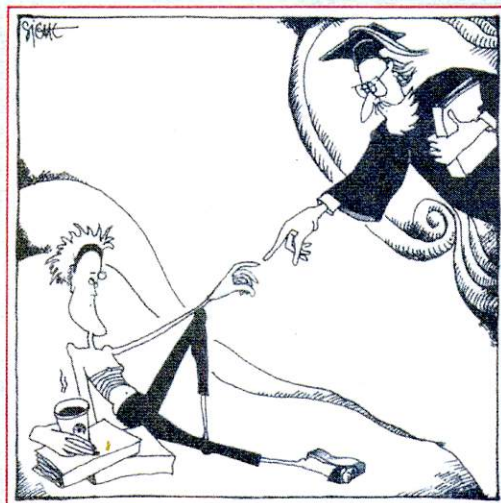


Great Teacher's Seminar Taft College

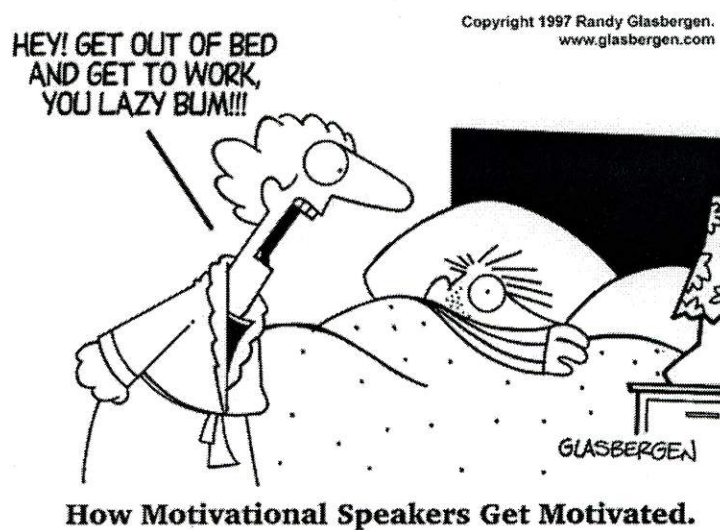
May 23-25, 2005



SAMPLE - PLEASE
ENJOY IT AND LEAVE IT!

Thanks!

Facilitator: Mike McHargue
Provocateur of Professional Development
Institute 4 Instructional Improvement & Innovation



Participants: Leslie Bauer, Patti Brown, Sharyn Eveland, Jack Gallon, Kathy Harvey, Vicki Herder, Diane Jones, Mike Mayfield, Dennis McCall, Jeff Ross, Becky Roth, Mike Westwick, and Mark Whyte



Discussion Leaders:
Mike Mayfield, Becky Roth, and Diane Jones

Great Teachers Policy: Use the CASE method (Copy and Steal Everything)

POEM FOR SEPTEMBER

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 weave 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.



Chitra Divakaruni (Foothill Faculty)

Activities for the First Day of Class

- Have students fill out a picture ID to learn their names
- Have students fill out a card with full of learning skills information
- Have students fill out a bookmark with office phone number, LRC phone number, helpful websites, and other learning resource information.
- Read and go over syllabus
- Present the Seven Principles of Good Practice
- Play “get to know you” games
- “I know”- students share what they know
- Have a syllabus discussion/quiz
- Administer a learning styles activity
- Prepare a my rules/student rules list
- Have a hands-on activity
- Give a student survey
- Welcome each student at the door
- Set expectations (agreements) for the class
- Help students feel comfortable enough to approach the instructor
- Give out instructor contact information
- Give an overview of the course
- Stress that the syllabus is a roadmap with possible side trips
- Ask students “Why are you here?”
- Calm students’ fears of the subject matter
- Make name tags or desk name tents
- Make a seating chart
- Have students fill out a card with three words describing the class
- Give a mini biography in a distance learning class
- Have students seat themselves in the order of the month they were born
- Hold an individualized appointment in your office before class begins
- Tell about yourself and use humor
- Take digital photos of students to learn names
- Give the syllabus out in a manila folder and have students use it to store handouts
- Have a body sort activity
- Have students give peer advice or read a letter from last semester’s students who took the class



Debi Wooley visiting
with Mike McHargue

Suggested Reading:

