

# SBVC Professional Development

## Great Teachers' Seminar '05



*Imagine a Day...*  
*...when the edge of the map*  
*is only the beginning of what*  
*we can explore*

from *Imagine a Day* by Sarah L.  
Thomson  
Painting by Rob Gonsalves

SAMPLE — PLEASE  
ENJOY IT AND LEAVE IT

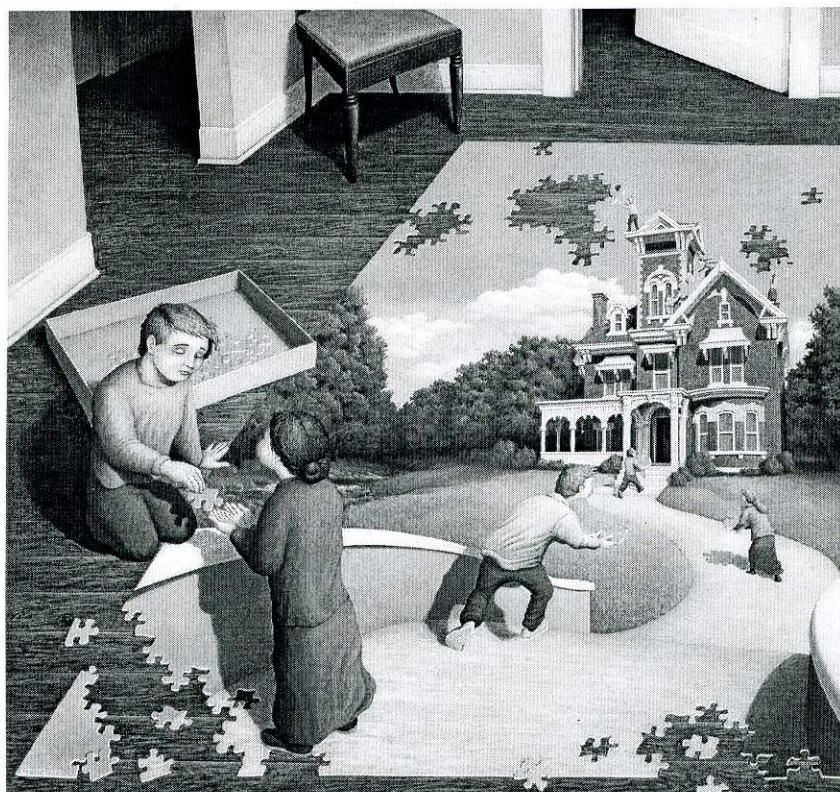


### *Participants*

*Elaine Akers  
Don Buchanan  
Robin Calote  
Achala Chatterjee  
Yon Che  
Dan Clauss  
Nahla El-Said  
Ginny Evans-Perry  
Todd Heibel  
Mike McHargue  
Judy Okamura  
Jose Recinos  
Bert Reins  
James Robinson  
Matie Scully  
Ed Szumski  
John Stanskas  
Debra Ward  
James Watson  
Kay Weiss*

*Imagine a day...  
...when you build the world  
around you piece by piece.*

From Imagine a Day  
By Sarah Thomson with  
paintings by Rob Gonsalves



# SBVC Great Teachers' Great Ideas

## 1<sup>st</sup> Day of Class

### *What do you do to make the first day successful?*

**Judy Okamura** -- I do a "volcano" reaction in which a compound decompresses giving off sparks. This is really interesting to look at. I use to introduce the chemistry topics we will be covering during the semester.

**Mike McHargue** -- Body Sort

**Don Buchanan** -- Review syllabus thoroughly, introduce myself and academic background, and initiate learning names of students

**Debra Ward**-- An introduction strategy:

- a) Give your students a paper containing four boxes. Ask them to answer the questions listed in the boxes. When completed they scramble around the room until they find another student that has a similar remark in any of the boxes.

Give 3 adjectives that describe you.	What are you most proud of?
What is your psychological home?	If I had one year to live I'd...

Every one shares their similarities.

**Robin Calote** -- Hand students a sheet of paper with four open-ended statements:

- I'm taking this class because....
- I'm happy to learn that ....
- I'm worried that...
- I hope ....

I collect the papers and redistribute them. I have the students read each response to the first statement out loud, the repeat for each successive statement. This is a non-threatening way for students to hear each other's hopes and fears.

