



# 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  
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### Where the Candidates Stand on Education

November 4, 2008 is the day to make a decision regarding the presidency of the United States. As teachers, we need to be aware of what each major candidate promotes as part of their educational program. Hopefully, this information can help you make the decision for yourself.

**OBAMA:** Develop models to help states create more sophisticated evaluations that test and track student problem-solving skills in more subject areas. Create different tests that more precisely measure the knowledge and progress of students still learning English and students in special education.

#### CLOSING THE LEARNING GAP

**MCCAIN:** Provide grants to help district and charter schools replicate successful programs, particularly those with waiting lists. Would also make it easier for private companies and agencies to open charter schools that increase competition for district schools.



**TEACHERS**  
**MCCAIN:** Find a way around union contracts that stand in the way of making teaching a more competitive, lucrative and innovative career that pays based on performance.

**OBAMA:** Work with teachers' unions to make teaching a more competitive, lucrative and innovative career that pays based on performance.



#### SUMMARY

**MCCAIN:** He is not proposing a federal voucher program that would provide funds for private school tuition, in contrast to his proposed \$5 billion voucher plan in 2000. Only proposes expansion of District of Columbia's voucher program. Sees No Child Left Behind Law as vehicle for increasing opportunities for parents to choose schools. Proposes more money for community colleges.

**OBAMA:** Teacher pay raises tied to, although not based solely on, test scores. An overhaul of No Child Left Behind Law to better measure student progress, make room for non-core subjects like music and art and be less punitive toward failing schools. A tax credit to pay up to \$4000 of college costs for students who perform 100 hours of community service a year. Obama would pay for part of his program by ending corporate tax deductions for CEO pay.

Sources: CBS News, NEA and Education World

#### HELPFUL WEBSITE FOR TEACHERS



<http://highschoolace.com/ace/ace.cfm>

High School Ace is a web directory of the best free educational resources for teens.



#### Cutting Corners

##### CLASSROOM LIGHTING

Using lamps in the classroom helps students feel more receptive and comfortable. Harsh fluorescent lights can be distracting and lamps can add a more intimate and homey setting. Correct lighting can help with attitude and classroom management.

#### FINANCES

**MCCAIN:** Keep existing federal education budget, but redistribute the money to more effective teachers, schools and programs.

**OBAMA:** Add \$18 billion a year to education, to come from what is now being spent on the Iraq War, delaying some NASA programs and other inefficiencies in government spending.

#### STANDARDIZED TESTING

**MCCAIN:** Find private agencies to develop models to help states create more sophisticated evaluations that test and track student problem-solving skills in more subjects. Require every child, including language learners and special education students, to take the same test to make sure schools maintain the same high expectations for all students.

## Part Four: Mason and Guiding Natural Curiosity

### NOTABLE CHARLOTTE MASON BOOKS

Charlotte Mason's Original Homeschooling Series by Charlotte Mason

Parents And Children: Volume II of Charlotte Mason's Homeschooling Series by Charlotte Mason

School Education: Volume III of Charlotte Mason's Homeschooling Series by Charlotte Mason

Ourselves: Volume IV of Charlotte Mason's Homeschooling Series (Charlotte Mason's Original Homeschooling Series) by Charlotte Mason

### PART FOUR:

#### CHARLOTTE MASON; GUIDING NATURAL CURIOSITY

Charlotte Mason was a nineteenth-century educator advocated informal learning during the child's early year contrast with the Prussian system of regimented learning then in vogue. She recommended nature study to develop both observational skill and an appreciation for the beauty of creation and extended that approach to teaching his-



tory geography through travel and study of the environment rather than as collections of data to master. She felt children learn best when instruction takes into account their individual abilities and temperaments, but she emphasized the importance of developing good habits to govern one's temperament and laying a solid foundation of good

moral values.



A Mason Classroom



The Charlotte Mason Library



**“He that teaches us anything which we knew not before is undoubtedly to be revered as a master.”**

—Samuel Johnson

## INVOLVE STUDENTS IN SOLVING PROBLEMS

Why not team up with your students to solve classroom problems?

Label a large sack “Bay Your Problems” and put it in a convenient location. Have students anonymously write down problems typical of the class or grade level, such as forgotten homework, arguments with friends or lost supplies.

