



Teacher Tip of the Week



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

Teachable Moments

- Describe a teachable moment you experienced with one of your students.
- How can you avoid overlooking teachable moments?
- Identify a time in your life when you were especially coachable.



**ADVICE AND
SUPPORT...FROM
THE VETERANS**

IF YOU WANT TO LOVE YOUR JOB



When you are passionate about what you do, you do better and you enjoy it more.

Thank God it's Monday. Do you look forward to Monday morning? Are you raring to go back to work? Or are you a TGIF (Thank God it's Friday) kind of person who can't wait to get away from the job for a couple of days? You spend at least 8 hours a day at the job. That is almost 25% of your week. If you are a TGIF person you are missing something really important in your work life - passion.

Being passionate about your job is more than the old adage "do what you love". It's looking forward to going to work. It's time flying by when you're there. It's working past quitting time, not because you're swamped with work, but because you were so intent you didn't notice the time.

When you are passionate about what you do for a living you enjoy it more. You also do it better. You are more committed to the success of the operation if you believe in it passionately.

Putting your passion to work--The trick is not just to feel passionately about your job, but to act passionately too. Use your passion to move projects ahead, to find innovative solutions to perplexing problems, to work through the interpersonal conflicts.

If you act passionately, you won't sit passively through another boring meeting. You can't. You will share that passion with the others in the meeting. Your energy can lift all of them. Even if it doesn't, you will feel better knowing you are doing something to advance the



MARY SINGLETON

**KINDERGARTEN, CARROLL
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- Be prepared. If you aren't prepared with work or a routine for your students, they will take over!
- When dealing with parents (or students), remember that your contact is not personal, it is business. You are a teacher doing a job. Parents naturally take our words personal because we are talking about their children. Learn to not let a parent's reaction to bad grades, discipline problems, etc. enter your personal being. Keep it in the business realm of your life and you will be able to respond more appropriately and beneficially.
- Children take things home from school three ways; in their hands, in their heads and in their hearts. Be careful not to let your words or actions be a heavy

cause in which you believe passionately.

Passionate people get more done. They don't spend time worrying about what they have to do next. They don't scheme about how to get out of doing something. And they don't have to waste time dreaming about a vacation they want to take to get away from the job.

People who are passionate about their work do a better job. Since they care so much about the work, they don't settle for anything less than their best. They don't ever "just go through the motions." They pour all their thought and energy into doing the job well.

It's just a job, isn't it? If you feel that work is just a job, you are wasting 40 or more hours a week of your life. You are shortchanging your employer who gets less than your best effort. You are shortchanging yourself by wasting time on routine or even drudgery instead of spending that time doing what you enjoy. You could, and should, spend those 40 hours instead doing something that makes you feel good.

Not convinced? If you have ever had a job that you felt passionately about, you know what I mean. If you have never worked at a job like that, you may wonder just how valid these statements are. If that's the case, think about something away from work that you are passionate about. Maybe it's a hobby or a sport, an activity with a special group of friends or that quiet activity where you recharge your energies. Those are the passions we enjoy in our time away from work. You get the same charge when you work at a job you are passionate about. Try it and see if you don't agree.

Good teachers know that when we love our job, we reside in an entirely different arena. We don't see our job as just work. Rather, we see it as a mission which is a part of our very soul. We are easily and eagerly moved from functioning from the framework of obligation to operating out of our commitment. Then, our work becomes very, very special.

Even when we love our work, we will still make mistakes. But just being "good enough" is never good enough. Only getting better counts. Continuous improvement becomes a way of life. As a result, continuous success keeps the love affair growing. One thing is certain: Students know if we love teaching—and they know if we don't. This is one instance where our modeling always teaches the message we deliver.—*The Master Teacher*

TIPS ON HANDLING MAKE-UP WORK

burden for them to carry.

- Strive to be the teacher they always remember not the teacher they can't forget.



TEACHER TIPS.....ON COMMUNICATION SKILLS

If you want to stress points in a lecture, presentation, or speech—try this effective technique. First, always write down your main points in outline form. Second, stress each of these points by moving to a different spot on the stage or in the room. Each time you move, the audience will reconnect their eyes with yours. Try this technique. It is very effective for holding an audience and making your points more effectively.



Whenever possible put directions for assignments, projects, or homework in writing, being as explicit in your directions as possible. You might also notify parents that this is the practice as well. This avoids possible misunderstandings as well as saving you time in giving directions to absent students. Be sure to save a copy for next year.

