**Intro to Teaching**

This file contains information, lesson plans, assignments, and activities for an Intro to Teaching/ Student Teaching/Teacher Apprentice class. There are notes from my instruction, lesson planning forms, and student lessons.

Topics Covered:

* Discipline
* Instruction
* Curriculum
* Lesson Planning
* Students
* Physical Environment
* Assessment
* Motivation
* Engagement
* Support System

These are all areas a teacher must manage.

The teacher is the most important factor that affects student achievement. Effective teachers:

* Make wise choices regarding strategies of instruction; using many strategies, knowing when to use them; think of needs of students and class; plan how to present the content; plan learning activities to teach new knowledge in different formats and media
* Develop classroom curriculum that encourages learning
* Uses classroom management techniques effectively (Marzano, 2003)

**Discipline and Behavior**

**Discipline**

ABC’s of Discipline:

A – Antecedents, triggers of problem behavior

B – Behavior, what the problem behavior looks like? Frequency of occurrence

C – Consequences, what happens after behavior? Response of others

Teacher is a model – model expected behaviors, discuss and apply good communication, create a positive environment

Classroom must be a place of learning and a place where students enjoy school

Teacher – communicate with students, gain their attention; need nonverbal methods – proximity, “teacher look”, hand signals to redirect students or get their attention

Teacher must remain calm, consistent; don’t get caught up in argument

Teach behaviors and routines directly

Walk around, anticipate behavior, be where you need to be, make eye contact

Praise, encourage, and reinforce positive behavior; praise publicly, criticize privately

Keep things moving – children who don’t know what to do will find their own thing to do, and it probably won’t be what I want them to do!

Discipleship fits in here – help the child to “grow in grace, and in the knowledge of our Lord and Savior Jesus Christ” 2 Peter 3:18. We must use biblical principles for discipline and behavior management.

**Behavior**

Prevent poor behavior rather than reacting to something that’s already happened – organized classrooms and well-planned lessons will help.

(Assignment)

Observe Miss Birt for 15 minutes.

Think about:

* What discipline do you see? What behavior management is happening? What do you think has already been taught to the first graders regarding behavior?
* What classroom management techniques do you see in operation?
* What advice would you give to me?
* Do I tend to call on the same people? Is anyone left out? Are the students on task and listening?
* How would you feel as a student in this class?

Write up your thoughts in a bulleted list or in essay form.

Discipline Assignment

Read the article (below), then write a paragraph or two in answer to Professional Development Activities, Question 1. Look up the scriptures in Question 2 and write a sentence relating the scripture to the area of behavior/discipline.

**Discipleship or Christian Discipline**

Discipleship goes along with discipline and helps the child “grow in grace, and in the knowledge of our Lord and Savior Jesus Christ” 2 Peter 3:18 (Selig, 1989). The purpose of discipline is to instruct - not to punish, release anger, get even, or control unruly behavior (Selig, 2010).

Teachers must understand and implement biblical principles for discipline and behavior management. God holds adults responsible for training children properly, as Proverbs 22:6 states, “Train up a child in the way he should go, and when he is old he will not depart from it.” Children are special and are to be respected and loved. Jesus welcomed children (Mark 10:13-16) and used children as an example in teaching adults how to follow God (Matthew 18:2-6). Children have responsibilities to God, also, as we see in Proverbs 20:11 “Even small children are known by their actions, so is their conduct really pure and upright?”

Christian discipline should never compare, ridicule, humiliate, bribe, threaten, control with anger, or expect perfections (Hartzler, 2006). In using Christian discipline, teachers expect obedience from students with a goal of an inner conviction, not just conforming outwardly. They evaluate discipline, discipline in love, and restore fellowship. They separate human worth from performance. Teachers allow expression of the students and are sensitive to the feelings of the students, teaching them to be sensitive to others and asking forgiveness. Students are taught that disobedience is actually against God.

The Christian teacher can relate to students as God says to His children, “I will instruct you and teach you in the way you should go; I will counsel you with my loving eye on you,” Psalm 32:8. Scripture is powerful in the lives of children as well as teachers. The Bible promises that God’s Word will not return void. Christian teachers must be involved in communicating the truths of the Bible to the students that God has placed under their direction (Hartzler, 2006). In the end, teachers will have persuaded students to apply scripture in daily living and demonstrated how to do so.