**John Stanskas** -- Tour of building (my office, mailbox), and campus services (Deans Office, Tutoring Center)

**Jose Recinos** -- Have them introduce eachother in the target language (Spanish).

**Yon Che** -- I hand out the syllabus and make sure/clear that they understand and know the rules and expectations. In order to emphasize on the rules that I think are important, I have the students repeat the rules three times with me.

"No late assignments are accepted."

"No make-up exams are given."

Sometimes I have them take out a highlighter and underline the important deadlines or exam dates.

**Elaine Akers** -- Clear syllabus with expectations and description of class grading, etc.

♦ Introductions

- a. name
- b. why (--?--)
- c. past experience (could be used to bring the student in)

**Matie Scully** -- "Name that Tune"

**Jim Watson** -- 1<sup>st</sup> Day, relax yourself and the class, after much contact.

Ask what do expect to gain and why?

**Nahla El-Said** --

- ★ Relate to them how chemistry is related our lives (e.g. tooth paste, coffee, gasoline in car)
- ★ Warn them that need to out in enough time to study

**Todd Heibel** -- Discuss current local-regional events that may have impacted students' lives (e.g. ) the recent earthquake and flooding/mudslide). Ask students how the events personally affected them and then relate this to the course.

**Ginny Evans-Perry** -- In the library, be welcoming, friendly and encourage the student to come back



## The 7 Principles for Good Practice in Undergraduate Education

### *What can we do to demonstrate good practice?*

#### **1. Good Practice Encourages Student-Faculty Contact**

- a. Scheduled office hours and appointments
- b. Available before and after class
- c. Telephone # and e-mail address on syllabus
- d. Open door policy
- e. Website availability
- f. Voicemail
- g. Involvement in club meetings
- h. Involvement in campus activities
- i. Support campus and sport events (extra credit?)
- j. Develop new clubs
- k. Potluck end of semester-or anytime
- l. ASL festival
- m. Regular visits to quad area
- n. Have student get involved in community, those that faculty are involved in (i.e. feeding the homeless)
- o. Workshops for students and faculty
- p. Mentor, support student with researching higher education goals
- q. Develop activities for both faculty/student (i.e. ASL silent hour, signing only)
- r. Hold grades so students will have to come in to see you.
- s. Have each bring homework up, so faculty get to know name/face of student

#### **2. Good Practice encourages Cooperation Among Students**

- a. Group projects
- b. Problems in small groups
- c. Games
- d. Sing, act or do a dance
- e. Worksheets
- f. Study groups – assignments or give extra credit
- g. Pair up in lab
- h. Peer-led facilitator workshop

#### **3. Good Practice encourages Active Learning**

- a. Have students bring articles on the subject matter – direct research
- b. Direct involvement – dancing - hands-on learning. Students dance and learn about the culture.
- c. Use native-Spanish speakers as tutors (in class) to help the rest of the class
- d. Bring pictures (by students) to share about their families while practicing the past in Spanish

#### **4. Good Practice gives prompt feedback**

- a. Returning graded assignments in a timely manner
- b. In class assignments-tackling tough issues/concepts before misunderstanding occurs
- c. Following through on promises to students eg – bringing materials on time.
- d. Keeping students in the loop regarding score – will prevent unpleasant surprises
- e. Acknowledgement/praise/encouragement
- f. Returning phone calls and e-mails. Checking e-mail/voicemail in a timely manner.
- g. Arrange for an office visit for students experiencing difficulties/individual attention (Respect student confidentiality)
- h. Regularly maintain course websites
- i. Communication via body language

- j. Make contact with students soon after “problem behavior” occurs
- 5. **Good Practice Emphasizes Time on Task**
  - a. Teach time management strategies
  - b. Allocate appropriate amounts of time to complete tasks
  - c. Let students know what expectations of time requirements are in advance
  - d. Keep classes focused during class time
- 6. **Good Practice Communicates High Expectations**
  - a. Outline expectations on the syllabus
  - b. Provide grading “rubrics” to students
  - c. Bring students up to level of expectations
  - d. Hold STRONG! – Don’t cave – remember, students want to be successful in their next class too.
- 7. **Good Practice respects diverse talents and ways of learning**
  - a. Tactile learning with real objects passed around classroom
  - b. Drawing pictures and diagrams on the board for visual learners
  - c. Provide options for assignments
    - i. Oral presentation
    - ii. Written report
    - iii. Media report
  - d. Handouts with writing opportunities to fill in the blanks for class notes
  - e. Matrix organization handouts for learning terminology
  - f. Tactile learning on computers to learn skills
  - g. Interview students for wants and needs for course, college and life’s goals
  - h. Cooperative learning in classrooms helps both strong and weak students
  - i. Pair weak and strong math skill students to work on problems together
  - j. Students do self-assessment of learning styles to help them determine how they learn.

