DOWNLOAD PDF WHAT COLLEGE STUDENTS PREPARING TO BE RESULTS-DRIVEN TEACHERS NEED TO KNOW NOW

Chapter 1 : Advice for Future Teachers - Teachingcom

Students need to be exposed to the skills, concepts, and understandings that will prepare them for the next level of learning. Some school districts that declare college and career readiness as their goal have failed to align their instruction with college- and career-ready skills.

Conley A study of 38 exemplary high schools provides guidelines for ensuring that students are prepared for postsecondary success. Preparing students for college has become a higher priority in many schools as parents, business leaders, and politicians emphasize the importance of a highly educated workforce and citizenry. But what steps do schools need to take to ensure that more students are ready? The Big Four A comprehensive college preparation program must address four distinct dimensions of college readiness: Key Cognitive Strategies Colleges expect their students to think about what they learn. Students entering college are more likely to succeed if they can formulate, investigate, and propose solutions to nonroutine problems; understand and analyze conflicting explanations of phenomena or events; evaluate the credibility and utility of source material and then integrate sources into a paper or project appropriately; think analytically and logically, comparing and contrasting differing philosophies, methods, and positions to understand an issue or concept; and exercise precision and accuracy as they apply their methods and develop their products. Key Content Knowledge Several independently conducted research and development efforts help us identify the key knowledge and skills students should master to take full advantage of college. Standards for Success Conley, systematically polled university faculty members and analyzed their course documents to determine what these teachers expected of students in entry-level courses. The American Diploma Project consulted representatives of the business community and postsecondary faculty to define standards in math and English. More recently, both ACT and the College Board have released college readiness standards in English and math. Finally, the Texas Higher Education Coordinating Board , under mandate of state law, developed one of the first and most comprehensive sets of state-level college readiness standards. These reports are strikingly similar in terms of the content knowledge expectations they outline. They all identify a manageable set of big ideas, key concepts, and organizing principles that form the structure of each academic subject area, and they emphasize the importance of students making connections among the big ideas. This focus on the structure of knowledge enables students to scaffold their understandings in a way that postsecondary education can build on. Key Self-Management Skills In college, students must keep track of massive amounts of information and organize themselves to meet competing deadlines and priorities. They must plan their time carefully to complete these tasks. They must be able to study independently and in informal and formal study groups. They must know when to seek help from academic support services and when to cut their losses and drop a course. These tasks require self-management, a skill that individuals must develop over time, with considerable practice and trial-and-error. Key Knowledge About Postsecondary Education Choosing a college, applying, securing financial aid, and then adjusting to college life require a tremendous amount of specialized knowledge. This knowledge includes matching personal interests with college majors and programs; understanding federal and individual college financial aid programs and how and when to complete appropriate forms; registering for, preparing for, and taking required admissions exams; applying to college on time and submitting all necessary information; and, perhaps most important, understanding how the culture of college is different from that of high school. Students generally demonstrate uneven mastery of these four dimensions. Although it is important for high schools to meet the needs of all students who wish to go on to postsecondary education, some students require a much more intentional, comprehensive program of preparation that is carefully calibrated to their needs. Students who would be the first in their family to attend college, students from immigrant families, students who are members of racial and ethnic minority groups traditionally underrepresented in college, and students from low-income families are much more easily thrown off the path to college if they have deficiencies in any of the four dimensions. Learning from Best-Practice

