



Great Teaching Tips I've Stolen From My Friends

Presented By:
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The Teacher

"Concerning a teacher's influence, I have come to the frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or deescalated, and a child humanized or dehumanized."

--Haim Ginott

Tips On Being An Effective Teacher
By Debbie Silver, Ed. D.

THE FIRST FEW DAYS:

Be ready for the students!

- Find out ahead who they are.
- Make phone calls, write letters, etc. to welcome them.
- Personalize your room; make it comfortable for the students and for you.
- Make your first bulletin board about you.
- Do engaging activities on the first day; do routine matters ahead of time (or later).

Be warm, be friendly, and be ASSERTIVE! Be a model for students.

- Go over procedures and routines.
- Tell them about yourself.
- Be very specific about your expectations.
- Model correct behavior.
- Practice correct behavior, procedures, and routines.
- Keep an index card on every child you teach with his/her schedule and other important data.

Find out about your students!

- Have them fill out personality inventories.
- Have them fill out family inventories; have volunteers correlate and distribute the information.
- Do activities to enhance self-concept and build team spirit.
- Read *100 Ways to Enhance Self-concept in the Classroom* by Jack Canfield and Harold C. Wells.
- Know their birthdays; celebrate important events for students.

HAVE A REASONABLE, CONSISTENT DISCIPLINE PLAN:

Remember that the goal is for students to have self-discipline!

- Be very specific about the rules.
- Violation of rules should have logical, consistent consequences.
- Stress the word "choice."
- Have a reward system that moves towards intrinsic rewards.

Above all, maintain the child's dignity!

- Use a "no strings attached" discipline system.
- Address the behavior, not the character of the child; leave off the value judgment.
- Criticize privately; praise publicly (except in cases where the staff or students prefer private attention).
- Write notes to students and parents reinforcing positive behavior.

Be proactive with your discipline.

- Utilize groupings that promote appropriate behavior.
- Make "good news" phone calls to parents.
- Move constantly; stand close to potential behavior problems.

FORM PARTNERSHIP WITH PARENTS:

Call or send letters to tell good news as often as possible.

Involve your parents as much as possible.

During conferences be warm, friendly, open, and **ASSERTIVE!**

- Have a plan.
- Defend your administrators and colleagues publicly or say nothing at all.
- Refuse to be defensive.
- Stick to the subject.
- If you made a mistake, admit it, apologize, and refocus on the child's behavior.
- Establish a common ground.

NEVER gossip with parents.

ESTABLISH POSITIVE RELATIONSHIPS WITH ADMINISTRATORS AND STAFF:

Find a mentor or touchstone; stay away from negative people.

Act in a professional manner.

- In most cases, stay out of the lounge.
- **NEVER** gossip.
- Be yourself! Take the "real you" into your job and be prepared to be criticized for being different; ignore it.
- Be helpful to colleagues, staff, and administrators.

- NEVER allow negative comments about other administrators, students, faculty members, or staff to be made in front of students, faculty members, staff, or parents.
- Follow definitive school and district policies and rules.
- Keep administrators aware of what you are doing.
- Ask for help; do not get your feelings hurt; grow.
- Volunteer, but do not overload.
- NEVER tattle.
- Come early and stay late.

PROMOTE A CURRICULUM RELEVANT AND EXCITING!

Be a creative instructional leader.

- Plan lessons that address different learning styles; individualize instruction as much as possible
- Utilize teachable moments.
- Always demonstrate high expectations.
- Use a variety of hands-on, relevant activities appropriate to your subject area (teach like you would like to be taught).
- Monitor and adjust as you teach
- Personalize instruction to the students
- Employ cooperative learning whenever appropriate (read literature by Slavin and Johnson & Johnson).
- Follow the learning cycle model when developing lessons.

BECOME THE ULTIMATE PROFESSIONAL

- Join your professional organizations, and go to conferences, workshops, and meetings.
- Listen to others; share ideas; "borrow" ideas
- Read subject and pedagogical professional literature.
- Always BE PREPARED!

GENERAL STRATEGIES FOR EFFECTIVE MANAGEMENT:

Always focus on the question, "What is my goal?" Your answer should guide every decision that you make.

Never, ever allow your students' time to be wasted.

Develop routines and procedures that minimize confusion and time consumption.

Get volunteers to help when you need "more hands" (parents, business people, college students, friends).

Use available technology.

Strive first to understand, then to be understood.

Do not try to rationalize with irrational people.

Remember that sometimes it is best to "agree to disagree."

Learn to fight only the "Important Battles."

Stay flexible.

Get to school EARLY!

Learn to delegate class "housekeeping chores"; save your energy for teaching!

Above all, KEEP YOUR SENSE OF SELF AND YOUR SENSE OF HUMOR!!

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Taking Inventory

Please answer each part of each question honestly and candidly. There are no right or wrong answers. What you write will be held in confidence.