## **Student Retention (Break-Out Group)**

Topic: Student retention

Facilitator: Ed Szumski

Scribe: Ed Szumski

Group: Elaine Akers, Robin Calote, Nahla El-Said, Todd Heibel, Jose Recinos

Robin began the discussion with campus-wide retention problems. Student motivation a problem? Students are tested and advised, but take other classes anyway become discouraged and move on and drop out. Information competency (literacy) is important in the 21<sup>st</sup> century.

Other factors affecting student motivation could be health issues, relationship problems, etc. Connecting students to social services agencies may improve student retention.

Let the students know that if a course they are taking is taught both day and evenings they can transfer to the other class and finish the semester if their job requires them to change shifts.

Robin described non-traditional scheduling. A semester would consist of 3 six-week sessions. Distance (Distributed) Learning is also an option.

Student contact – give the student a call if a class is missed and you haven't heard from them.

Emergency information is typically required for classes that have laboratories. The safety test should have name, address, telephone number. Keep in touch.

Another way to keep the students' interest is to learn their names and call on them by name. To help with this idea, perhaps the admissions office can make-up cards with names, faces and phone information.

Another situation discussed was that we (the faculty) shouldn't necessarily view the student through middle-class eyes.

Mentoring students is another method to keep the students motivated.

Having the health services person come to our classes and tell them the benefits available to students on campus.

Also, tell the students that SBVC has a Child Development Center and how they can use this facility.



## Motivating Students (Break-Out Group)

### Motivating Students

Robb asked, "What is our goal?"

Robb: Students should grasp "big picture"

Elaine: Instilling healthy lifestyle practices. More than just information.

Judy: Under-achieving students (not living up to their potential.) Why are my bright students not performing? Breaking bad habits (perhaps learned in high school?)

Debbie: Instilling passion in our students, even though they may not fully apply it.

Todd: Similar to Debbie

"How do we achieve these goals?"

- Allowing students to expand their horizons – beyond their homeplace.
- We must lead by example and remain enthusiastic in our teaching lives/careers.
- Motivation must begin with us.
- Personalize the subject for students and link our subject with other disciplines. Aka the student what she/he wants to "get out of the course." (How does this fit into a program of study, career path, etc?)"
- Develop a library of five-minute presentations on individual careers.
- One per month seminar series – inviting local/regional experts to speak to classes and/or clubs. Bring in timely, topical issues (e.g. the recent tsunami, cold fusion, HIV/AIDS, health, etc.)
- Writing projects initiated by a recent newspaper article. Allows students to realize centrality of specific courses/subjects to not only their intensely local lives but also to the regional, national, and global community.
- Incorporation of hands-on projects. Include a variety of learning approaches. Debbie: "excess breeds success"
- Service learning, internship, laboratory, and other analytical/critical learning devices.
- Allow students to struggle (challenge is positive!) with topics. Don't simply "spoon-feed" students.
- Praise students. If you praise them, they will learn!
- Stress the everyday benefits that your course/subject will offer to students.
- Terminology for ESL students. Take the time to define terms plainly. This will assist ALL the students. Consider this as another way of thinking about a problem.
- Use of non-verbal communication. Also define terms through multiple means, including real-world examples. Stress that students ask about unclear terminology, passages in the textbook/notes, etc.
- Praise students for asking great/challenging questions.
- Part of motivating students is through the example that we set for them!
- "Turning the tables" on students by asking questions of them. Ask basic through critical/analytical questions.
- Hosting a game show for student (e.g. Jeopardy, Who Wants to be a Millionaire)
- Helping students to visualize concepts via hands-on models. This will allow for application of a variety of learning styles.
- We should find fun and inventive ways of rewarding students. Rewards in the form of gold-star stickers are especially effective because they remind students of positive past (elementary school) events. A clearing house for fun gifts: Oriental Trading Company.

