I’ve 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 de-escalated and a child humanized or de-humanized.”
Your job is to identify high and low quality teaching practices. Identify the “best” and “worst” professors you had in college. What characteristics made those instructors memorably good or bad?
Rate each of roles of teachers listed below according to its importance and your perception of your strength in that area. A 5 indicates the strongest rating.

<table>
<thead>
<tr>
<th>Teacher Rating</th>
<th>Importance</th>
<th>Strength</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Motivator</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2. Manager</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
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<tr>
<td>3. Instructional Expert</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
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<tr>
<td>4. Counselor</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
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<tr>
<td>5. Role Model</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
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<tr>
<td>6. Leader</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
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<tr>
<td>7. Reflective</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>
“Once you get people laughing, they’re listening, and you can tell them almost anything.”
Preparing to Teach

- Visit your classroom and practice using all the technology you may use.
- Write your syllabus (it’s a contract).
- Discuss the course with other faculty.
- Know the “local norms” and try to live near them.
- Remember, “teaching skillfully may be less time consuming than teaching badly.”
Consider the question, “What will my students be doing?”

It is okay to be wrong occasionally.

Know that you cannot please all of the people all of the time.

Realize that most learning occurs outside the classroom; humbling, reassuring and helps you avoid that bad word: COVER
The key to improvement is always reflection.
Consider the goals for the course. This will impact every decision you make.
Don’t forget to order textbooks.
Pick the best textbook to meet your goals.
Assessment packages
Be sure to plan for a full-time student’s schedule.

Make lesson plans. How many in advance?

ALWAYS have a plan.

Think about your lessons while you are away from your computer.

Plan out of class learning activities.
Two nights before the semester starts… begin having bad dreams.

Be sure all materials are ready (name tags, black marker, photos, 3X5 cards, books, etc.)

Study names and faces.

Consider other career choices if this doesn’t go so well.

Be flexible early on in new courses, but have standards.
The First Day of the Course!

- The most important day of the semester.
- What do you think should be the goals of the first day of the semester?
- Some teachers choose to avoid (hand out syllabus and send students home).
- Preparation will determine how well the first class goes and the messages you send.
How do you like to begin a new course? (my Rhetoric story)

Discussing the details of the syllabus. This contact can set the tone for the entire semester and reveal your values.

Try to come up with new and improved icebreakers.

Small and large classes are different and need to be treated as such.

Name games (time consuming or cutesy)
Study names when you have time.

Be sure to be genuinely interested in your student’s responses. If you’re not, don’t ask the question.

Are you perceived to be fair and in your students’ corner?

State your grading policy (do not dwell on the issue of grades).
- If possible, give students an indication of what grade distributions have looked like in the past.
- Let students know when you are available to them.
- State your e-mail policy (beware of needy students; “I missed class yesterday, can you tell me what I missed?”)
- Three weeks into the semester, ask your students how it is going.
Stay and answer questions after class.
Drop/Add policy (risk of too many students?)
Fake like you are in complete control and competent even if you feel like a complete fraud.
Introduce your textbook.
Try not to scare students away on Day 1.
- Give brief overview of course content.
- Start on time and end on time!!!
- Try to involve students quickly.
- Explain why the course is of value.
- Set expectations and establish rapport.
- Reveal something about yourself (my apple picking picture)
- Establish your credibility.
- Set the classroom climate.
- Arrive early.
Starting a Class

- What is the best way to begin a class session?
- Motivation, classical conditioning, experimental designs, Vygotsky, Piaget, grading, memory, vicarious learning, standard deviations
- Anticipatory Set: A technique used to capture students attention, get them focused on the topic, and ready to learn.
- Attention grabber.
- Plowing into the content.
Designing Lesson Plans

- Lesson plans provide a framework for action and reduce uncertainty.
- New teachers tend to focus on short-term planning.
- Objective writing. Should you share your objectives with your students?
- Objectives: Clear statements about what students are supposed to learn through instruction.
Be sure to consider Bloom’s taxonomy: knowledge, comprehension, application, analysis, synthesis, application.

Every question you ask requires a certain type of thinking of your students.

What are the two teacher traits most strongly related to student attitudes toward a course?

WARMTH and ENTHUSIASM
The best lesson plan in the world is no good if you are too tired to deliver it.

Madeline Hunter Design for Successful Teaching:
- Step 1. Anticipatory Set
- Step 2. State Objectives and Purpose
- Step 3. Instructional Input
- Step 4. Modeling
- Step 5. Checking for Understanding
- Step 6. Guided Practice
- Step 7. Independent Practice
Wait Time

- Who can tell me the main risk of adding too many students to your course?
- Teacher asks question>teacher waits>student answers>teacher waits>teacher responds
- On average, teachers wait one second after asking a question. 3-5 seconds is the suggested minimum wait.
Incivility in the Classroom

- You are going over the midterm exam and students start arguing every little point in a disrespectful manner. What would you do?
- A student hands in her exam and you do not recognize her. When you ask her where she has been, she tells you she has been there all along. You know this is a lie. What would you do?
- As you go over the answers on the exam, you notice one student writing the answers in a notebook. What would you do?
- A student is dominating the discussion to the point that other students in the class start rolling their eyes when she raises her hand. What would you do?
- You begin to notice that several students are talking while you are presenting material. What would you do?
- A student is sleeping in the second row of your class. What would you do?
- Twelve students are sleeping in your class of 50. What would you do?
- One of your students walks in 5-10 minutes late to class each day. What would you do?
One of your students has missed nearly half of the class sessions four weeks into the semester. He arrives to take the midterm, misses the next class, and sends you an e-mail asking for his score. WWYD?

A student walks in late to class, wonders around the room and you ask, “Is something wrong?” He says, “Shut up.” WWYD?
Other Examples of Incivility

- Doing crossword puzzles
- Wearing headphones
- Allowing cell phone to ring in class (?)
- Walking in and out of the room during class
- Walking in late and passing in front of the teacher
- Reading newspaper in class
- Doing work for another course
- Passing notes or playing games
- Engaging in any behavior that most people would consider insolent, challenging, and intimidating.
Motivating Students

- What strategies or techniques can you use to keep your students motivated in a class and throughout the semester?
- Don’t let students negotiate away the requirements for the course. Increases motivation to perform, but not to learn.
My Advice to New Teachers

1. State your objectives and expectations for the course.
2. Design good, creative, interesting, fun, and organized lesson plans.
3. Stray from plans occasionally.
4. Use good anticipatory sets.
5. Get to know your students on a personal level.
6. Get to know your students outside the classroom.
7. Ask experienced teachers to observe your teaching and provide feedback.
8. Observe teachers who you know do a great job motivating students.
9. Do not be afraid to show your human side.
10. Try to involve most/all students in the class in some way.
11. Use appropriate humor (tricky at times).
12. Be creative in your lesson plans, but not too creative.
13. Seek advice when facing a problem.
14. Be enthusiastic about your subject and your job.
15. Be reasonable and consistent.
16. Respect your students.
17. Realize each student brings unique experiences to the classroom and that you are not the only teacher.
CHEATER!!!

- “Daniel”
- “Trust yourself”
- International students
- Need a grade change to avoid going on probation…
Issues in Assessment and Grading

Questions or concerns on this topic?
Leading a Group Discussion

- The questions you ask determine success or failure.
- What do you think are some important issues to consider in leading a group discussion?
Technology in the Classroom
Questions or Concerns???