High Schools The Educational Policy Improvement Center, with support from the Bill and Melinda Gates Foundation, undertook an in-depth study of 38 high schools to find out how these schools prepared their students for college. These schools came from a variety of community types urban, suburban, and rural. Most served large numbers of students from groups that have historically been underrepresented in college. We then sent teams of researchers to each school for two-day visits that included classroom observations, interviews, and focus groups with all key constituent groups. We collected artifacts and documents, including data on the proportion of students who went on to college from each school and, where possible, how these students fared in college. We analyzed the information collected from these site visits and other sources to generate an exhaustive list of characteristics common to schools that prepare their students for college successfully. From these findings, we developed a comprehensive set of principles that schools can follow if they wish to increase the proportion of students who are ready for postsecondary education. We present four of those principles here with some brief examples of how schools put them into practice. Create and Maintain a College-Going Culture High schools with a college-going culture project the pervasive, schoolwide belief that all students can succeed in postsecondary education. These high schools send the message that all students should be focusing on college as their goal. The question for students is not whether to attend college, but how to prepare for college and how to make the transition successful. The schools that we visited engaged in a range of practices designed to create a college-going culture. Many schools automatically enrolled students in a program of study designed to prepare them for college unless their parents specifically opted them out of that schedule. A few schools even required all students to apply to at least one postsecondary institution. Faculty advisors met with a designated group of students monthly to review grades, discuss course selection, and develop strategies to overcome any learning obstacles. In 12th grade, college counselors worked intensively with students, providing technical support related to college application, choice, and financial aid. Schools arranged multiple visits to college campuses to demystify college, especially for potential first-generation college attenders. Senior seminars, required for all 12th graders, provided information, financial aid applications, encouragement, and support. Align the Core Academic Program with College Readiness Standards These schools went beyond alignment with state standards, designing their curriculum to prepare students for college readiness generally and for advanced placement courses specifically. They strove to align course expectations, assignments, goals, and activities vertically across grades 9â€”12, using a set of college readiness standards as the reference point. Smaller schools, newly constituted schools, and charter schools had more success than large comprehensive high schools in achieving full alignment, but even the large schools could demonstrate areas where alignment had been achieved. An additional strategy that we observed was to require all students at a given grade level in a given subject to complete a common performance task. For example, a school might require all students taking a sophomore English course to complete the same writing task, which their teachers scored using common criteria. This activity enabled the school to calibrate expectations across courses. Teachers also met to read student work and compare their expectations for their students. This strategy is particularly important in schools with diverse student populations, which may be in danger of establishing different expectations for different groups of students. Teach Key Self-Management Skills In our visits, we encountered numerous strategies and programs designed to help students improve their study skills; collect, organize, and retain factual information; take better notes; manage their time more effectively and efficiently; work in teams; and reflect on the quality of their work. Students in one rural high school assembled work samples regularly, self-assessed their performance using a common scoring guide, and subsequently led a conference with their advisor and parents in which they presented and assessed their work and set goals. Many schools provided day planners or other time-management tools. Prepare Students for the Complexity of Applying to College Because many of the schools we visited had large concentrations of students who would be first-generation college attenders, educators provided college information to these students repeatedly and systematically during all four years of high school. Student advisors helped students interpret the results and use them to become more college-ready. Many of these schools had extensive programs of student and parent

information to explain financial aid. Some offered help completing financial aid forms. Most of the schools made college real to their students through visitation programs, dual enrollment courses, and opportunities for their students to take college courses. In all cases, the high schools supported students who were engaged in these activities. The goal of this project was to identify common effective practices for getting a wider range of students ready for college. We have synthesized our findings into a self-evaluation toolâ€”the College Readiness Evaluation for Students and Teachersâ€”which will help high schools determine how well they are addressing the four dimensions of college readiness. Schools do the self-evaluation by having teachers, counselors, and administrators complete an online instrument. This input generates a report listing the areas in which the school could improve college readiness practices, an explanation of why the highlighted areas are important, and which activities the school should undertake first. Also included are links to a range of proven resources that the school can use to get started on an improvement plan. The self-evaluation tool is being field tested during the â€”09 school year. By learning from a set of best-practice high schools, all high schools can begin to move in the right direction, emphasizing the knowledge, skills, dispositions, programs, and practices necessary for all students to be successful in postsecondary educational settings. References American Diploma Project. Creating a high school diploma that counts. Standards for college success. Texas Higher Education Coordinating Board. Texas college readiness standards.

Chapter 2 : How should GCSE students prepare for A-levels? | Education | The Guardian

To be college and career ready today, student learning must go beyond mastery of core subjects and include 21st century knowledge and skills like critical thinking, communication, collaboration, and technology literacy.