### Conclusions: Things To Try

1. Enthusiastic faculty/instructors (leading by example)
2. Linking to students' everyday worlds



3. Service learning
4. Games
5. Rewards (tangible objects)
6. Faculty should endeavor to ensure comfort in the physical infrastructure (e.g. air conditioning, chairs, lighting and tech equipment)

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## Confidence Building (Break-Out Group)

**Facilitator: John**

Scribe: Ginny

Participants: Achala, Dan, Kellie, Matie, Bert

### Underlying reasons for lack of confidence:

- Educational experiences from middle-school and High School, i.e. tracking of students, negative verbal comments
- Prior failures
- Lack of support and guidance from home – in some cases – worse than no support, they receive negative feedback for attending school, instead of joining the work force.

### Different Techniques to Build Confidence in Students

- Break down assignments or identify small reachable goals and add more each week, so as not to overwhelm.
- Direct personal support – constant talk, good job, praise, “pat on the back”
- Let students know that they will make mistakes, but that it is ok.
- Out of all tests, let the student drop the 2 lowest grades
- Group projects build confidence; large projects with a tangible outcome brings praise from staff, parents, and other students
- Provide a successful example by having a former student visit or identify a student that has progressed in class to others as an example.
- If the students believe that the instructor thinks they can be successful, they will be. Clearly identify objectives or skills necessary for success in class. Instructor to show confidence in students.
- Provide small rewards with praise i.e. stickers, pep talk
- Circle game – on student in middle and all others must say something positive about them. Take turns in circle.
- Track success throughout term – perhaps with index cards – each week have student identify goal and have them turn in card each week – return cards following week to illustrate progress.
- Upon return of tests, students with “F” asked to stay and instructor sets up tutoring then and there.
- To clarify expectations, instructor prepares a study guide of topics to be covered in exam.

### Why Build Confidence?

- As instructors, the students look up to us as an authority figure – often the only one in their life
- Goals – if they don’t have confidence, they won’t reach their goals
- To combat stereotypes that deaf students, or any given “minority” group cannot succeed at math, or anything else.



## Learning Styles (Break-Out Group)

- We need to identify a better understanding of the styles and use in the classroom – more ideas
- How we use our teaching style towards different student learning?
- How can we balance our teaching for the different learning styles?
- Can one style be counterproductive toward the other styles?
- What tools are out there to develop or understand learning styles?

### Ideas:

- Come to a learning styles workshop on campus!
- Reinforcement of learning by groups or pairing students
- Give students opportunities to work in their comfort setting, i.e. alone however, should change around to allow for variables and different strengths.
- Ask students to think about their study habits, and to try other study settings.

### How does the student's learning style affect the instructor and how do we adjust to each?

- Instructors should balance their class time to maximize the students learning. Also, reinforce the need for them to understand different ways of learning.
- Build on all of the styles
- Ask Questions
- Students need to learn to take notes to reinforce their learning and future college options
- Students have to be responsible for their own learning
- Try to recognize multiple intelligences in the classroom.

### Issue on "Fear of Testing"

- Can we ask the students if they have real fears and how can we address this in a non-disruptive manner - i.e. placement?

### How do we adjust our teaching for the slower learners without compromising the majority of the learners' educations?

**Facilitator – John**  
**Scribe - Robin**

- Importance of departments discussing what elements are key for student success
- Society has moved in a direction that has poorly prepared students for community colleges; we have not adapted sufficiently and yet we are the last chance for some students
- There is a need for revision of process for developing ed. plans
- Current culture that students expect a passing grade for just showing up (w/no need for individual effort)
- Students lack knowledge of how to study
- The few prepared students there are will not likely come to community college as the gap in skills is too great
- Large % of our community does not value education
- Can't assume students are as motivated as students have been in the past

- Require students to take composition and reading earlier in college career
- Having both college or pre-college on same campus
- Cohort of reading, writing, math and content courses; 4 teachers working together
- Integrate study skills content with subject content
- Frequent referral to the syllabus during the semester (have students pull out syllabus and note the current assignment)
- College needs to partner with business/community on a more concrete objective for students that require a college education; community would directly benefit

- Referral to tutoring resources and to student support programs
- Showing practical application as a way to motivate students to become better prepared
- Monthly departmental workshops
- Collaborate with other departments to run workshops
- Develop self-paced study skills instructional unit; instructors could assign it at the beginning of the semester and could follow it up with class instruction
- Provide just-in-time instruction in study skills when pass back the 1<sup>st</sup> test
- Bring student support services (tutors, etc.) into the classroom during the first two weeks of class