By Arlene Birt

**Professional Development Activities**

1. Teachers must model the positive and godly behaviors expected as they instruct with their lives and words. How can a teacher instruct with his life and words? Apply Matthew 5:9, Proverbs 15:1, Ephesians 4:29, Ephesians 4:32, I Corinthians 10:31, Romans 12:9.
2. Correlate scriptures with specific areas of discipline:

* Disobedience Hebrews 13:17
* Irresponsibility 2 Thessalonians 3:10-12
* Dishonesty Ephesians 4:25-28, Psalm 34:13
* Anger James 1:19-20, Ephesians 4:27, Proverbs 15:1
* Inappropriate language Matthew 12:35-37, Ephesians 4:29
* Complaining Philippians 2:14
* Bitterness Ephesians 4:31-32, Hebrews 12:15
* Pride James 4:6, Proverbs 6:17
* Rebellion 1 Samuel 15:23
* Scorning Proverbs 9:10, Proverbs 15:10-12
* Disrespect Hebrews 12:28
* Laziness Proverbs 6:6
* Temporal value system 1 John 2:15-17, James 4:4 (Hartzler, 2006)

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**Instruction**

**Lesson Planning**

1. Hook, Book, Look, Took

Hook: anticipatory set, how to get their attention

Book: direct instruction, teaching, the sequence of activities

Look: practice; what students work on to practice the learning

Took: closure; bring the lesson together; review; questions

1. Aim (another method of planning lessons)

Objective: what you’re aiming at; where are you going?

Lesson body: how you’re getting there

Tools: what you’ll use to get there

Assessment: how you’ll know the students got there

Objectives

* Should be measurable and observable
* How will you know you have met your objectives? Students will….
* What you are aiming for

Key Concepts

* Big ideas; understandings
* Standards

Essential Questions

* To provoke thought, knowledge, and skills
* What students should know, be able to do, feel or enjoy after the lesson

In planning lessons, consider:

* Special needs, adaptations, modifications
* Learning styles, modalities
* Incorporate senses, movement

Assessment:

* Base on objectives

Adaptations:

* for students with learning difficulties

Extensions:

* for gifted students

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(This was in lesson planning. I taught a lesson and they had to observe and identify all the parts of the lesson, and write up a lesson plan for my lesson.)

My lesson plan, from which I taught:

Find John’s area on map

Desert life

John in desert Matt. 3-4

Preparing – us, John, \*Sermons 4 Kids

Repentance – story apron

Quiz

Hook: showing the sandals pic, desert pic, Jordan river pic, grasshopper AND ringing a bell and showing a newspaper – for John the Baptist

Book: story of John in desert, Matt. 3-4; desert life; preaching repentance

Look: preparing, us, John,

Took: repentance, Sermons 4 Kids – cleaning supplies

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Their assignment:

Write my lesson into a lesson plan.

Identify each part of the lesson with a written description. What is being used and how is it used? What will the children take away from this lesson (hopefully!)? Think of materials and resources being used. What adaptations were made? What extensions could be made? What assessment is made? How are different learning styles accommodated?

The planning form follows.

Lesson Title \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Objective:

Materials needed:

Hook:

Book:

Look:

Took:

Assessment:

Extensions:

Adaptations:

Evaluation:

Learning Styles:

(Following are different lesson planning forms and evaluation forms for lessons.)

Lesson Title

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| Concept/Topic to Teach: | Materials: |
| Standards addressed: |
| Objectives:  1.  2.  3. | |
| Anticipatory Set: | |
| Step by Step Procedures: | |
| Independent Practice/Assignment: | |
| Closure: | |
| Assessment: | |
| Adaptations: | |
| Extensions: | |
| Connections to other subjects: | |

Lesson Title

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Subject: Grade/Level:

Time Frame:

Topic(s):

|  |
| --- |
| **Standards and Key Concepts** |

Standards:

Essential Questions:

|  |
| --- |
| **Performance Tasks and Assessment** |

Performance Task:

Performance Prompt:

Assessment/Rubrics:

|  |
| --- |
| **Learning Experiences and Resources** |

Sequence of Activities:

Differentiated Instruction:

Resources:

Biblical Integration:

Lesson Title

Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time Frame \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Concept/Topic To Teach:

Standards Addressed:

General Goal(s):

Specific Objectives:

Required Materials:

Anticipatory Set:

Step-by-Step Procedures:

Plan for Independent Practice:

Closure:

Assessment:

Adaptations:

Extensions:

Possible Connections to Other Subjects:

Lesson Evaluation

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Title of Lesson \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Code: G = Good S = Satisfactory NI = Needs Improvement O = Not Observed