- *The Gift of Teaching: A Book of Favorite Quotations to Inspire and Encourage*; edited by Carol Kelly-Garigi and Judy Patterson
- *Workshops that Work*; Nancy P. Alexander
- *Experiential Exercises and Activities Workshops*; Donna Erickson
- *Infant Massage*; Vimala McClure
- *Learning from the Past*; Jennifer Wolfe
- *Teaching Tips*; Wilbert J. McKeachie
- *The Process of Education*; Jerome Bruner
- *Don't Sweat the Small Stuff . . . and it's all small stuff*; Richard Carlson, PhD
- *Get It Together*; Equals
- *The Best of Oprah What I Know For Sure*; Oprah Winfrey
- *Book Case Studies in Dental Hygiene*; Evelyn Thompson, et. al.
- *Natasha's Words for Families*; Natasha Josetowitz
- *Natasha's Words for Lovers*; Natasha Josetowitz
- *Natasha's Words for Friends*; Natasha Josetowitz
- *Bury My Heart at Wounded Knee*
- *Pentagon Papers*
- *The Uncle John's Absolutely Absorbing Bathroom Reader*
- *The Book of Mormon*
- *Fatherless America: Confronting Our Most Urgent Social Problems*; David Blankenhorn
- *Black Rednecks and White Liberals*; Thomas Sowell
- *Standard Methods for the Examination of Water and Waste Water*; Edited by: Mary Ann H. Franson
- *Harry Potter and the Sorcerer's Stone*; J.K. Rowling
- *Brain Droppings*; George Carlin
- *The Greatest Generation*; Tom Brokaw
- *Simplify Your Life With Kids*; Elaine St. James
- *The Seven Spiritual Laws of Success*; Deepak Chopra
- *A Mind at a Time*
- *The Myth of Laziness*; Mel Levine
- *Don Quixote*; Miguel de Cervantes
- *Steal this Book*
- *Siddhartha*
- *John Adams*; David McCullough
- *Classroom Assessment Techniques*; Angelo and Cross
- *The Courage to Teach*; Parker Palmer
- *Let Your Life Speak*; Parker Palmer
- *Pedagogy of the Oppressed*
- *Becoming a Master Student*; Ellis
- *Teaching for Learning*; Weimer
- *Busy, Noisy, Powerfully Effective Classroom*; Kharre
- *Take Time for Your Life*; Cheryl Richardson
- *The Power of Full Engagement*; Jim Loehr and Tony Schwartz
- *Good to Great*; Jim Collins
- *Orphans of the Sky*; Robert Heinlein
- *Misty (Horse Book), Born to Trot*, Marguerite
- *Worlds of Nature*; Walt Disney
- *Darwin's Radio*; Greg Bear



COMMUNICATION: THE DECISION-MAKING PROCESS

#1: In the beginning was the plan

#2: and then came the assumptions

#3: and the assumptions were without form

#1: and the plan was completely without substance

#2: and darkness was upon the faces of the students

#3: and they spake unto their teachers, saying:

All: It is a crock of shit, and it stinketh.

#1: And the teachers went to their division deans and sayeth:

#2: It is a pail of dung, and none may abide the odor thereof.

#3: And the division deans went unto their dean of instruction and sayeth:

#1: It is a container of excrement, and it is very strong, such that none can abide by it.

#2: And the dean of instruction went unto the College Council and sayeth unto them:

#3: It is a vessel of fertilizer, and none may abide its strength.

#1: And the College Council went to the president and sayeth:

#2: It contains that which aids plant growth, and is very strong.

#3: And the president went to the chancellor and sayeth unto him:

#1: It promotes growth, and it is very powerful.

#2: And the chancellor went to the Board and sayeth unto them:

#3: This powerful new plan will actively promote the growth and efficiency of the schools, and this one in particular.

#1: And the Board looked upon the plan, and said that it was good, and the plan became:

All: POLICY

Successes and Why They Work

- Successful techniques include repetition: saying things again in different ways, asking questions of the class and rewording them with a couple of prefacing statements, learning by algorithm or small steps to reach a conclusion; and using numerous slides for our visual learners. Cohort teaching allows me to build on their existing knowledge, finally culminating in a course (1 unit) which is normally fun at this stage.
- Listening techniques which allow a person to hear him or herself say out loud what he or she is thinking – help the person to arrive at some sort of answer or solution to a dilemma.
- Making a connection with the student in the classroom, such as a hand on shoulder etc. but be careful; be respectful and available; listen. Making a connection in distance learning by making phone calls within the first three weeks. Make an assignment for students to introduce themselves and share fears or concerns.
- Stand Where You Stand Activity: Make signs (Agree, Disagree, Strongly Agree, Strongly Disagree) and present a controversial statement pertinent to the topic of study. Have students stand under the sign that best describes their opinion. This works because it stimulates thought and creativity, honors kinesthetic and visual learners, and wakes people up. It is also good for low energy class times, like evening classes.
- Students can successfully pass a class after failing two, three, or more times because the teacher is able to make a connection with those students and re-build their confidence in their ability to master the content material.
- Starting the Transition to Independent Living Program (TIL) and using outcomes from previous classes to improve the program was very successful.
- The video *Sex Has a Price Tag* and critical thinking session help students realize the consequences of extra-marital sex. They work because I stopped making it factual and made the subject personal.
- Getting students comfortable in approaching me with questions and asking for assistance works because students who feel comfortable asking questions stay with the course.



