

**SREB**

# **No One Told me Being a Teacher would be this Hard!**

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# Being a Teacher is not Easy

## Objectives

- ◆ Describe the developmental and generational characteristics of high school students
- ◆ Design instruction to meet the developmental needs of high school students
  - Identify CTE teachers' professional responsibilities beyond classroom instruction
  - Analyze strategies for managing stress during the first few years of teaching

# How Long have you Been Teaching?

- 1 - 3 years?
- 4 - 15 years
- Over 15 years



# How did you Imagine it Would Be?

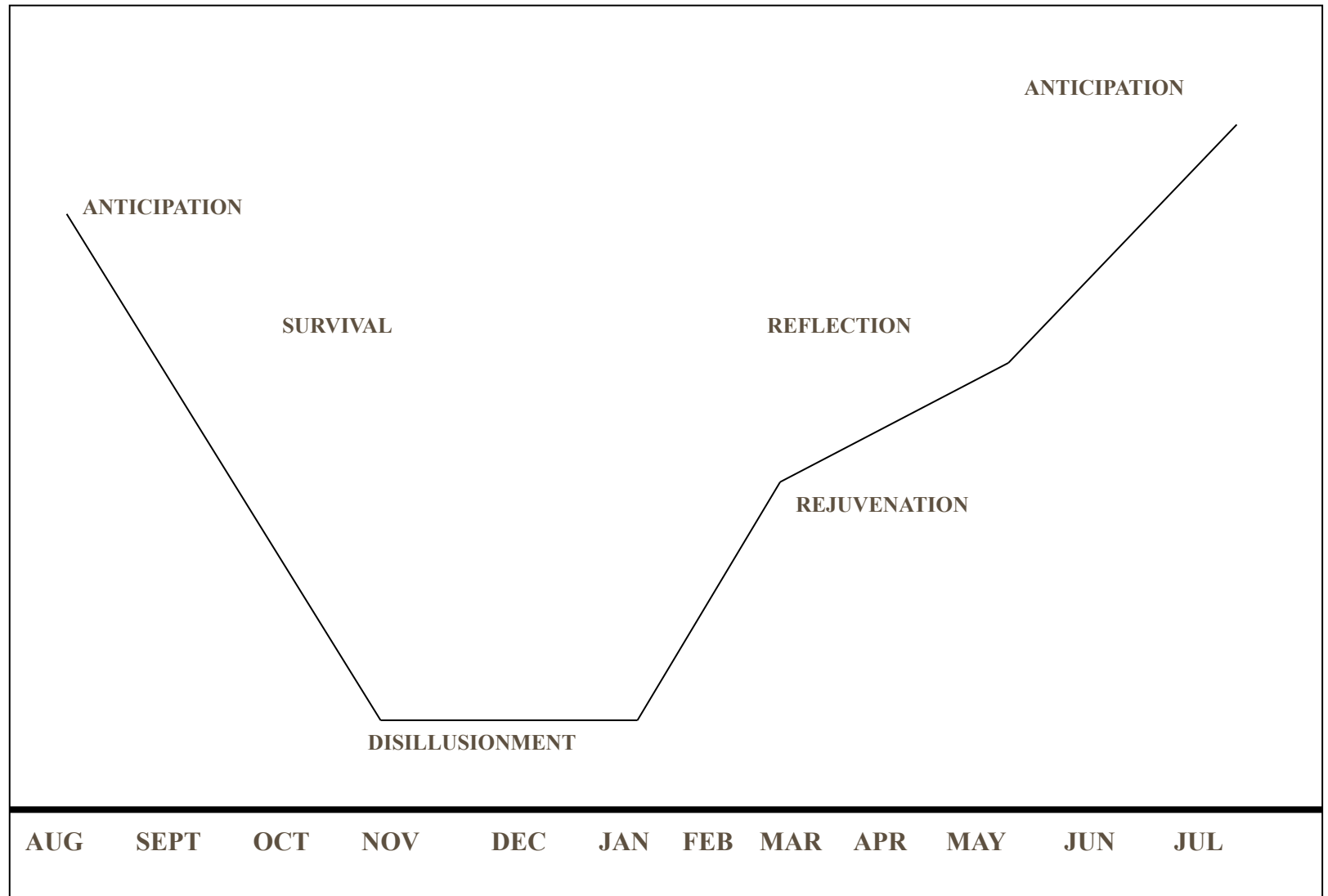


# Surprises?

- Students placed in your program with little or no say
- No consequences for poor behavior
- Students with no interest, no work ethic
- Old, outdated equipment
- Low reading/math levels



# Phases of First Year Teaching



# Harry Wong says there are Four Stages of Teaching:

- **Fantasy**
- **Survival**
- **Mastery**
- **Impact**



# Four Stages of Teaching

**Fantasy** – Don't believe being a friend to your students makes you a good teacher. These people don't think about standards, assessment, or student achievement.





