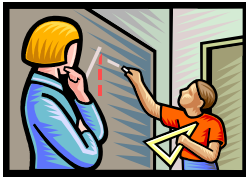




Teacher Tip of the Week

You Must Teach To Get Results

Volume 3, Issue 2, 2007



There's no way you can be a successful teacher unless students are successful learners. It's impossible. As educators. We are held accountable for student learning. That does not mean just teaching some of them effectively. It means teaching them all. There is no question that teachers need a results-

oriented process for successful teachers now more than ever before. The reason is obvious: As we move deeper into a high-tech, information based society and service-sector economy, we need to get results in the classroom for our students to be successful in the world of work. If we don't, our young people will not be employable.

There is a ten-step process for teaching that enhances students' success. We model a learning process that students can use anywhere that learning is required in their life. Students know how to use this learning model to face real-life situations, they'll be more apt to know how to function in society. The ten steps are:

- 1 Review the material, concepts, or skills taught and learned in previous lessons to provide a transfer of information from one lesson to another.
- 2 Reveal the lesson objective. This step reveals *what* students will learn. Use terms students understand and be precise about the skill to be learned.
- 3 Promote the perceived purpose of the lesson. This answers *why* students are learning. Explain to students the value of what they are learning. Emphasize the relationship between the objective and students' immediate interests and needs.
- 4 Describe strategies which will be used to teach the lesson. This tells students *how* they will learn.
- 5 Provide relevant information and examples for the lesson. The key is to provide only the information students need to perform the task specified in the lesson objective.
- 6 Model the lesson. This is teaching the context of academic material. The teacher must explain the thinking process involved in completing the task.
- 7 Check for comprehension. Find out if students are ready to begin appropriate practice.
- 8 Provide appropriate practice of the lesson. Students must practice the exact behavior specified in the lesson objective. There should be both guided and independent practice.
- 9 Provide feedback to students' responses. Your verbal statement must refer to the objective and identify what the student does know.
- 10 Guide student learning through closure and must be student centered. It can be a lesson summary review, but is more effective as a student review.

Students must learn. We must get results. The 21st century will be very difficult for students who do not learn—and for those who do not graduate.—*The Master Teacher*



Points to
Ponder...privately...or
with colleagues

- How strong and satisfying are your relationships with your students?
- How well do you know your students? Can you identify at least one "hot button" for each student?
- Discuss ways to maintain an enthusiastic, exciting attitude as you teach.
- What can you do to help students create and develop their own dreams?
- How do you help your students to know you?



Helpful
Websites for
Teachers

Harry Wong's Website:
www.effectiveteaching.com

Everything for the 1st year
Teacher:
www.hannahmeans.bizland.com

Beginning Teachers' Tool Box:
www.inspiringteachers.com

Teacher Freebies:
www.teacherfreebies.com

Online software tutorials of how to
do web pages, PowerPoint, etc.:
www.actden.com/

Tons of great information on the
first days of middle school:
www.middleweb.com/1stDResources.html

Lesson plans:
www.teachervision.com/

Math manipulatives and games:
www.kaidy.com/Default.htm

Teaching the Holocaust—Grades 4-
12
www.remember.org/educate/moretta.html

Teacher Tips...Student Relationships

As we all know, many young people are affected by stress. It also affects us. To protect good relationships with students and reduce change tactics when technique you can often—in the attempt smile, lighten up, and stress, be sure you stress appears. One use immediately—and to alleviate stress is to actually urge students



Need a laugh?

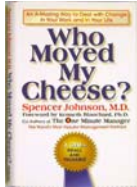


often—in the attempt to alleviate stress is to smile, lighten up, and to relax for a minute. Then, continue by asking students what opportunities they see in the situation. You can use this same technique yourself when you are experiencing stress.



Quote of the Week: "Listening is a magnetic and strange thing, a creative force. When we are listened to, it creates us, makes us unfold and expand."—Karl Menninger

Suggested Reading for Teachers



Who Moved My Cheese? An Amazing Way to Deal with Change in Your Work and in Your Life

By Spencer Johnson

Change can be a blessing or a curse, depending on your perspective. The message of *Who Moved My Cheese?* is that all can come to see it as a blessing, if they understand the nature of cheese and the role it plays in their lives. *Who Moved My Cheese?* is a parable that takes place in a maze. Four beings live in that maze: Sniff and Scurry are mice--nonanalytical and nonjudgmental, they just want cheese and are willing to do whatever it takes to get it. Hem and Haw are "little people," mouse-size humans who have an entirely different relationship with cheese. It's not just sustenance to them; it's their self-image. Their lives and belief systems are built around the cheese they've found.

Most of us reading the story will see the cheese as something related to our livelihoods--our jobs, our career paths, the industries we work in--although it can stand for anything, from health to relationships. The point of the story is that we have to be alert to changes in the cheese, and be prepared to go running off in search of new sources of cheese when the cheese we have runs out.

Did You Know?

The U.S. Census Bureau presents a selection of statistics about teachers and their work:

71% of teachers are women

8.4% of teachers are African-American

5.5% of teachers are Hispanic-American

2.9% of teachers are Asian-American

0.5% of teachers are American Indian and Alaskan native

17% of public elementary and secondary school teachers under 30 years of age.

98% of pre-school and kindergarten teachers are women

Good Teachers...


A look at research over time reveals that good teaching and learning has been defined the same way for many years!

Good Teachers...

- ◆ Are clear about their instructional goals.
- ◆ Are knowledgeable about their content and the strategies for teaching it.
- ◆ Communicate to their students what is expected of them...and why
- ◆ Make expert use of existing instructional materials in order to devote more time to practices that enrich and clarify the content.
- ◆ Are knowledgeable about their students, able to adapt instruction to their needs and anticipate misconceptions in their existing knowledge.
- ◆ Teach students metacognitive strategies and give them opportunities to master them.
- ◆ Address higher, as well as lower, level cognitive objectives.
- ◆ Monitor students' understanding by offering regular appropriate feedback.
- ◆ Integrate their instruction with that in order subject areas.
- ◆ Accept responsibility for student outcomes and are thoughtful and reflective about their practice.—*Why Didn't I Learn This in College?*



Just a reminder of the required in-service day



**Just a reminder of the required in-service day
(Success in the Classroom) on Saturday, August 25, 2007
from 8:30 am-3:30 pm at the Teacher Training and Resource Cen-
ter. Lunch will be on your own this day. The professional development
day will earn you 6 credit hours (3 hours of which count toward your In-
structional Strategies category) of the 30 hours that are required for the
2007-2008 school year.**

**You MUST register online to attend this in-service by going to
www.wcschools.com and signing up using your username and password.**

It is the policy of the Wilson County School System not to discriminate on the basis of race, color, religion, sex, national origin, age, or disability in its educational programs or employment policies as required by Titles VI and VII of the Civil Rights Act of 1964, the Equal Pay Act of 1973, and the Americans with Disabilities Act.

Questions or Comments? E-mail edwardst@wcschools.com or call 615-444-3282, Ext. 7282