



Teacher Tip of the Week

New Teacher Support Program 2008-2009

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Teacher Tip of the Week
New Teacher Support
Program
Wilson County Schools
615-453-7282

HELPFUL WEBSITE FOR TEACHERS



[http://www.ceismc.gatech.edu/
busyt/](http://www.ceismc.gatech.edu/busyt/)

This Site is designed:

- to provide teachers with direct source materials, lesson plans / classroom activities with a minimum of site-to-site linking, and
- to provide an enjoyable and rewarding experience for the teacher who is learning to use the Internet.



Cutting Corners

JOB APPLICATIONS

Make a handout of your classroom jobs and their descriptions. Then have your students complete a job application form. It should include their name, their top 3 jobs, an explanation of their strengths in carrying out those positions, and their signature. Add to the application if you wish to include previous job experience, hobbies, background, etc.

Basic criteria for evaluating web-sites

With its growing accessibility, the Internet has become a vital source for research. It is convenient to use and the information contained on the Internet is plentiful. However, not all of that information is accurate or even credible.

When using the Internet as a research tool, the user must differentiate between quality information and misinformation. Ultimately, the job of evaluating a source's credibility lies with the user. This article provides five valuable criteria for evaluating Internet sources.

Accuracy

The most important part of evaluating a Web site is checking the accuracy of the source and content. The foremost rule in checking accuracy is to validate the information in more than one source. The back-up source can be another Web site or a print source. Preferably, one of the sources will be published by a reputable company or knowledgeable person in the field.

If the user finds more than one source that conflicts with the research, it is best not to use that information.

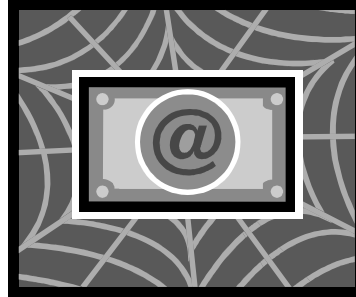
To further evaluate the accuracy of a Web site, answer the following questions:

- Are the facts on the site documented? Verifiable?
- Is more than one source used for background information within the site?
- Does the site contain a bibliography?
- Are copyright laws respected?
- Is the site up-to-date?
- Are the links within the site appropriate? Are they up-to-date?

- Was any significant information omitted?
- Is an explanation of the research method given?
- Are there grammatical and spelling errors in the text?

- Is the article biased? If so, is the bias presented as fact or opinion?

Only through research can the user verify the facts and find supporting evidence to answer these questions. Remember that the Internet allows anyone to publish, so be extra careful in evaluating the information found



there.

Authority

Two things to consider when evaluating the authority of a site are 1) the author and the text and 2) the publisher or sponsor of the site.

The author should be:

- clearly identified.
- well-known in the field or recommended by someone who is well-known in the field.
- easily accessible, with an e-mail or postal address given.

Usefulness

One of the first things to decide is whether a site is useful, especially in cases when a search engine is used. When a keyword is searched, often thousands of hits will appear. The first step in evaluating useful

Story continued on page 2...

Evaluating web-sites (continued from page 1)

begins with the result list. . . By reading the title and the description of a site provided in the list, the user will usually have a good idea if the site is worth investigating.

After selecting a site, the true evaluation of usefulness begins. When investigating a broad topic, read through all the information on the site, then answer the following questions:

- Does the site address the topic?
- Is the information about the topic comprehensive, or is it just a superficial treatment?
- Does the site contain links to other sources that address the topic?



'Out of the questions of students come most of the creative ideas and discoveries'.
—Ellen Langer

Currentness

Is the information on the site current? This is not always an issue in evaluating a site. For example, information on the development of stage design in the 1800s will stay much the same whether it was printed yesterday or three years ago. However, researching a current event, such as multiculturalism in today's classroom, requires the most current information possible. When evaluating the site, take into consideration when the information was published and when the site was last updated. Also consider the currentness of the links provided on the site.

Presentation

Even though presentation of a site doesn't necessarily indicate the validity of its information, it does affect an evaluation of the site. The presentation of infor-

mation on a site is important not only because it makes the first impression on the user, but also because it affects how easily the information can be accessed and documented.

When evaluating the presentation of a Web site, consider the following questions:

- Is the information easy to access?
- Is the design appealing?
- Does the organization make sense?
- Are the sections properly labeled?

The publisher or sponsor of the page is often a good indicator of content. If a reputable reference-work publisher, such as *Encyclopedia Britannica*, produces the site it should be considered trustworthy, although the information still needs to be supported. However, if the publisher is unknown

or is an individual, take extra care in checking the facts. When an organization or corporation sponsors a page, beware of bias. Often these sites are meant to persuade the user either to purchase a product or to adopt a belief. Pay special attention to the language used and the way in which it is presented.