# Four Stages of Teaching

**Survival** – haven't developed instructional skills; spend time looking for busy work for students to do (i.e. worksheets, videos, seat work). These people teach because it's a job and for the paycheck.



# Four Stages of Teaching

**Mastery** – getting to know your classrooms, having high expectations of your students, knowing how to achieve student success, knowing how to manage your classroom.

When you reach this stage, student learning is your mission and student achievement is your mastery goal



# Four Stages of Teaching

**Impact** – in this stage, you begin to make a difference in the lives of your students

These are the teachers to whom students come back years later and thank for affecting their lives



# **Stressors and Accomplishments**

# What are Some of Your Stressors?



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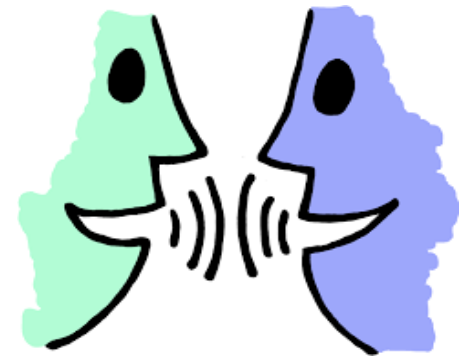
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Do you feel frightened? Vulnerable? Disheartened?

Are you afraid to ask for help?

Did you get an orientation? Do you have a mentor?

# Turn and Talk



1. Identify one thing you accomplished this year that you are proud of.
2. *Quietly think* and come up with something that can be described in 3 words or less – **EXAMPLES:**

Made someone understand

Challenged a student

Learned to ask

Survived the year

Organized my curriculum

Helped someone learn

4. Share with your neighbor.



# Last thoughts on stress

How can you use YOUR stress to help you understand your students' day to day struggles??

# **The NEW Career and Technical Education**



## |CONCEPTS OF QUALITY CAREER/TECHNICAL EDUCATION

<b>Old Beliefs</b>		<b>New Beliefs</b>	
Stand-alone programs taught occupational skills for specific jobs.		CTE is part of a total program of academic and technical studies that prepares students for continued learning in work or educational settings.	
Students taught in low-level related academic courses		Students expected to complete high-level academic courses	
All content needed for career taught by a CTE instructor		CTE and academic teachers work as an instructional team	
Programs focused on preparing students for entry-level jobs		Programs focused on preparing students for further learning and a career pathway	
Program success measured by number of students who entered a specific occupation right after high school		Program success measured by number of students who make a successful transition to work, further study or both	
CTE is equated with less able students		CTE is part of the education of many students with a wide range of abilities	
CT educators “accommodate” many students by setting low standards		CT courses have challenging, clearly defined goals that all students are expected to achieve	
CTE is an elective		All students either complete an academic or career major	
Academic educators view CTE as a way to teach occupational skills to students who could not succeed in academic courses		Academic and CT educators work together to help students learn high-level academic and technical concepts	
Emphasis on learning procedural skills and following directions—students dependent on someone else to do the thinking		Emphasis is on helping students become independent learners who can think through problems and find solutions	

Source: A Guide to Preparing a Syllabus: Designing Challenging Vocational Courses, SREB, 1997.