From time to time, pull out a problem and brainstorm solutions with the class. Soon, students will take the initiative to solve their own problems.



## New Teacher Support Participants:



**Alan Ford**  
Lebanon High School  
Agriculture Mechanics

### WHY DID YOU BECOME A TEACHER?

*"I chose to become a teacher because I believe it is a profession that provides exclusive opportunities to inspire and make significant impact on others. Some of my greatest influences, including my father, were teachers. They impacted my life in so many great ways that I developed the desire to help others as well. I believe teaching is one of the most rewarding and honorable professions to choose from and I feel very blessed to have this opportunity."*—Alan Ford



**Martin McFarlane**  
Southside/Wilson Central  
Instrumental Music

### WHY DID YOU BECOME A TEACHER?

*"I became a teacher to give back to students the wonderful instruction I was provided. I want to give students of all ages a chance to find success in the wonderful joy that is instrumental music and band. I want to watch students grow in life and in music and have a passion for both."*—Martin McFarlane

## Teacher burn-outs similar to tune-outs

### True or False?

1. Teachers who "burn out" are equivalent to students who "tune out."
2. Teachers who quit are equivalent to students who drop out.

True on both statements, according to authors Margaret LeCompte and Anthony Dworkin. They have published a book, *Giving Up on School: Student Dropouts and Teacher Burnouts*.

"Many students see school as irrelevant to their life goals and feel that no-

body in the schools cares about them," the book states. "Teachers who give up on schooling also believe that nobody cares."



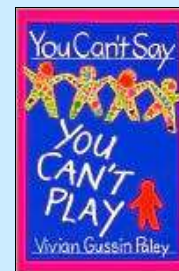
The authors list factors that depress teacher morale and add to the wish to leave teaching. These include the physical conditions of the school, safety, resources, support staff, student behavior, testing, and poor leadership.

Factors that add to the dropout problem are lack of cognitive maturity for academic work, poverty, after school work that takes time away from homework and peer pressure to resist school..

Schools help students through flexible scheduling and providing social services. Teachers must link what students learn in school to what they will need on the job.

To help teachers, the authors suggest schools should consider site-based management to empower teachers.—  
*Educational Research Service*

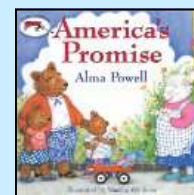
## From the Bookshelf:



**You Can't Say, You Can't Play**  
by Vivian Gussen Paley

This book on early education describes an experiment Paley conducted in her kindergarten classroom. Unhappy with the fact that children too quickly learn to ostracize unwanted classmates, Paley decided to make some changes. She created a new social order by posting a sign saying, "You Can't Say, You Can't Play." She hoped to enforce the new order with the series of stories included in this book, which utilize a group of stock characters, principally Magpie.

Paley creates an enticing series of children's stories, but her thesis is problematic. As a text for teachers concerned with the moral life of children, it is neither a substantial nor a substantiated offering, and other authors may offer more help.



Pre-school to 3rd grade



# Master Teacher Tips...

## Motivation

Motivational techniques that work best over the long term are usually laden with tact and respect. That is why we should avoid phrases and questions beginning with “If you really want...” or “How can you possibly...?” We should also avoid saying such things as, “If you really cared about your work, you wouldn’t make so many mistakes.” It is better to say, “Please focus on doing your work in half-hour stints” or “This time, just focus on reducing errors.” Remember, tact and respect are more motivation than accusations and doubts.

Using the “commitment technique” can be very effective when you want students to change or do something new or different. Just use leading questions to get students to make any degree of commitment. Say, “If I take all the blame for this incident, will you try to...?” or “If I can answer all your concerns, will you say, ‘Yes, I’ll do it’”? This technique allows you to encourage change without belaboring the negative. Try this technique. It works.



## Teacher FAQ

**Question:** Do you have any tips on how to handle or organize the new immense workload beginning teachers face?

**Answer:** Make prioritized lists. Things you want to do today, this week, this month. Once the list is made, mark each item A (must do today), B (should try to get to today) or C (if I have time). Cross each item off as you get to it—that will give a feeling of accomplishment. Also, ask experienced teachers at your school for help/advice as to “short-cuts” for some of the stuff you are required.

## For a Laugh!