The teacher

\_\_\_\_\_ has a good anticipatory set

\_\_\_\_\_ is poised and confident

\_\_\_\_\_ interacts well with participants

\_\_\_\_\_ shows enthusiasm

\_\_\_\_\_ speaks with sufficient volume

\_\_\_\_\_ maintains good eye contact

\_\_\_\_\_ uses standard English

\_\_\_\_\_ manages the environment well

\_\_\_\_\_ paces the delivery properly

\_\_\_\_\_ uses appropriate discipline

\_\_\_\_\_ shows evidence of preparation

\_\_\_\_\_ shows knowledge of subject matter

\_\_\_\_\_ moves around the room as appropriate

\_\_\_\_\_ motivates and holds participants’ interest

\_\_\_\_\_ demonstrates awareness of environment and participants

\_\_\_\_\_ gives clear, accurate directions

\_\_\_\_\_ shows skill at questioning

\_\_\_\_\_ uses variety

\_\_\_\_\_ shows creativity

\_\_\_\_\_ has good closure

Lesson Analysis and Reflection

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Lesson Title/Topic \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What did you do to set the mood or climate for learning?

What things went especially well with the lesson?

What things did not go as well as you had hoped?

What would you do differently next time?

How effective were your questions at stimulating inquiry or discussion?

How well do you think the students grasped the key understandings?

How well did you involve all students in responding and participating?

**Students**

Assignment:

Select a student to observe for 15 minutes. Watch what they say and do. How do they respond? Are they on task? Are they following directions? Take notes, and write up a short report on your observation.

Respond to:

“When student needs are met, they tend to behave responsibly” (Birt, 2012).

**Physical Environment**

Environment

Create and maintain a comfortable, supportive learning environment for all; students need to feel safe and protected; learn more and behave more appropriately in classrooms where their needs and interests are considered (Jones, 2011)

* Environment helps students like school; gives good first impression (physical environment)
  1. Desk arrangement – who needs to be at the front/back, who can’t sit by who
  2. Think about access in room – outlets, windows, doors, so students can see, exits open
  3. Think about student interactions
  4. Seating arrangements – for group activities, partners; to help with behavior
* In clusters or around a table helps group interaction and discussion, but makes for more chatting
* Whole-class – circle, open rectangle
* Row seating makes for more on-task behavior generally
  1. Flow in room, high traffic areas
  2. Lighting, temperature, attractiveness (bulletin boards, displays, neatness)
  3. Post children’s’ work
* Assignment – look at the environment of a classroom. Look for these areas. Jot notes.

**Assessment**

Testing, observation, quizzes, graded work, writing

I assess student learning, motivation, behavior.

I check how they perform on tests and activities.

Assessment

Formative:

* Increases student learning as students assess themselves and their learning
* Teacher clarifies expectations, suggest learning tactics and is a facilitator
* Students determine how they can learn better and try different tactics
* Helps monitor how well students are doing and determine how to adjust learning tactics if necessary
* Teacher adjusts instruction, develops new lessons, does reteaching to facilitate learning
* Makes me a better teacher as I decide whether to adjust my instruction to make it more effective and how I should adjust the instruction
* I help the students adjust learning and support them
* It is ongoing, not just giving a test or quiz sometimes
* Helps me monitor how well I’m teaching
* May be a couple questions on the content, a cut-and-paste worksheet, a verbal answer – things we do all the time anyway; other types of formative assessment – exit questions, portfolios, thumbs up, observation, “kid-watching” notes

Summative assessment is the “formal testing” – quizzes, tests, standardized tests; measures one place in time

For Formative, they were to listen to a 1st grader read, then do a formative assessment by doing “kid-watching” and asking questions

For Summative, they had a selection of non-fiction books which they were to use to develop a worksheet of questions, a Summative assessment

**Motivation**

**Managing the classroom**

Managing the classroom

* Emergency procedures
* Behaviors – out-of-control child
* Procedures – dismissal, beginning of day, when students arrive, use of restroom, pencil sharpening, getting drinks, returning library books, attendance, milk count – think and plan ahead; Practice
* Classroom rules and guidelines
* Consequences
* Conduct during specific times – reading groups, lunch
* What to do when work is finished
* Transitions
* Getting children on task (and keeping them on task!)
* Completion of work
* Grading – taking grades returning papers, papers not graded

(Assignment)

A teacher has many areas of the classroom to manage. List as many as you can, then rate them according to importance.

**Engagement**

Are students interested? On task? Listening?

**Support system**

Teacher aides, learning support, help

Aides, parent help, volunteers

* have things prepared for them
* let them know they’re needed and appreciated
* establish a routine so they can come in and work and you can continue teaching
* communicate

Other Topics:

We discussed **Story,** and the use of it as a method.