Subscribe at Apple Podcasts. Class begins with a big "shhhh" from the instructor. This is an introductory chemistry class at a state university. For the next hour and 15 minutes, the instructor will lecture and the students will take notes. By the end of class, the three large blackboards at the front of the room will be covered with equations and formulas. Students in this class say the instructor is one of the best lecturers in the department. Physics professor Joe Redish at the University of Maryland. Emily Hanford "Before printing, it was very difficult to create books, and so someone would read the books to everybody who would copy them down," says Joe Redish, a professor of physics at the University of Maryland. He points out that the word "lecture" comes from the Latin word meaning "to read. He says lecturing has never been an effective teaching method, and now that information is so easily accessible, lecturing is a waste of time. But after a few years in the classroom, Redish was meeting with one of his mentors, a famous physicist named Lewis Elton who had begun doing research on education. He knew that Elton was right. I would find other students. I learned how to learn physics on my own. So he began trying to better understand how people learn. This was the s and 80s, a time when cognitive scientists were making big breakthroughs in their understanding of how the human brain processes and retains information. At the same time, a small and growing group of physicists was becoming interested in the questions that kept Redish up at night: What do students learn in a traditional lecture-based physics class, and are there ways to teach them better? A lot of the information presented in a typical lecture comes at students too fast and is quickly forgotten. Physics education researchers, among whom Redish is now a leader, determined that the traditional lecture-based physics course where students sit and passively absorb information is not an effective way for students to learn. A lot of students can repeat the laws of physics and even solve complex problems, but many are doing it through rote memorization. Most students who complete a standard physics class never understand what the laws of physics mean, or how to apply them to real-world situations. Read more about what physicists learned. Project-based learning and other interactive approaches have been popular in elementary and secondary schools for a long time, and of course the discussion-based seminar is an age-old approach. But lecturing is still the dominant teaching method in large classes at the college level, and also at many high schools - especially in the sciences. Experts say different approaches to teaching large classes can help more students learn, and help them learn better. Harvard physics professor Eric Mazur preparing to teach class. Emily Hanford "We want to have a class where everyone can be successful because we need everyone to be successful," says Brian Lukoff, an education researcher at Harvard who is studying ways to more effectively teach large classes. Mazur calls his approach "peer instruction. But in the early s Mazur read about the research being done by Redish and other physicists interested in education. Mazur realized that even many of his Harvard students were getting through class by memorizing information but not really understanding the fundamental concepts of physics. One day, after he discovered this, Mazur decided to spend a big chunk of class time reviewing a fundamental concept. Half his students had gotten a question about this concept wrong on a recent test. So Mazur gave what he thought was a thorough and thoughtful explanation of the concept. He went slowly, putting all kinds of helpful diagrams up on the board. The students just stared at him. But I knew one thing. I knew that 50 percent of the students had given the right answer. Eric Mazur teaching his class at Harvard. Emily Hanford "And something happened in my classroom which I had never seen before," he says. They were dying to explain it to one another and to talk about it. Mary has the right answer because she understands it. Rather than teaching by telling, he teaches by questioning. Before each class, students are assigned reading in the textbook. He expects students to familiarize themselves with the information beforehand so that class time can be spent helping them understand what the information means. To make sure his students are prepared, Mazur has set up a

web-based monitoring system where everyone has to submit answers to questions about the reading prior to coming to class. The last question asks students to tell Mazur what confused them. He uses their answers to prepare a set of multiple-choice questions he uses during class. Mazur begins class by giving a brief explanation of a concept he wants students to understand. Then he asks one of the multiple-choice questions. Next, he asks the students to turn to the person sitting next to them and talk about the question. Once the students have discussed the question for a few minutes, Mazur instructs them to answer the question again. Then the process repeats with a new question. What Mazur has found over nearly 20 years of using peer instruction is that many more students choose the right answer after they have talked with their peers. By the end of the semester, students have a deeper understanding of the fundamental concepts of physics than they did when Mazur was just lecturing. Students end up understanding nearly three times as much now, measured by a widely-used conceptual test. He says this shows something that may seem obvious. A Skeptical Audience College students typically come into peer instruction courses skeptical. His classmate Stacey Lyne says she has too. She says it will be frustrating to go back to the traditional approach when she takes classes from other teachers. Change is slow in the academy, and professors tend to be rewarded for focusing on their research, often at the expense of their teaching.

Chapter 3 : What Makes a Student College Ready? - Educational Leadership

Schools need to go beyond the 'three R's' to improve college and career readiness with technical skills," said Ray Kelly, CEO, Certiport (calendrierdelascience.com), a certification testing company. Beyond that, students need to be ready to meet specific employer needs.