# **Responsibilities Outside the Classroom**

# Professional Responsibilities Outside the Classroom



List CTE teacher responsibilities beyond the classroom

**Divide into pairs and share lists – add responsibilities**

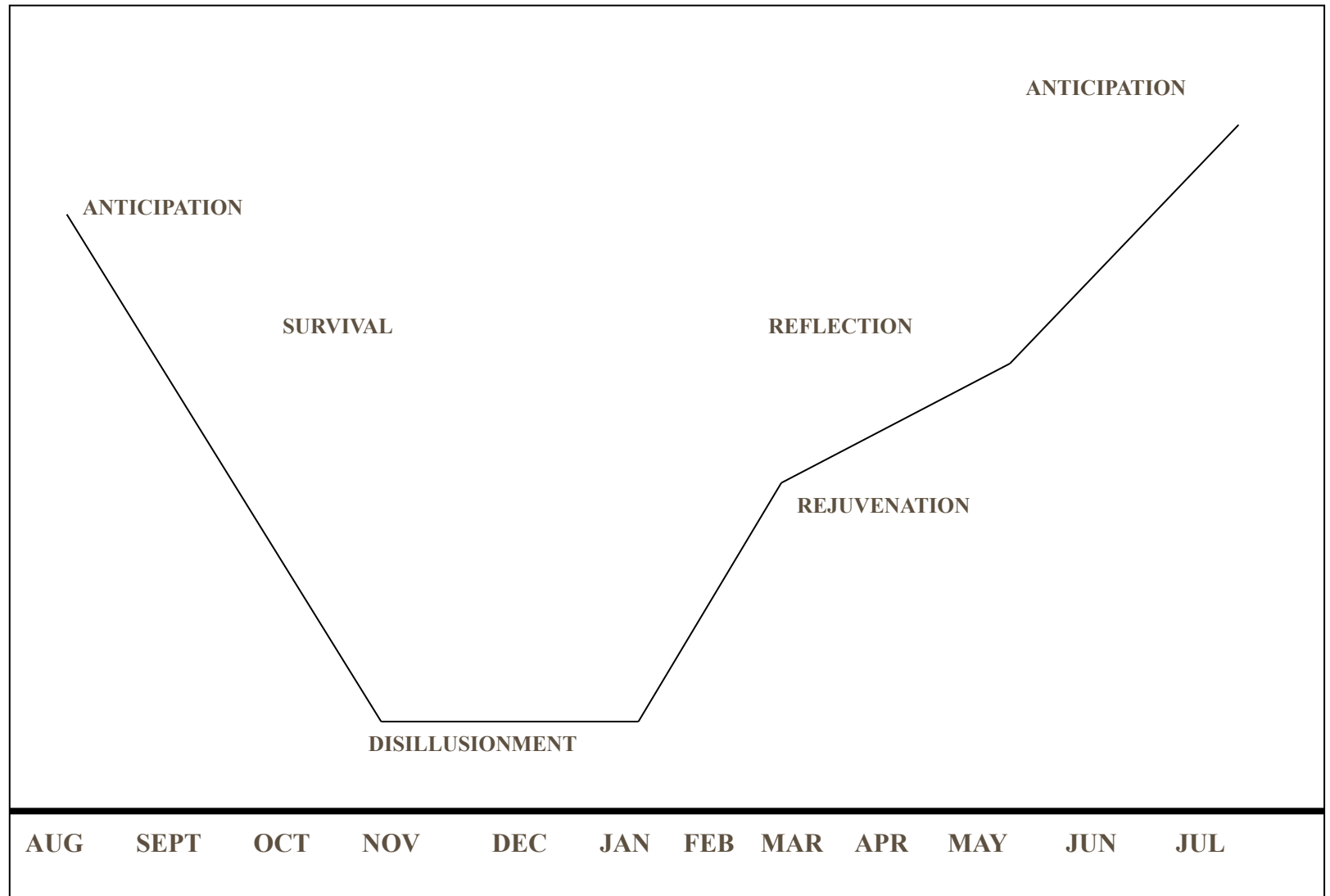
When prompted, shout out responsibilities you you identified

Participation Guide, Pg.2

# Some Responsibilities Outside the Classroom

- Identifying, networking and meeting with **advisory committee** members
- **Advocating for the CTE program** in the community, with parents, and with potential students
- **Supervising students** during CTSO fund raising events, competitive events and service projects
- Maintaining **financial records** for fundraising events and student organization activities
- Earning **industry or teaching credentials** through professional development sessions or college course
- Serving on school wide **committees**
- Writing and updating **curriculum**
- Developing and following a **budget**
- **Instructional Planning**
- **Grading papers**
- **Recording grades**

# Remember this?



# Discuss these Questions

- ◆ How does the work reflected in these responsibilities benefit you as a teacher? Benefit your CTE program? Benefit the students? Benefit the community?
- ◆ What are the challenges in managing these responsibilities?
- ◆ What resources do teachers need to successfully manage these responsibilities?
- ◆ What actions can CTE teachers take to manage these responsibilities?

*Part of teaching is learning how to manage these responsibilities*



Everyone who  
remembers his own  
education remembers  
teachers, not methods  
and techniques. The  
teacher is the heart of  
the educational  
system.

Sidney Hook





# Instructional Planning

# Instructional Planning

Putting careful thought and planning into teaching is essential to being an effective teacher.

Teachers who take time to plan are more successful in helping students reach course goals.

