

## Impressions and ideas from the retreat or first year teachers

- I know a ton already about teaching already, yikes
  - o I can be an incredible resource to other first year teachers of any discipline
- I am very good at what I do
- I am the only one who will set limits on myself
  - o Students, parents, administrators will all be fine with workaholic teachers
    - Only for the short term though
  - o Beware of identifying with martyr or savior syndromes
    - Relate to them occasionally just don't define yourself by those roles
- 73% of teenagers are in crisis at any given time.
  - o Academics cannot compete with a crisis in the teenage world
  - o Take care of the environment, don't measure yourself by your worst student
- Other teachers can be tremendously helpful if you find the right mix
  - o Small tips and tricks are a great asset
- Every teacher struggles with discipline and classroom management
- There is nothing special about the way your students behave, thousands of other students across the country do the same thing
- Enjoyed being here as an experienced teacher, a little bit of information overload for first year teachers
  - o Is helpful in the sense that it addresses many concerns that eat away at first year teachers.
  - o Probably would be great for the first two years (or maybe some other p. development)
  - o Bentley needs some better intro for first year teachers (not sure what the current one is)
  - o Our mentor program at Bentley is subpar
- Teachers love to help out with ideas of ways to deal with kids
  - o Often reticent to discuss with colleagues because of concern over image
    - Or concern of hire/fire
- Virus of adolescents and being an Adult (don't get infected and act like a teenager with your students)
  - o Avoid being reactive
    - Not a big issue for me but good mental exercise
  - o Make sure there is never a reciprocated relationship
  - o You are never their friend (they may consider you their friend but don't ever consider them your friend, i.e. someone to confide in)
- I have a great mastery of ways of using humor in the classroom
- Watch out for colleague competition
  - o I'm smarter, more of an expert than you
  - o I work longer, harder than you
  - o More students confide in me than you
  - o I have less of a life than you
- Fixing class room stuff

- Focus on one thing until you've mastered it, then move on
    - Don't try and do everything at once
- Keep records of stuff
  - Make your life easier every year
- Notes to self
  - Get a LCD projector instead of a TV, can make a very convincing argument
  - Figure out a way to port powerpoint to the web
  - Get power point onto my dell\
- When you grade a paper you are working for one student, when you plan you are working for all your students...
  - Reduce your grading time
    - Less than 2 assignments per person, per week
    - Other grades, quick in class stuff, or self graded, or group grades
- If you aren't sure whether rules and guidelines need to be reinforced, reinforce them
  - Especially with 9<sup>th</sup> graders
    - Get your notes out, this is what high school should look like
- Clarity, consistency, consequences
- Generate units and classes that hit different types of learning
  - Stress the ability to learn through different styles
- Homework solutions on the web, scanned or typed
  - Saves time in the long run
  - Saves excuses
  - Makes it absurd that people don't have homework completed
- Being a perfectionist is being a poor role model for the students
- Be human but be an adult
- You don't have to be an expert
  - Experts often make bad teachers
  - Nor does a PhD in Physics know anymore about what I'm teaching than I do, maybe they know less.
- You, the students and the subject are the three entities in the classroom
  - Sometimes you need to get out of the way
  - The teacher is an aid in navigating and digesting the subject, a teammate, not the source, occasionally the filter
- Pause, pause, pause while teaching, easily the most effective tool is silence
- Absolute equality in asking for answers and calling on people
  - Time it so everyone is right
  - So what if you don't get to everything in a class, don't cop out and call on the same kid all day
- Give away responsibility to the kids
- Have them present stuff to the class on the board as a form of class control and way to learn
  - 5-10 minute presentation to the class once again explaining acceleration
    - often lets kids see that even though they don't know all the answers, they are better at explaining stuff than the know-it-alls

- Make class accessible to all students
- Each class have something too easy, just right and too hard,
  - Involve all ability levels each class
  - Vary the order of things, try it out