He was in year 13, and his diary was full of essay assignments and coursework. Well, A-levels are â€" as their name suggests â€" advanced qualifications, and so require much more of the student. The work done at GCSEs is fairly prescriptive and limited, and you can do well by just memorising the material given in class. At A-level, this is not the case. At A-level you actually need to understand it. A key difference is the huge reduction in the number of subjects you have to study for A-levels. Students typically take around nine or ten GCSEs, and sometimes as many as 13; at AS-level this is reduced to just four or five. This means that teachers expect you to have a genuine interest in the subjects you are studying, as you chose them over and above lots of other options. For this reason, its essential that you carefully consider which A-levels you want to do, and why you want to do them. And, with the decrease in the number of subjects taken, each one has more lessons per week than at GCSE level. Combined with the reduction in class sizes, this hopefully means that you develop a stronger relationship with your teachers, as they have more time to get to know you and examine your individual progress. Try not to be fazed, though, and treat it as something positive. It will be easier to get your voice heard", and you will have more individual support from tutors. This list suggests good A-levels to take if you are hoping to apply to a top university. Maths and chemistry are viewed as especially hard, with difficult conceptual content that is a big leap up from GCSE. On the humanities side, history is seen as very demanding, particularly in the second year of the A-level course. Virtually all history A-levels include a "historical inquiry"; a 4,or-so word piece of independent coursework, which counts for around half of the A2 grade. From my own memories of A-level history, the inquiry was the hardest element of the course, and something that a lot of people struggled with. As with most things, being organised and working hard go a long way, and there are some key things you can do to help mitigate the initial jump. Over the rest of the summer, if you have any spare time, then it can be helpful to look over the GCSE notes of the subjects you are continuing with, as many A-level course start by reviewing material learned in years 10 and For scientific subjects, internet resources can be really useful; such as this series of youtube videos , designed to prepare students for the maths A-level course. With humanities courses, reading around the subject area, or reading a classic novel, can be hugely beneficial, and helps to keep your mind active. When you arrive back at school, or start at a college, you should be prepared for a different kind of atmosphere and much more freedom than in previous years. In addition, at A-level you have free periods for independent study. This is good practice for university â€" especially if you want to do a humanities subject â€" where there can be as little as six hours of lectures a week, and only the vaguest of guides as to what to do with the rest of your time. With this increased level of independence, it can be really tempting to spend all the free time you have socialising, or getting food, or watching The Vampire Diaries in the common room and to be honest, doing so is fantastic preparation for the first year of uni, where I did little else. Melody Moxham, a third-year English and linguistics student at Nottingham Trent University, spent her second year mentoring year 11 students. But A-levels are like three or four chocolate Easter eggs â€" they are bigger and tastier, so you should enjoy them more. Emily Jones, an English literature student at Warwick University says: Matt Webb imMattUK gdnstudents pick your college, and courses wisely. Polly Grice pollygrice gdnstudents Yes, absolutely. I found A-Levels more difficult than my degree. Make study timetables, pick the right subjects and work hard!!

Chapter 4 : How Do You Make a Great Teacher? | Innovation | Smithsonian

Prepare for College Start preparing for college by defining your goals and interests, understanding college costs, and planning financially and academically. Getting ready for college or career school can be easier than you think.

These standards, which describe what good teachers must know and be able to do, are as follows: Teachers know the subjects they are teaching. The teacher understands the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils. Teachers know how children grow. The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development. Teachers understand that children learn differently. The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities. Teachers know how to teach. Teachers know how to manage a classroom. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom. Teachers are able to plan different kinds of lessons. The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals. Teachers know how to test for student progress. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil. Teachers are able to evaluate themselves. The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally. Teachers are connected with other teachers and the community. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner. What courses are taken in a teacher education program? Required courses generally include professional education courses, such as the history of education and psychology of learning, methods of teaching, teaching a specific subject area, and student teaching in an elementary or secondary school classroom. How do I choose a teacher education program? There are several considerations for choosing an education program: It is likely that student teaching experiences will be in the local schools, providing an opportunity to assess and evaluate them in terms of your preferences and goals. Think about what size college or teacher education program would be most comfortable for you. Ask about opportunities to observe different classrooms and schools in order to see a variety of teaching and school situations to identify factors that determine successful teaching and learning. Ask if cooperating teachers full-time elementary or secondary teachers are assigned to work with student teachers or if they volunteer. Usually a cooperating teacher is assigned to work with student teachers. The length of the teacher program varies. Ask to see a sample course work plan. Know what to expect during your four or five years at the campus. How do I find out more about teacher education programs? The best approach is to access the website of the college in which you are interested. Where can I find information on various state requirements? Do I need a license to teach? This law created three levels of licensure: Initial, Professional and Master. When you first teach, you will be licensed as an Initial Educator. Within five years, you will move to the Professional License. The Professional License must be renewed every five years. You also have the option of moving to the Master level. There are two ways to obtain the Master Educator license. In addition to advanced levels of teacher licensure, some educators may use professional growth experiences to obtain a license to become a guidance counselor, school principal, district administrator, or other educational specialist. The new system of licensing teachers is based on 10 standards that define what good teachers know and should be able to do. As noted earlier, Wisconsin