# The Big Picture

Effective teachers create both short- and long-term instructional plans.

**Course Syllabus**

**Curriculum Maps**

**Unit Plan**

**Lesson Plan**

# Course Syllabus

- Communicates the course expectations to students, parents, other teachers and the community
- Outlines a description of the course
  - the teacher's instructional philosophy
  - course standards and goals
  - major projects and assignments
  - assessment plan

# Curriculum Maps

Curriculum maps are valuable planning tools that chart a course for the year.

- Organized by week, month or by marking period
- For each unit of study, they provide an overview of:
  - Knowledge and skills that will be taught—career/technical, academic, and 21st century skills
  - Major instructional activities (e.g., major writing assignments, projects, performances)
  - Methods of assessment

Participation Guide, Pg. 3

# Unit Plan

A unit plan organizes learning activities to help students achieve a “chunk” of course content with similar concepts and skills.

- Usually last a week or more
- Include a number of daily lessons with a sequence of assessment activities to help students achieve the unit standards

Participation Guide, Pp. 4-6

# Lesson Plan

A lesson plan is a blueprint for one episode of instruction—usually a class period.

- Identifies the learning objectives
- Provides a cycle of learning activities to help students reach those objectives

Participation Guide, P. 7

# Lesson Plan Template

Content Focus—What will students learn?		
Technical	Academic	21 <sup>st</sup> Century Skills
Lesson Outline—What learning activities will students do?		
Time	Sequence	Description of Learning Activity
	Get Started/Engage	
	Discover/Explain: Provide new information or demonstrate a skill	
	Practice: Provide opportunities to practice independently or in groups	
	Check for Understanding: Monitor what is being learned	
	Close: Summarize, check, and answer questions	
	Support, Modifications, and Extensions	
Materials and Resources—What do you need to assemble and prepare before the lesson?		
Reflection—Did the students learn the content outlined in the lesson focus? Why or why not?		

Participation Guide



# Lesson Planning Sequence

1. Objective
2. Assessment
3. Activity, strategy

Teach Like a Champion: 49 Techniques that Put Students on the Path to College,  
Doug Lemov, 2010

Almost every teacher writes lesson plans.

This allows you to focus on what students are doing each moment, not what you are going to do next.



**“Now don’t forget to go on social media and rate today’s lesson plan.”**

# Begin With the *End* in Mind

When I started out teaching, I would begin by trying to think of an activity for my classes the next day/week—something fun to “hook” the students.

But you must start your planning with the *end*, the *objective in mind*.

What do you want your students to be able to do by the *end* of the lesson?

***Don't substitute frills for substance!***

# Tips and Resources

# The First Days of School by Harry and Rosemary Wong

The First Days of School: How to Be an Effective Teacher (Book & DVD) 2009

by Harry K. Wong and Rosemary T. Wong

Paperback

\$16<sup>25</sup> ~~\$34.95~~ ✓prime

Get it by **Tomorrow, Jun 20**

More Buying Choices

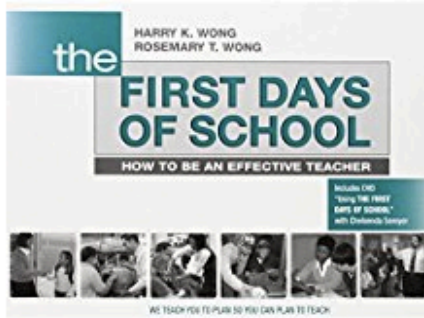
\$9.68 (276 used & new offers)

★★★★★ ▾ 1,160

Kindle Edition

\$15<sup>44</sup>

Other Formats: [Audible Audio Edition](#), [MP3 CD](#)



## Sampling of chapters:

- What is an Effective Teacher
- How You can be a Happy First-Year Teacher
- How to Help All Students Succeed
- How to Have a Well-Managed Classroom
- Why Positive Expectations are Important
- How to Teach Students to Follow Classroom Procedures
- How to Start a Class Effectively
- How to Be a Teacher-Leader
- How to Invite Students to Learn
- How to Dress for Success

## ***Tips:***

- Ask for help
- Don't sweat the small stuff
- **Take 5!** Take time for yourself – 5 minutes in the middle of a stressful day can make a world of difference!
- Remember why you teach
- Create a to do list
- Learn to relax – do something that makes you feel good
- Accept that there are things you cannot get to this year/ you cannot change
- Get plenty of sleep