THANK A TEACHER



"The only paddling I ever got in school was from Ms. Summerford at Madison Street Elementary in Shelbyville. I deserved it. She was strict, but she was brilliant. I was in her class when John F. Kennedy was shot."—Rep. Jim Cooper, TN



Enter the "Breaking Barriers Essay Contest", sponsored by the Jackie Robinson Foundation, Major League Baseball, and Scholastic Publishing. Students inspired by Major League Baseball hero Jackie Robinson can submit essays and win top prizes, including the chance to be honored at the All-Star Game.

Go to http://mlb.mlb.com/mlb/official_info/community/bb.jsp for more information.

New Teacher Support Participants:



Tyleana Hanner
Mt. Juliet Middle School
7th grade Math & Pre-Algebra

WHY DID YOU BECOME A TEACHER?

"I love math. I love children. I love to help. I love to be creative."—Tyleana Hanner



Craig Gulley
Wilson Central High School
Web Design & Business

WHY DID YOU BECOME A TEACHER?

"Sharing knowledge with others has always been a passion of mine. I do not, necessarily, feel obligated to pass along knowledge, but rather privileged to the able to do so. Sharing knowledge is a wonderful feeling. Seeing students learn and grow academically is something only a teacher can experience firsthand."—Craig Gulley

From the Bookshelf:



The Race Between Education and Technology
by Claudia Goldin, Lawrence F. Katz

This book provides a careful historical analysis of the co-evolution of educational attainment and the wage structure in the United States through the twentieth century. The authors propose that the twentieth century was not only the American Century but also the Human Capital Century. That is, the American educational system is what made America the richest nation in the world. Its educational system had always been less elite than that of most European nations. By 1900 the U.S. had begun to educate its masses at the secondary level, not just in the primary schools that had remarkable success in the nineteenth century.

The book argues that technological change, education, and inequality have been involved in a kind of race. During the first eight decades of the twentieth century, the increase of educated workers was higher than the demand for them. This had the effect of boosting income for most people and lowering inequality. However, the reverse has been true since about 1980. This educational slow-down was accompanied by rising inequality. The authors discuss the complex reasons for this, and what might be done to ameliorate it.



For your information...

TODAY'S TEACHERS:

- ◆ Spend an average of \$443 per year of their own money to meet the needs of their students. Elementary teachers spend about \$98 per year. Secondary teachers spend about \$386. teachers of color spend about \$470 per year, more than the \$434 spent by white teachers.
- ◆ Make an average starting salary of \$31,704 per year, not including supplemental pay for extra duties.
- ◆ Enter the teaching profession to help shape the next generation.
- ◆ Nearly three out of four (73%) enter teaching because of their desire to work with young people. And nearly seven out of 10 teachers (68%) cite it as the reason for remaining in the profession.
- ◆ More than half (57%) hold at least a master's degree. The percentage of teachers with a master's degree has more than doubled since 1961. less than half (43%) of public schoolteachers hold only a bachelor's degree—the smallest percentage in 40 years.
- ◆ Twenty percent of teachers say unsatisfactory working conditions keep them from wanting to stay in the profession.
- ◆ And 37% who do not plan to teach until retirement blame low pay for their decision to quit teaching. The percentage are even greater for minority teachers (50%), for male teachers (43%), and for teachers under 30 (47%).
- ◆ Close to 50% of newcomers leave the profession during the first five years of teaching.



Master Teacher Tips...

Discipline

We've all been taught to look at students when we're talking to them. This is especially true when we're disciplining them. However, we may note that the student often does not make eye contact with us. Even when this happens, be aware that the student knows whether we are looking at him or her. And if we don't look at the student, it may indicate that we don't care—and that our real concern is to fix blame rather than to fix problems. Look directly into the eyes of students—even when students can't make eye contact with you—and you will get better results.

One of the times it is the hardest—but the most important—to be patient and caring is when disciplining a student. And you will see more lasting changes in attitude and behavior if you are patient and caring when correcting students. To help students realize that you care, take specific actions: First, listen without interrupting—even when you disagree with what is being said. Second, don't think you know what's coming next, or you risk misinterpreting what the student says. Third, never allow your annoyance to affect your disposition or your self-control—or cause you to lose your dignity. Remember, being patient with students and showing them you care are vital to changing their attitude and behavior.



Upcoming Events

Fun at Work Day
January 30

Inspire Your Heart with Art
Day—January 31

Children's Authors &
Illustrators Week
February 1-7

Groundhog Day—February 2

For a Laugh!