colleges and universities are required to base their teacher preparation programs on these standards. These standards are used to grant teachers their licenses. The Student WEA is a governance organization that elects leaders at both the state and local levels. Wisconsin colleges and universities host active chapters of Student WEA. Student WEA focuses on quality public education in these areas: At the heart of these four areas is the issue of quality public education. In addition to the various conferences and community outreach opportunities, there are numerous benefits that members can receiveâ€"from publications to credit cards. In fact, the organization has received numerous awards from the National Education Association. There are other organizations at various universities and campuses that can help prepare you for teaching. These include student groups for specific majors. Professional growth and licensure go hand in hand. As a teacher in Wisconsin and most other states as well , you will be required throughout your career to maintain or acquire new knowledge and skills. In education, as in all other career areas, professionals must continually learn the latest information, technology and ways of doing things. This not only leads to advanced levels of licensure, but also ensures that you will become a better teacher. You will have many opportunities for professional growth. These are usually held at a school within the district, and teachers spend part of the dayâ€"or perhaps longerâ€"learning ways to work more effectively with kids. Other avenues for professional growth include attending workshops outside of school, completing college courses during the school year or summer, or participating in work experiences such as internships in business and industry. Some professional growth activities are required by the state and will assist teachers in obtaining more advanced levels of licensure. In , all beginning teachers will need to achieve a Professional Educator license within five years of starting their career, and some will seek the Master Educator license as well. What is my next step? If you are interested in teaching, how can you get started? You can join future education clubs, volunteer or work as a camp counselor. Outlined below are steps you can take to gather more information as you prepare for an exciting career working with learners of any age. Talk with your guidance counselor Your counselor can assist you in planning a class schedule that will help prepare you for college. In addition, he or she may be able to arrange for practical experiences such as job shadowing or working in part-time jobs. Visit your school or local career center Your career center will have resources available so you can continue to research the field of teaching. It may also sponsor informational programs such as a panel discussion among educators who teach different subject areas and grade levels. Talk with teachers One of the best ways to gather firsthand information about a career in education is to talk with teachers you know and admire. Ask them about their jobs â€" what they like and dislike about their work , how they became interested in teaching, what activities or experiences they suggest you participate in while a high school student , and where they went to college. Go to the Web To research all aspects of a teaching career at a time and location convenient to you, go to the Internet. Start with the Web sites mentioned in this booklet, and discover many others suited to your particular interests and questions.

Chapter 5 : Study finds big gaps between student and employer perceptions

Many teacher-education programs offer just one class about students with disabilities to their general-education teachers, "Special Ed ," as it's called at one New Jersey college.