## Students without Books (Break-Out Group)

### Facilitator – Ed

- Jim: 20% of class shows up 2<sup>nd</sup>-3<sup>rd</sup> week of class without book, they don't have money to buy it. My problem is that I don't think the book is necessary
- Achala: I teach same water treatment course. Actually need for 4 different classes and is used by Cal State for transfer.
- Dan: Health classes: Explain how to buy books over internet, ebay, etc.
- Ed: Provides ISBN # for purchase elsewhere, but students have problems not having credit cards.
- Ed: Joel Lamore, scholarship committee chair has information about book scholarships
- Dan: Library has many textbooks, but not all
- Achala: Recommends employer to purchase book at water treatment plant for reference by multiple students
- Ed: uses older editions and loans the students the books for the semester
- Bert: editions have stayed the same for years.
- Dan: Book required for articulation of course to Cal State
- Bert: my students have to have the book to pass the course
- Bert: note taking can not be done in ASL class
- Achala: Publishers have escalated prices to higher levels
- Mike: Have you covered senate's discussion on textbook's costs?
- Achala: Recommends setting up book rental program on campus
- Don: Shared that at Victor Valley College his prior instructor had put together a lab book for geology classes at a published cost of \$3.50 versus \$65 - \$75 in color
- Achala: Do we have a student resale area? Purdue University did this. Students sold to other students
- Ed: Does book rentals for electronic Writing class because book went out of print years ago. Charges \$20 for loan for semester, then gave \$20 back to students
- Dan: Question about using powerpoint handouts. Should it be complete printed handout with all notes or just outline?
- Achala: Gives powerpoint outline for students to take notes
- Don: Recommended going to ASB to set up program

## Non-Astounding Teaching Devices

*What do you do that just works – nothing astounding allowed!*

Judy Okamura -- Each student stands up and gives their name, where they are from (S.B., other parts of the country, other parts of the world) and their major or career goal. Since the students in my class are going into 5 professions they are always interested in whom else in going into that field.

Mike McHargue –

- Brainstorm all the ways to be a really crappy student
- Use manila folder to bring class materials and use a BIG NAMETAG!
- Reversals: Prep for a debate then have then argue the opposite side

Don Buchanan -- Use of a variety of meteorites in class to illustrate the composition from Earth's interior, from Asteroid Belt. Helps students visualize denser materials found within the Earth's interior. Touching and holding objects from space also excite students from tactile experience with visual learning.

Debra Ward -- "Parking Lot": Make a flip chart with the heading "Parking Lot" have post-it notes available for students to write down their question's that may not apply to the subject you are presenting.

Robin Calote –

- Instead of using power point to display text, use it to show a single image of the topic you are covering. This helps the students to focus and they will pay better attention to what you are saying.
- Involve students in establishing classroom norms

John Stankas –

- Cookies for Tests
- Crate for each class

Jose Recinos –

- Two truths and one lie
- Practice greetings and farewells (in Spanish)
- A salsa lesson

Yon Che

- Smile all the time, even to the students who seem to be annoying or disrespectful to you.
- You can smile and at the same time you can communicate to the students that they need to take the class seriously.
- As on the ice breaker game, I have the students write as many questions as they can on small pieces of paper. Later, deliver those to the students around him/her. Questions can be very simple such as "what is your name?" and "where do you live?" Once a student gets a letter (small piece of paper) with the questions, he/she needs to answer it and deliver it back to the student who sent it.

Elaine Akers

- Use pictures-small groups-illustrate concepts you are covering in pictures/cartoons and share with class
- Ask questions as you lecture to gauge comprehension.



Matie Scully

- Be honest

James Watson

- Humor
- Smiling
- bring extra pens, calculator

Nahla El-Said

- Use stickers (happy faces) for top grades

Todd Heibel

- Physically move around the room- this will “catch students off guard” and engage them.
- Use low and high tech multimedia in this class
- Incorporate humor into lectures, discussions and even exams.

Ginny Evans-Perry

- Keep your sense of humor.
- If you have a question, ask a librarian.