1. What is your full name? What do you like to be called? Why?
2. List 10 words that describe you,.
3. List the people that live in your home(s) and put 2 describing words after each name.
4. What do you think you will be like 5 years from now?
5. Of all the things you do in your free time, which ones do you like best?
6. Of all the things required of you in your life, which things do you like least?
7. Who is your best friend? Why?
8. What do you and your friends have in common?
9. At what kinds of things do you excel?
10. At school what are your favorite things to do?
11. At school what are your least favorite things to do?
12. What is your favorite book or movie? Why?
13. If you could change this school, what changes would you make?
14. If you were the teacher in this class, what five rules would you have?
15. What is your major goal (aim, ambition, dream, hope) right now?
16. Who is the person you admire the most? Why?
17. What are you most afraid of?
18. What is it about you that makes your friends like you?
19. What is something I (the teacher) need to know about you?
20. Write your own question and answer it.

Behavior Journal Page

Student's Name _____ Class/Period _____ Date _____

I violated our class code by: _____

I chose to do this because: _____

A more appropriate choice would have been: _____

This is how I feel about what happened: _____

This is what I plan to do in the future to prevent a recurrence of my actions: _____

This is how my teacher can help me implement my plan: _____

Student's Signature

Date

Teacher Comments:

Individual Behavior Plan

Student's Name _____ Class/Period _____ Date _____

Long-Range Goals for student: _____

Short-Term Target Goal: _____

What Student Will Do to Meet Target Goal: _____

What Teacher Will Do to Help Student Meet Target Goal: _____

What Parent or Other Will Do to Help Student Meet Target Goal (optional): _____

What will happen if student fails to meet target goal :

1stnd Time- _____

2nd Time- _____

Positive recognition student will receive for making target goal:

Positive recognition will make for sustaining target goal for _____ (time period).

Date-

Student Signature

Teacher Signature

Parent or Other Signature (optional)

Comments and Dates:

Killer Statements and Gestures

Conduct a class discussion around the following questions:

Have you ever worked really hard at something or been very excited about something and someone "killed" your good feeling by something they said or did? What was said or done?

Have you ever witnessed someone's pride or other feelings be "killed" by something that someone else said or did? What was said or done? How do you think the other person felt?

Introduce the concept of "killer statements and gestures" as anything that is said or done to "kill" someone's good feelings about themselves. These things can be negative comments, body language, or gestures. List together some of the things that are often said in and around the classroom that fit these categories (even those said and done by staff members).

Examples may include:

"That doesn't even make sense!"
"Where did you get an answer like that?"
"Quit showing off!"
"Are you crazy? retarded? weird? strange? nuts? . . ."
"We don't have time for that now."
"Only boys/girls do that!"
"If you'd pay attention this wouldn't happen!"

- Tell the students to keep a list of all the killer statements they hear in one day. Discuss who said them and why.
- Have students make a mural or collage of killer statements and gestures. Display it in the room as a reminder.
- Do the I A L A C role play to demonstrate the impact of killer statements and gestures.
- Discuss how to replace killer statements and gestures with positive comments and gestures.

The most deadly of all sins is the mutilation of a child's spirit.

*Erik H. Erikson
Young Man Luther*

No one can make you feel inferior without your consent.

Eleanor Roosevelt

Adapted from 100 Ways to Enhance Self-concept in the Classroom. Canfield & Wells.

The Learning Cycle

The Learning Cycle's Three Phases

The **exploration phase** tries to initiate students' interaction with information, materials, and each other in order to investigate an open-ended question. All class members are given common, concrete experiences that challenge them to gather and organize data and compare their answers. Lessons involving paradoxical or conflicting information capitalize on their natural curiosity.

The **concept development phase** builds on student curiosity, discoveries, and inquiries as the teacher assimilates data that students have organized, and clarifies terms and concepts they have developed. In this phase, students are far more receptive to vocabulary lists, direct instruction, and investigating other resources because their earlier explorations have shown them the relevance of the lesson. They also are far more likely to retain ideas and concepts because they begin to see patterns and connections to their knowledge of the world.

During the **concept application phase** the teacher challenges students to apply their knowledge to real-world situations and to explore broader applications of their discoveries. At this point, the teacher can pose new situations and questions to ensure deeper understanding.

(Silver, 1998, p. 64)

Why the Learning Cycle Works

Instructional specialists advocate this kind of student-centered, active learning because it gives learners tasks that relate to their concerns, allows them to pursue their own interests, offers links to the outside world, and stimulates curiosity by introducing unexpected or unique information. (Silver, 1998).

Learning is dependent on these factors:

1. The student's motivation.
2. The student's active involvement in the experience of learning.
3. Linking the new concepts with information that is familiar.
4. Being able to take new information and apply it to the real world.



Roses

"When we plant a rose seed in the earth, we notice that it is small, but we do not criticize it as 'rootless and stemless.' We treat it as a seed, giving it the water and nourishment required of a seed. When it first shoots up out the earth, we do not condemn it as immature and underdeveloped; nor do we criticize the buds for not being open when they appear. We stand in wonder at the process taking place and give the plant the care it needs at each stage of its development. The rose is a rose from the time it is a seed to the time it dies. Within it, at all times, it contains its whole potential. It seems to be constantly in the process of change; yet at each state, at each moment, it is perfectly all right as it is."

--Timothy Gallway