

Chapter 11 Handout-Please read the following. Be prepared to ask questions on Friday, if you have any.

How to Become an Effective Teacher

- I. Time on Task
 - A. Allocated Time-Amount of time scheduled for the subject (i.e. 30 minutes; 1 ½ hours)
 - B. Engaged Time-Time when students are actually learning.
 - C. How much time should be spent in engaged time? All of the time.
 - i. Why is this important?
- II. The need for structure.
 - A. Use the Pedagogical Cycle
 - B. Step One-Structure-All students need structure-Although variety is important, students need common threads. They do not receive structure at home.
 - C. Step Two-Questioning-You need to use Bloom's Taxonomy. Do not simply ask questions for the sake of asking them. These questions need to be meaningful and thought-provoking.
 - i. Remember the ability level of your students, and remember that some of your students are special education students.
 - ii. The goal is to challenge, but not over- and under-challenge.
 - iii. The goal is to encourage learning and thinking. Do not humiliate students.
 - D. Step Three-Respond-How will the students respond to the questions?
 - i. Use proper **Wait Time** Allow the student at least 5 seconds to answer the question.
 - ii. Wait time is important because students will know that you expect participation and you expect them to do their best. Students will participate more because they are expected and watched by not only their peers, but their teacher.
 - E. React-How will you react to their answers?
 - i. Most teachers **accept** their answers, regardless of the correctness. Why is this bad?
 - ii. Do not criticize students. Remember, there are no dumb questions and no dumb answers. Some answers make more sense than others. However, some children do not think as critically as others. If a child is giving a wholehearted answer, but the answer seems outlandish, do not criticize them. This is because some children are trying to participate to the best of **their ability**.
 - iii. Remediation is the key. Help a child by saying things like "I see why you think this, but let's try it this way..." OR "Good try. Can someone help Johnny with his answer?"
 - iv. Don't overly praise, either. Too much praise means nothing for some students. Some students struggle in subjects, and if you only praise those who make A's, you might leave out those who try really hard, but struggle to make a B or C.

**GOAL: WE ARE HERE TO BUILD CHILDREN UP, NOT TEAR THEM DOWN.
YOUR JOB IS TO HELP THEM REACH THEIR POTENTIAL.**

- III. Stages of Teacher Development-Years are relative.
 - A. Survival-1-3 years-Trying to find your place. You need the support of more experienced teachers.
 - i. Work long hours at the school.
 - ii. Worry about fitting in.
 - B. Consolidation-3-10 years
 - i. Uncertainties go away.
 - ii. Attend graduate school and professional development.
 - iii. Learn better ways to reach your students.
 - iv. Very comfortable
 - C. Renewal-10-20 years
 - i. Trying new things.
 - ii. Changing schools, grade levels, or subjects.
 - D. Maturity-20 years-retirement
 - i. Expert on teaching
 - ii. Leader within the school
 - iii. Works to bring about change in education not only at the school, but state and national, levels

THINGS TO REMEMBER-

EVERYONE GOES THROUGH THIS CYCLE. SOME PEOPLE ADVANCE QUICKER THAN OTHERS.

TEACHING IS A DIFFICULT JOB, BUT IT GETS EASIER OVER TIME.

RELY ON YOUR COLLEAGUES WHEN YOU NEED HELP OR IDEAS. YOU CAN NEVER BE SO EXPERIENCED THAT YOU DO NOT NEED ADVICE.

CONTACT YOUR FORMER PROFESSORS FOR ADVICE. WE WANT YOU TO DO WELL BECAUSE YOUR SUCCESS IS A REFLECTION OF US.

THE BEST TEACHERS NEVER STOP LEARNING. IT IS NOT POSSIBLE TO KNOW EVERYTHING. STRIVE TO BE BETTER EVERY YEAR. YOUR STUDENTS DESERVE IT.

Bloom's Taxonomy

Competence	Skills Demonstrated
Knowledge	<p><u>recall of information and knowledge of facts & events</u></p> <p><i>Question Cues:</i> list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where etc.</p>
Comprehension	<p><u>understanding, interpret, and group information</u></p> <p><i>Question Cues:</i> summarize, describe, interpret, contrast, predict, estimate, differentiate, discuss, extend</p>
Application	<p><u>use methods, concepts, theories in new situations/solve problems using required skills or knowledge</u></p> <p><i>Questions Cues:</i> apply, demonstrate, calculate, complete, illustrate, show, examine, modify, relate, change, classify, experiment, discover</p>
Analysis	<p><u>seeing patterns/recognition of hidden meanings</u></p> <p><i>Question Cues:</i> analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain</p>
Synthesis	<p><u>generalize/predict, draw conclusions</u></p> <p><i>Question Cues:</i> combine, integrate, modify, rearrange, substitute, plan, design, invent, what if?, compose, formulate</p>
Evaluation	<p><u>make choices based on reasoned argument</u></p> <p><i>Question Cues</i> assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, conclude</p>

