATIONS FOR ALL STUDENTS.
2. ESTABLISHES GOOD CLASSROOM MANAGEMENT TECHNIQUES.
3. DESIGNS LESSONS FOR STUDENT MASTERY.

**WELL-MANAGED CLASSROOM IS A TASK-ORIENTED
AND PREDICTABLE ENVIRONMENT**

A well-managed classroom will be a task-oriented classroom where students know what is expected of them and how to reach the successful conclusion of that task.

A predictable environment is essential to a well-managed classroom. Both the teacher and the class should know what to do and what is supposed to happen in the classroom. In other words, the teacher must establish a routine from the first day of school. A routine is by nature consistent. For example, morning work is a routine.

It is the responsibility of the teacher to manage a class to see that a task-oriented and predictable environment has been established.

The four following techniques will help the teacher to establish a well-ordered and managed class.

1. A high level of student involvement with work.
2. Clear student expectations.
3. Little wasted time, little disruption, little confusion.
4. Work-oriented but relaxed and pleasant atmosphere.

<u>CHARACTERISTICS</u>	<u>EFFECTIVE</u>	<u>INEFFECTIVE</u>
High level of student work		
Clear student expectations		
Little wasted time, disruption, confusion		
Work-oriented, pleasant climate		

How to Have a Well-Managed Classroom

Techniques to help you implement the Four Characteristics of a Well-Managed Classroom	<u>Characteristics</u>		<u>Effective Teacher</u>	<u>Ineffective Teacher</u>
	1.	High level of student involvement with work	Students are working.	Teacher is working.
	2.	Clear student expectations	Students know that assignments are based on objectives. Students know that tests are based on objectives.	Teacher says, "Read Chapter 3 and know the material." "I'll give you a test covering everything in Chapter 3."
	3.	Relatively little wasted time, confusion, or disruption	Teacher has a discipline plan. Teacher starts class immediately. Teacher has assignments posted.	Teacher makes up rules and punishes according to his or her mood. Teacher takes roll and dailies. Students ask for assignments repeatedly.
	4.	Work-oriented but relaxed and pleasant climate	Teacher has invested time in practicing procedures until they become routines. Teacher knows how to bring class to attention. Teacher knows how to praise the deed and encourage the student.	Teacher tells but does not rehearse procedures. Teacher yells and flicks light switch. Teacher used generalized praise or none at all.

FIRST WEEK OF SCHOOL

Readiness is the primary determinant of teacher effectiveness.

Before you begin putting decorations/teaching aids up or moving desks and furniture around, before you set up your grade book, or make those name tags you should know these truisms.

1. What you want to accomplish the first week of school is a climate of work.
2. The first week of school should stress large group organization and student procedures (habit training).
3. You don't need learning centers, or resource centers complete. You will not use these tools the first few weeks of school.
4. Focus on student procedures and habits **ABOVE** all else.
5. The three most important words to a teacher are, prepare, prepare, prepare.

PREPARING THE FLOOR SPACE

One must decide on the high traffic pattern before devising a floor plan. High traffic areas must be kept clear of clutter and furniture.

Have an area in mind for the class to form lines if teaching an elementary class. This should also be clear of furniture and a free space at all times.

Desks do not need to be arranged in tradition rows, however, all chairs should face forward so **ALL** eyes will be focused on you, the teacher.

Arrange the desks/tables in a way to minimize distractions and allows you to monitor behavior easily. This will also be aid to you in becoming acquainted with your students.

Have strategic locations ready for the student who may need to be isolated from the rest of the class. A 'time out' area. The need may arise to place a desk next to your own.

The effective teacher states to the class that behavioral problems will be handled promptly and competently. This conveys to the students that you are in control and ready.

Separate: disruptive students from the class, or at least, from other disruptive students.

Nearby: disruptive students must be placed close to the teacher. Or at times in the rear of the classroom, if the student is seeking the classes attention.

TYPES OF STUDENTS

Aggressive – unruly, hyperactive, angry.

Resistant – refusing to complete work.

Distractible – the student who struggles with low concentration.

Dependent – wants help all the time.