Teaching elementary or high school is not an easy job. But teaching teachers is tricky, too. Teacher preparation programs have to strike a delicate balance between theory and practice. And student teachers have to meet quantifiable measures of success i. Almost two-thirds of new teachers report that their training left them underprepared. Partly in response to this statistic, President Obama has tasked the Department of Education to develop rules to evaluate U. But what should they be evaluated on, and what does it look like when they do their jobs right? What can be done to better prepare teachers for the classroom? No teacher is truly ready for the first day In discussing teacher preparation, the easiest thing to do these days is to blame teachers colleges. For decades, few people actually knew how to approach teacher education in a substantive way. On the other end, a lot of people wanted to kick traditional education programs to the curb in favor of more practical solutionsâ€"from teaching through a framework of semi-militaristic tricks to developing support networks with little pre-service training. This should tell us that learning to teach is not necessarily about content knowledge, but a healthy mix of pedagogy and understanding how to work with students. Especially in schools with heavy concentrations of people of color, developing relationships and trust with students matters as much as content. This is especially critical in technical subjects like math and science, where some students feel disconnected from the curricula. All programs need to find a way to balance theoretical, research-based knowledge with practical, real-world techniques that help teachers prepare for their first day in the classroom. You can find his writing on his website at thejosevilson. Teacher training should be tough All of us learn on the job, especially early in our careers. Of course, not all new teachers feel this way. Those who are classroom-ready from day one are graduating from teacher preparation programs where instructors give them rigorous assignments and specific practical feedback on how they did. They get the opportunity to learn their craft from current teachers of proven effectiveness. Good programs have high admission standards, and see to it that their teacher candidates are steeped in the content they will one day be teaching. We need to encourage aspiring teachers to attend programs where not just anyone can become a teacher; where classes are tough and focused on getting teacher candidates to master key skills; and where candidates observe and learn from great classroom teachers. School districts should hire graduates from those schoolsâ€"and reward all their teachers, experienced and new, who succeed in one of the most difficult and important careers in the world of work. Kate Walsh is the president of the National Council on Teacher Quality, an organization dedicated to ensuring that all students have effective teachers. Research clearly shows that there is tremendous variation in teacher education program quality. This being said, I believe that there is one area in particular where both university and non-university programs need to improve. Research has demonstrated that a great deal of distrust exists between teachers and parents that is often exacerbated by race and class differences, and that this distrust undermines student learning. The result has been continued high teacher attrition and a lack of experienced teachers in many communities highly impacted by poverty. Currently, universities are accused of paying too little attention to practice, and new non-university programs are criticized for too narrowly defining teaching as technique and ignoring theory. This debate has diverted attention from reforms that can make a difference. Form follows function in teacher training Given the rampant increase in high-stakes testing and accountability, schools have increasingly forced teachers to adhere to a form of teaching that is grounded on the assumption that the function of schoolsâ€"and teachersâ€"is simply to raise student test scores. I left the profession because this kind of teaching did not align with my beliefs about the function of teaching. Many pre-service training programs still work from the assumption that the function of teaching should position teachers as facilitators of student creativity and curiosity. But colleges of education are at a crossroads as never before. Constantly under threat of being replaced by popular

alternative certification programs like Teach For America, who reinforce assumptions about the standardized function of schools and teachers, traditional education programs must decide what types of teachers our nation needs. Only then can we have a conversation about whether prep programs are right or wrong in their practices. Jameson Brewer is a Ph. He is a traditionally certified teacher with a B. Student teachers should act like surgical residents I am proud to call myself a middle school teacher. I entered the profession through an alternative licensure pathway and started teaching just before No Child Left Behind went into effect. My first groups of students helped teach me how to teach effectivelyâ€”in many ways my training was on-the-job, trial-and-error work with adolescents. I see teacher preparation as a complex web of options. There are so many ways to enter the profession; it is difficult to hold prep pathways to common, rigorous standards. But I think a good start would be to shift from pathways that involve seat time, overemphasis on theory, and short-term student teaching experiences. Instead, we should focus on robust residency and apprenticeship models. I believe the best preparation for teachers is to spend lots of time in K classrooms and schoolsâ€”listening, learning, observing, planning, and teaching alongside experienced and passionate educators. Teacher preparation should focus more on long-term relationships between a mentor and pre-service teacher. And early-career teachers should be heavily supported with co-planning and co-teaching opportunities before they are expected to teach on their own. Authentic action researchâ€”conducted in real classroomsâ€”should drive teacher preparation that is also modeled after the National Board certification process and will create classroom-ready teachers. Like a surgical resident who logs significant hours in the hospital, learning, practicing, and problem solving with peers and more experienced colleagues, pre-service teachers also need significant time in schools. Integrated into these communities, they can develop content and pedagogy knowledge, acquire a reflective mindset, take supported risks, and refine their teaching skills through practical experiences with other accomplished practitioners. But 30 percent of teachers leave the profession in three years due to a complex combination of negative public perceptions, the conflicting demands of ever changing district initiatives, and an enormous variety of student needs. In high-need urban districts the average rate of attrition is 50 percent within three years. There are alternative teacher preparation programs transforming the process in three major areas: The first prong is easy to explain. The more time you have to practice, the better you will be at teaching. Most programs require student teachers to teach for 10 weeks. In alternative residency programs, student teachers are at a school site four days a week for an entire school year. The second and third prongs provide new teachers with a coach who provides emotional and practical support. Often feedback is as simple as affirmations about the emotional turmoil of dealing with 30 to different personalities on a daily basis. These coaches have a non-evaluative role and instead simply help teachers rethink their teaching strategies. This type of pedagogical support puts into practice the expectations that teachers are also lifelong learners. Teachers can become isolated in their classrooms, spending weeks without a substantial conversation at work with another adult. Peer support counteracts that isolation, but it can only be possible if districts invest in partnerships with universities to create the infrastructure for novice teachers to continue to grow and receive feedback.