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- [illegible]



## Advice to the New Teacher

*Each semester we begin anew...*

- Smile
- In addition to teaching the subject, coach as a faculty advisor to the students
- Make friends with division secretary, janitors, jocks in AV, IT, etc
- It is easier to get forgiveness than permission
- Ask them some questions you don't know the answer to
- Trust in God... but have a good lesson plan
- Don't lock your knees
- Teach enthusiastically, from your heart.
- Keep an open door to your students to help them with their needs beyond your own subject.
- Don't set artificial boundaries on yourself
- Dream "big" and take action to make your dreams reality.
- Establish relationships with faculty outside your department
- A committee of your peers believes that you are the best person for the job; go do it!
- Use a sense of humor.
- Be flexible.
- Care about your students as much as you care for your classes.
- Forgive yourself
- Enjoy your students
- Be clear about expectations
- laugh-smile
- Find the joy
- Remember the students
- Ask Questions
- Open door, be available
- Be patient
- Be consistent
- Sympathize with your students
- Never assume anything
- Never "settle."
- Have students personalize your class!
- Organize your email into folders
- QUOTE: A home without books is like a body without soul.

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- J.D. Salinger, The Catcher in the Rye

- Wilbert J. McKeachie, Teaching Tips: Strategies, Research, and Theory for College and University Teachers
- Thomas A. Angelo and Patricia Cross, Classroom Assessment Techniques: A Handbook for College Teachers
- Parker J. Palmer, Let your life Speak: Listening for the Voice of Vocation
- Mitch Albom, Tuesdays with Morrie: An Old Man, a Young Man, and Life's Greatest Lesson
- David Ellis, Becoming a Master Student
- Terry O'Banion, A Learning College for The 21<sup>st</sup> Century

- R.E. Haskell, Transfer of Learning Cognition, Instruction, and Reasoning
- Anita E. Woolfolk, Educational Psychology

- Mark Victor Hanson, *Chicken Soup for the Teacher's Soul*

- Robert Cialdini, *Influence: The Psychology of Persuasion*

- Barbara Ehrenreich, *Nickle and Dimed: On (Not) Getting By In America*

- Gabriel Garcia Marquez, *One Hundred Years of Solitude*

- Sergio Lairla and Ana G. Lartitegui, La Carta de la Senora Gonzalez (The Letter from Mrs. Gonzalez)
- Isabel Allende, *The house of the spirits*

- Doug Smart, Give Stress a Rest

- Henri Charriere, Papillon

- National Research Council, *Science Teaching Reconsidered*

- Abraham Verghese, My own Country

Dominique Lapierre, City of Joy  
George R. Stewart, Earth Abides  
Randy Shilts, And the Band Played On

- Doris Lessing, The Golden Notebook
- F. Scott Fitzgerald , The Great Gatsby

Kay Weiss

- Sarah L. Thomson, Rob Gonsalves (il), Imagine a Day



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## Retreat Readings

*Readings shared at the retreat are presented here:*

Poem for September

Reflections from the Deep

Quote from Lee Iacoca

Daily exercise for sedentary academics

Student excuses, excuses, excuses

O Robin! My Captain!

Quote from Ralph Waldo Emerson

Quote from James W. Foley

*Poem for September*

*Chitra Divakaruni*

*We stand on the shore of summer letting the lazy days glide by with wine colored wings. And suddenly, September, you are here. You break over us, a flurry of foam that leaves us gasping, exhilarated as on childhood beaches when each wave was new.*

*What have you brought us? Young voices that call like seabirds seeking land. Like eucalyptus in wind, the rustle of green thoughts. A stirring in the bones of our hands to touch and shape, to connect like the salt breeze is connecting wave and shore.*

*Today as the fall light illumines the kelp-dark tidal pools and lichens wave their purple through the dunes, we remember once more why we are what we are. September, we breathe in your electric air and begin again.*