Every teacher faces the challenge of getting students who were absent caught up with missed assignments. Over the course of the year this task can consume huge amounts of time that might better be allocated to other duties. Here are some ideas veteran teachers have found helpful in dealing with this problem:

- For each subject or class you teach, attach a clipboard to the wall. Each day hang copies of the next day's assignments on the clipboard. Absent students (or students who lose theirs) can pick them up as needed.
- For projects in which a product is to be produced, first demonstrate what is to be done, then post directions along with a sample. Save some of the best projects to use next year as models. This helps clarify your expectations and gives students an idea of what level of work is expected.
- At the beginning of the year assign each student a partner. Have them exchange phone numbers. If one partner is absent, the other is responsible for gathering assignments, handouts, or materials and helping the partner catch up when he or she returns. Ninety percent of your students will successfully handle this. You may still have to help the other ten percent get caught up, but this saves you a huge amount of time dealing with others.
- Make a large calendar with numbers 1 to 31 for the days of the month. Laminate it so it can be reused. Each day write the day's assignments. Absent students can check missed assignments quickly.

HELPFUL WEBSITES FOR TEACHERS

<http://jc-schools.net/tutorials/PPT-games/>

These games are created in PowerPoint. Download the templates and modify the games for your curriculum needs. Games included are: Jeopardy, Who Wants to be a Millionaire?, Twenty Questions, Guess the Covered Word, Hillsborough Squares, Holiday Squares, Wheel of Fortune, The Weakest Link and Concentration.



Words of Wisdom

- As you give oral directions to the class, tape record them. Pencil the day's date and class on the tape and file in a box. Students who are absent that day listen to the taped directions when they return.
- If there are handouts involved for make-up work, put the date on them and the student's name. then, on a designated spot on the bulletin board, tack the handouts and/or any assignment for each student absent that day.
- Develop a homework form to record the exact assignments for absent students. The student's partner or another responsible student should fill out the form with the missing assignments.
- Tape five small cardboard boxes together to make a large mailbox with five compartments. Label the dividers with days of the school week. As you give out each day's assignment, place any leftover copies into that day's slot. When students return from being absent, they are responsible for gathering the necessary materials from the mailbox.—*Classroom Teacher's Survival Guide*

New Teacher Support Participants



TRACY LOWERY

WEST WILSON MIDDLE SCHOOL

WHY DID YOU BECOME A TEACHER?

"I worked as a computer lab assistant while I was working on my bachelor's degree and I spent a lot of time helping and teaching the other students. I also was amazed to see that there were many who knew very little about computers. So I decided to get my Masters in Business Education so I could teach computer skills to the next generation."—Tracy Lowery



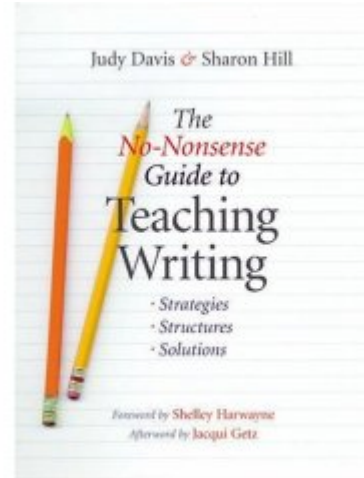
“Treat people as if they were what they ought to be, and you will help them to become what they are capable of being.”
Johann W. von Goethe



JENNIFER PRYOR
TUCKERS CROSSROADS ELEMENTARY
WHY DID YOU BECOME A TEACHER?

“To make a difference in the lives of children. Working with children is a rewarding experience.”— Jennifer Pryor

Suggested Reading for Teachers



The No-Nonsense Guide to Teaching Writing: Strategies, Structures, and Solutions
by Judy Davis, Sharon Hill

Filling their book with specific how-to details, Judy Davis and Sharon Hill describe the organization of a successful yearlong writing workshop, centered on writing cycles and the writing notebook. They help teachers prepare tools, address management issues, get the work started, and build momentum as students increase their understanding of good writing practice. Their companion website, offers forms, reproducibles, and additional student samples.



Reaching More Students through Analytical Preferences

ANALYTICAL THINKERS TEND TO PREFER TO THINK AND WORK IN THESE WAYS:

- Process through intellectual lens
- Structured/planned
- Control feelings
- Sequential
- Logical
- Remember names
- Rational
- Solve problems by breaking them apart
- Time-oriented
- Auditory/visual learner
- Prefer to write and talk
- Follow spoken directions
- Prefer True/False, multiple choice and matching
- Take fewer risks
- Look for differences
- Think mathematically
- Think of one thing at a time

#5 Marzano's Nine Essential Instructional Strategies

Number Four: Nonlinguistic Representations

According to research, knowledge is stored in two forms: linguistic and visual. The more students use both forms in the classroom, the more opportunity they have to achieve. Recently, use of nonlinguistic representation has proven to not only stimulate but also increase brain activity.

Applications:

- * Incorporate words and images using symbols to represent relationships.
- * Use physical models and physical movement to represent information.

Next week: #6 Cooperative Learning

Need a Laugh?

- Judge objectively



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TEACHERS' PIT™



**Have a
wonderful,
relaxing and
rejuvenating
Fall Break!**