Chapter 6 : 6 lessons I learned as a student teacher â€“ Schools of Thought - calendrierdelascience.com E

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I plan to be a high school history teacher and hopefully spread my love for history to my students. Just any sort of information that will be nice to know now so I can be prepared. Thanks, Taylor Hi Taylor, Congratulations on your choice to become a social studies teacher! I know everyone at Teaching. In my reply I will give you some advice that I have found helpful and then I hope that other readers will jump in and offer their insights, too. One of the greatest strengths that we have as educators is our colleagues. Everyone, please add your comments to help Taylor and thousands of other aspiring teachers as they begin their careers. Okay, Taylor, here is what I suggest you do. We tend to translate almost everything we see into possible lesson plans. For example, instead of being bored with a class lecture, try to figure out what is boring to you. How would you present the same information in a more engaging way? What is your teacher doing right? What is your teacher doing that you would like to improve? We even do this with television shows, trips to the parkâ€¦just about everything. Trust me, you will need it someday. In the future, if you are stuck for a way to pique student interest, a weird little fact buried deep in your present-day textbook may just be the catalyst that you are looking for. This can be a great resource later. Record things you see and hear related to school and social studies, neat ideas, books, articles, activities, Web sitesâ€¦anything that may help you later. That is what good teachers do. We look for clues in body language and expressions. What engages a crowd? How do you know this?

Chapter 7 : Tomorrow's Workforce: What Students Need | Education World

What do teachers need to know to teach all students according to today's standards? What Teachers Need to Know First, teachers need to understand subject matter deeply and flexibly so that they can help students create useful cognitive maps, relate ideas to one another, and address misconceptions.

Get rid of teachers colleges and the educational bottom feeders that attend them and start hiring teachers with discipline specific degrees and things will get better. They would have enough sense to stay as professionals and not choose to be union hacks. June 25, at To be able to carry out the responsibilities and tasks of a profession and to successfully teach that same discipline to teenagers are two ENTIRELY different skill sets. Just like this journalist, she found out that teaching is a whole different world when it comes to a job. Something else to keep in mind, K education is not about job training and job-specific skill sets, that is what college, internships, and vocational training are. June 27, at 7: My wife urged me to transition to teaching to have more time with our family. My pay as a teacher started at less than half of what I had been earning. At the end of my career I had endured 7 years of no raises and 6 years of pay cuts and reduced benefits. As a master teacher I had seen the quality of my student teachers decline and the number of those teachers dropping the program increase. With the current problems in education I would hesitate to call teaching a profession. II enjoyed the students and every time I considered quitting a former student would contact me and tell me I had made a difference. The education programs at our local university said their enrollment was down thirty percent which should be unsurprising. America needs to re-prioritize education and for starters stop pretending that everyone should go to college and train students for a broader spectrum of careers. June 27, at 8: It was a real let down, the problem was not the students, but administrators, fellow teachers and bureaucracy. The students and their situations are understandable but not insurmountable. The pressure on teachers and students of state mandated student testing and teacher evaluations where the new teacher is required to be on par with other teachers who have years of experience is ridiculous. The whole atmosphere in the school was CYA, regardless of whether anything worked or not, reminded me alot of career officers in the military. Instead of looking for what was effective, everyone was looking to do whatever was necessary to keep their jobs, also understandable but unconscionable. Loved the teaching portion of the job, the kids and did really good on the state tests, but way too many people in the vocation are just there to increase their retirement pay. Best example I can set is to get out of the classroom and try to change things some other way. Very difficult, but as a teacher the powers that be make the profession too stifling. June 22, at 2: It was too hard so you quit. Many of us did not. There are individuals who work in School District offices who have PhDs in nothing of importance, but they get paid six figure salaries and generally are fire-proof. Ds give people credibility, and that in turn gives them the respect from parents that they deserve. They have no credibility, and receive little to no respect from parents. Yet these are the people that are teaching the future leaders of our country, future Ed. Ds and PhDs, doctors, lawyers and so on. When I retired two years ago, after 46 years in the system, I did not shed a single tear. No one asked my opinion and no one cared what I thought. I was insulted by students, by their parents, by the Principal of our school and so on. Not me personally, but all of us in the profession. Now, if I had completed my PhD, in any field, including Education, I would have had an unlimited soapbox from which to pontificate. So the young lady wanted a second career. June 19, at 8: June 19, at 7: In , I had experienced the exact opposite. My cooperating teacher did not want me in the classroom and gave me horrible reviews. I did work as hard as expected. I sometimes came to school at 5: I do agree that teachers are very important and influential, but this experience very much hurt me, ruined my confidence, and my potential career. I hope teachers realize that their relations with all of their students including their adult student teachers will have an effect on them. I know that teachers get stressed at times, but it goes to show that there are horrible people in every position of employment. I have been having a hard time putting teachers on pedestals since my experience. June 18, at V decided to publicly humiliate me in front of the class when I