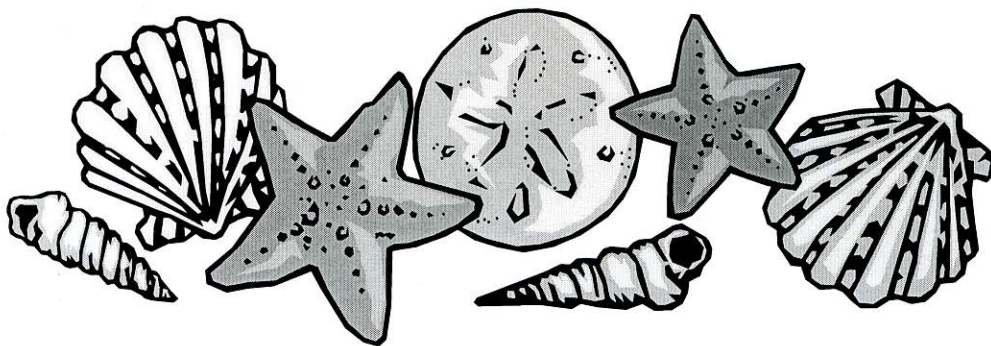
Ralph Waldo Emerson

*To laugh often and much  
To win the respect of intelligent people  
and the affection of honest critics  
To endure the betrayal of false friends  
To appreciate beauty  
To find the best in others  
To leave the world a bit better  
whether by a healthy child  
a garden patch  
or a redeemed social condition  
To know even one life has breathed easier  
because you have lived  
This is to have succeeded*



## Exercise for Sedentary Academics

		And for the Administratively Inclined	
Beating around the bush	75 calories	Passing the buck	25
Jumping to conclusions	100	Making mountains out of molehills	500
Climbing the walls	150	Tooting your own horn	75
Swallowing your pride	50	Biting the bullet	150
Dragging your heels	100	Jumping on the bandwagon	200
Pushing your luck	250	Running around in circles	350
Hitting the nail on the head	50	Eating crow	225
Wading through paperwork	300	Climbing the ladder of success	750
Bending over backwards	75	Throwing your weight around	50-600 (depending on weight)
Balancing the books	25	Building an empire	10,000
Pulling out the stops	75		
Adding fuel to the fire	150		
Opening a can of worms	25		
Wrapping it up at the day's end	15		



### *Reflections from the Deep*

You are probably wondering why you have been handed a seashell. It is a gift to you to help you reflect on another gift you are about to receive—your students. Let's take a few minutes to consider what the shell can tell us about them.

Maybe your shell is fragile, delicate, and easily broken. So are your students. Handle them kindly and with care.

Maybe your shell looks beautiful. Each student in your class has a special beauty. Discover it and help others to notice and appreciate it.

Maybe your shell is hard. Remember that the shell was a cover to protect a sea creature. Sometimes our students build a hard shell to protect themselves from harm. Open the hard outer shell to nurture the life within.

Maybe you noticed that your shell has pieces chipped away or broken off. Some students have had difficult experiences that have chipped away at their positive self-image and broken their spirit. Help to rebuild their self-image and rekindle their enthusiasm.

Maybe you noticed that the shell was once very tiny and seemed to be built up one layer at a time. Your students are like that. Each one has a small core of knowledge and experience. Some will have many layers built around this core; others have only a few. Take your students as they are and add carefully to their growth.

Maybe your shell looks plain and rather commonplace. Sometimes you may feel that there is nothing special about a student. Look again. You will see that each student is unique, just as each shell is unique. Help each student to realize his or her importance and worth.

The shell you have in your hand is unique. It was carried to shore by the ocean—just for you. What will you do with it now that it is yours? Each student in your class is unique too. Each one is in your hands now. What will you do with your students now that they are yours?

*“In a completely rational society, the best of us would aspire to be teachers and the rest of us would have to settle for something less, because passing civilization along from one generation to the next ought to be the highest honor and the highest responsibility anyone could have.”*

Lee lacoca



### **Student Excuses, Excuses, Excuses**

I can't take the test because some guys upstairs chinned themselves on the sprinkler pipes, which broke and soaked my apartment

I can't be at the exam because my cat is having kittens and I'm her coach.

I can't take the test on Friday because my mother is having a vasectomy.

I can't take the exam on Monday because my mom is getting married on Sunday, and I'll be too drunk to drive back to school.

I want to reschedule the final because my grandmother is a nun.

My paper is late because my parrot went to the bathroom into my computer.

I'm too happy to give my presentation tomorrow.

Innovation Abstracts (excerpts)  
Volume XI, Number 24

A powerful teacher like Keating may at times teeter on the brink of intellectual bullying, making individuality mandatory. However, Williams rightly describes Keating as a “catalyst” for the boys, and Keating periodically recedes from the story. This is the movie’s point. Keating is always there because a good teacher is a benevolent contagion, an infectious spirit, an emulable stance toward life. That is why it is said good teachers enjoy a kind of immortality: their influence never stops radiating.



Drop a pebble in the water

And in a flash it is gone,  
But half-a-hundred ripples  
Circle on and on and on,  
Spreading from the center,  
flowing out into the sea,  
There is no way of telling  
Where their end  
Is going to be.