* Making connections
* The importance of; Jesus used stories a lot
* Stories help us remember
* Using objects with a story
* Communication of values, precepts

Assignment – go through my books, look on teachertube, and find good stories; find stories in a variety of subjects, think where you could fit them in

One Wed. some of the student teachers shared their stories with the kindergartners and 1st graders

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Accomplished teachers:

* Examine what they’re doing and what they’ve done
* Expand their repertoire
* Continue learning
* Sharpen judgment
* Adapt teaching to new ideas, new learning, new theories

(Assignment)

Remember **Great Teachers**….

Reflect on great teachers and write at least two paragraphs about great teachers, answering the following questions:

Who (teacher) touched your life?

Who kindled your interest? How did they do that?

Who pressed you to do your best?

Who showed love and caring for the students?

Who had a passion for their subject and communicated that?

Who used creativity and imagination, always working to improve?

The essay may be about just one teacher who fits most or all of the questions, or you may write about different great teachers.

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**Stations**

The high school student teachers worked with my first-graders several times. Sometimes we ran the lessons in stations, with groups of first-graders rotating to stations which were directed by the student teachers.

The first graders would spend 10-15 minutes at each station and at the signal rotate to the next station, until they had been at each station. The student teachers remained at their stations, so they did the same activity with each group. Afterward, the student students were to reflect on this and write it up with the following print-out:

Reflect on Friday’s stations:

What worked well

What didn’t work well

What could or should Miss Birt (or you) have done differently to make this better?

Any notes or observations you have from the activity:

Points we were looking at:

* Record-keeping
* Commenting
* Organization
* Being prepared
* Answering questions
* Training
* Managing of different people and roles

One time we did this near Christmas, with the stations of:

1. Reading Christmas books (student teachers read-aloud)
2. Make hot chocolate
3. Make a craft
4. Do a floor puzzle

One of the first times they were with me, we did stations that I had planned. I had the materials ready and the student teachers each manned a station.

Another time, the student teachers each planned a vocabulary game for the first graders to play. We ran that with stations, with each student teacher directing a group of first-graders in playing their game. The first-graders rotated until they had played each game. I observed each student teacher.

Their instructions were:

* Plan a vocab game to practice reading words – number words, sight words, reading vocab words
* You will develop and plan the game, then direct the students in playing the game.
* Think about ages, abilities
* Practice the words first, then play the game.

We took two periods for playing the games, then the student teachers did a Reflections writing on the whole process. They were to include an evaluation with this – what worked, what didn’t, what would make it better, what do you think of now.

They were graded on: development of the game, their lesson plan for the game, their supervision and management of first-graders and game-playing.

(Assignment)

Respond to this:

Teachers must model the positive and godly behaviors expected as they instruct with their lives and words.  How can a teacher instruct with his life and words?  Apply Matthew 5:9, Proverbs 15:1, Ephesians 4:29, Ephesians 4:32, I Corinthians 10:31, Romans 12:9.

Notes:

One year we offered Student Teaching (our course title) as a high school elective and another year we offered Intro. to Teaching, also as a high school elective. The classes were very similar.  The class met for teaching sessions where they learned about lesson planning, classroom management, teaching techniques, etc., various topics about teaching and children.  They spent quite a bit of time in elementary classrooms, observing, helping the teachers, and also teaching some lessons. They did recess duty sometimes or took students to music.  They met with me for instruction and other activities - I would teach them while my first-graders were at recess or music, and they would stay in my classroom and work on their assignments and lesson plans, etc., while I was teaching my class.  Sometimes they would observe me, take notes from my teaching, work with my students in small groups or individually, or teach a whole-class lesson to my students.  I would observe them and give feedback. The first year we did it, the culmination of the class was for each student to plan and prepare a lesson, and teach it to an elementary class. They were videoed teaching their lesson and then watched their video and completed a lesson analysis/evaluation. We teachers observed them, also, and completed an evaluation.

     We did not have a curriculum, but the two of us who co-taught the class developed it together.  We each took some of the topics to teach, and we both observed the student teachers and worked with them.

Some of the Topics for Instruction we listed before starting the class:

Developmental psychology

Social psychology

Discipline

Using a curriculum

Incorporating assessment into lessons – getting feedback

Reading literacy – acquiring foundations

ELL students

Learning disorders

Lesson planning

Presentation of a lesson

Classroom management and control

Recess

Working with groups

Assessment

Procedures, rules

Mentoring

Another idea would be for the student teachers to plan and present devotionals to other students.

A lot of my info came from a major paper “Collaborating in Classroom Management” which I researched and wrote. The references listed are from this paper. The assignments are my work.

Arlene Birt

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