asked her a question. I lost all respect for her and a couple of others after that. June 19, at 5: This article is very true. College did very little to prepare me for the classroom. Student teaching was a challenge however my real education came from my first years of teaching. The students are rarely the problem. Parents, administrators, and politicians make our job very hard. Those are just the families that we have been able to identify. Do you think those students come to school ready to learn or take a standardized test? I have days that I spend more time being a parent to my students because their parents are in a situation that makes it hard to take care of them. People ask me why I am in education. It took me a few years to figure that out. I want to do my part to break the cycle of poverty and help kids become responsible adults. Thank you so much for writing this article. Same sense of service, different battlefield. My dad is retired Army. I believe with my whole heart that is what teachers do. Thank you for your service. And to Jenn S, brava. June 19, at I wanted to make a difference. I have no idea if I have but I like the thought that teachers are serving their country. June 18, at 8: Thank you so much for sharing your experiences. I, too, have a mother who is a teacher, and I had never understood or respected what goes into her job until I started teaching myself 5 years ago. It is the most difficult job I have ever had, but also absolutely the most rewarding. Just seeing the light bulbs go off when my students understand a new concept, or when on the last day of school this year, I found a note on the board written by my students saying thank you and that they would miss me when they move off to high school next year, makes all of the hard work worth it. June 18, at 7: June 18, at 6: Maybe you could try to get some education and that might help you to come up with a better line. No matter what you did. I used to complete my homework in half an hour on a Sunday morning and I got As. This is unheard of in any other degree I have ever obtained. The people that surround me in my job have very little knowledge about the actual material. Kids in high school deserve teachers who are well educated and know the subject matter well. The people who get the pHD in the education Teachers work themselves up over minor things, as I am in elementary school as a specialist , not everything has to be fair among 3 different classrooms. Kids learn from those experiences. Nothing personal but anyone who has done nothing but teach all their life does not have a clue about what employers look for or when to strict and when to be loose. Is the job hard yes, there are many times it is made more difficult than necessary. June 18, at 9: Not everyone went through the same experience as you did to get that education degree. You could have chosen a different school with a tougher education program but instead you stayed with the school " No matter what you did This just shows what kind of "realist" are you. I went to Columbia university for masters in science education and nothing was easy there. June 19, at 3: Pressed the wrong key before I was finished. You also get to spend afternoons and nights taking up tickets for sporting events.

Chapter 8 : Rethinking the Way College Students Are Taught

(Holzer and Lerman,). Whether preparing for college or a career, high school graduates need to have the foundational skills to enable them to learn additional academic and job-.

Chapter 9 : How Do I Become A Teacher

Scholarships and Financial Aid. Once you have decided to become a teacher and have begun to select a program for certification, it is time to think about calendrierdelascience.come can be expensive, but there are ways to ensure that you can afford your education.