# *And my favorites:*

## **Talk to someone positive**

- ✓ Sometimes we just need to talk through issues we are dealing with at school
- ✓ Be careful who you speak with--there is nothing that can drag you down faster than a group of disgruntled individuals

If every day you go to the teacher's lounge and join a couple of teachers complaining about their jobs, you will not be able to fight teacher burnout

- ✓ Stay away from those who are disgruntled - instead, find someone who has a positive outlook on life and talk about teaching with them
- ✓ Think back to why you became a teacher
- ✓ Always remember that teachers are important and valuable to society
- ✓ Remember and cherish any time that a student gives you a compliment or writes you a teacher appreciation note

# Don't be a Pal

- **Be friendly, caring, and sensitive**
- **But don't be their friend! They have enough on their hands with their own friends!**
- **Students of today need you to be an adult role model they can look to with admiration and pride**



Think back to high school –

Who was your favorite teacher?

Who was a teacher you learned the most from?

Was it the same teacher?

What did your most effective teacher do differently that helped you to learn and obtain the information?



**Who/What are the Pluralists?**  
*and*  
**Why do I need to Know?**

# The Teenage Experience

- Why are the teenage years sometimes characterized as a challenging time of life?
- What factors in the world today make the teenage years challenging?



# Generations:

- 1924 – 1945 – **Silent Generation (72 – 93)** - cautious and withdrawn natures
- 1946 – 1964 – **Baby Boomers (53 – 71)** – cultural phenomenon of skyrocketing birth rates and economic growth
- 1965 – 1976 – **Gen X ( 41 – 52)** - latchkey kids, represented the anxiety of that time and how that angst crystalized into a distinct mindset for members of that generation
- 1977 – 1996 – **millennial (21 – 40)**, first generation of increasing power in the 21<sup>st</sup> Century – result of second baby boom during time of focus on health and well-being of children
- 1997 – now – **Pluralist/ Gen Z (0 – 20)** – most ethnically diverse generation to date. Last generation with a Caucasian majority

# YouTube video – Introducing Gen Z



## Introducing Generation Z

Randstad USA

1 year ago • 40,732 views

There's much to learn about the incoming workforce, Gen Z! Find out if we know them as well as we think! Check out our full study ...

# Who are the Pluralists?

Natives to  
mobile  
technology

- Bottle caps always plastic
- McDonalds food never came in Styrofoam containers
- Google has always been a verb
- Internet is better than TV
- Doing more important than knowing
- Typing preferred to handwriting
- Zero tolerance for delays

Generation Z!



# Pluralist Generation (Gen Z):

- Most positive generation about America becoming more ethnically diverse
- Least likely to believe in the “American Dream”
- Affected by blended gender roles - Growing up in diverse environments – four-decade decline of traditional two-parent households in America
- Independent
- Entrepreneurial desire
- More conservative, more money-oriented
- Feelings of unsettlement and insecurity among people (2008 recession and 9/11)

# Pluralist Generation (Gen Z), cont:

- Easy access to devices that enable fast and continuous communication
- Blurred gender roles within their homes
- Typical plurals' social circle is more diverse than the social circle of members of an older generation
- Open minded
- Loyal, compassionate, thoughtful, determined



# Get to Know your Students!

- Rapid growth, sexual maturation, desire for independence
- Changes in personal habits, dress, hair and pre-occupation with personal hygiene
- Strong sense of fairness and judgment about what is “fair”
- Find security in structure—but rarely admit it!
- A personal fable—no one has ever experienced what I’m going through and can possibly understand

# Ways to Teach and Motivate Pluralist Adolescents

- Build A Sense of Belonging
  - Take time to listen to them, get to know them, and show a personal interest in them
  - Create community
  - Provide opportunities to work with others
- Set High Expectations
  - Create situations where students think critically
  - Provide clear learning goals
  - Provide frequent feedback
  - Strive for quality results
- Actively Engage Them
  - Connect learning to the real world—Answer the question, “Why do I need to know this?” or “What’s in it for me?”
  - Provide choices in learning activities and projects
  - Vary learning strategies



# 1 – 2 – 3 – DO IT!

List **1** thing you want to learn MORE about

List **2** things you feel you are doing well

List **3** goals you set for yourself for improvement

Participation Guide, P. 2

*“Most people have the will to win; few have the will to prepare to win.” -- Bobby Knight*



Thank  
you



Dear Tired Teacher,

When the expectations begin to feel impossible remember because of you... today someone smiled, made a connection, became more confident, and felt loved.

Don't give up!



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*Be a work in progress. . . and keep on progressing*