Daily Exercise for Sedentary Academics

Proper Weight control and physical fitness cannot be attained by dieting alone. Academics who are engaged in a sedentary life do not realize that calories can be burned by the hundreds by engaging in strenuous activities that do not require physical exercise.

| | |
|------------------------------|-------------|
| Beating around the bush | 75 calories |
| Jumping to conclusions | 100 |
| Climbing the walls | 150 |
| Swallowing your pride | 50 |
| Dragging your heels | 100 |
| Pushing your luck | 250 |
| Hitting the nail on the head | 50 |
| Wading through paperwork | 300 |
| Bending over backwards | 75 |
| Adding fuel to the fire | 150 |
| Opening a can of worms | 25 |
| Closing the can | 2500 |

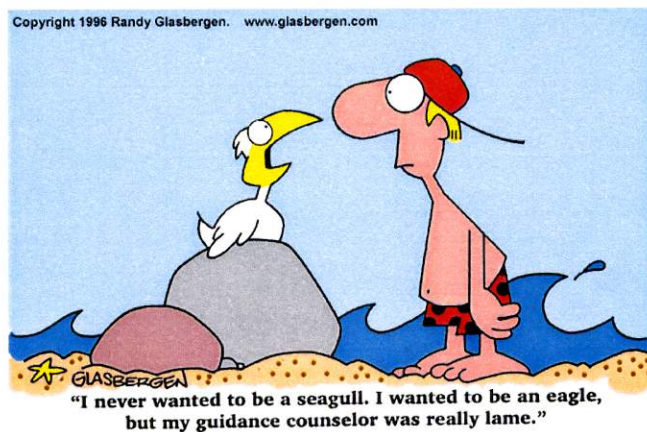
And for the administratively-inclined:

| | |
|-----------------------------------|------------------------------|
| Passing the buck | 25 |
| Making mountains out of molehills | 500 |
| Tooting your own horn | 75 |
| Biting the bullet | 150 |
| Beating a dead horse | 500 |
| Jumping on the bandwagon | 200 |
| Running around in circles | 350 |
| Eating crow | 225 |
| Climbing the ladder of success | 750 |
| Throwing your weight around | 50-600 (depending on weight) |
| Building an empire | 10,000 |

(Special thanks to Edelma Huntley)

Non-Astounding Teaching Devices (NATD's)

- do not use a pencil when helping students with math problems
 - have students go outside and draw a picture when students lose focus
 - share a personal experience
 - seven-minute rule: change your mode of teaching or change subjects every seven minutes to keep student attention focused
 - humor
 - use tracing paper to teach about comparison of sets or hypothesis testing in Statistics
 - color code syllabi, handouts, study guides, etc. for organization
 - Other ways to organize: use binders/bags/files/stackable trays
 - extra credit for office visit
 - reversals: do things in a different order
 - debate switch pro vs. con
 - ten T/F questions about next topic/chapter
 - Gordian knot
 - neurons
 - repetition
 - incremental learning (use small steps)
 - drop words when reviewing basic vocabulary or concepts and have the students fill it in for you
 - unconditional positive regard (Rogerean Theory)
 - be clear with students
 - at the beginning or end of class let students tell about their good news
 - Generate a newspaper for some of the major concepts & ask, "Why did it happen?"
- Role players "critique" the news articles.



The Seven Principles for Good Practice in Undergraduate Education

The following is a brief summary of the Seven Principles for Good Practice in Undergraduate Education as compiled in a study supported by the American Association for Higher Education, the Education Commission of the States, and the Johnson Foundation.

1. GOOD PRACTICE ENCOURAGES STUDENT-FACULTY CONTACT

Frequent student-faculty contact in and out of classes is the most important factor in student motivation and involvement. Faculty concern helps students get through rough times and keep on working. Knowing a few faculty members well enhances students' intellectual commitment and encourages them to think about their own values and future plans.

Suggestions for Student-Faculty Contact

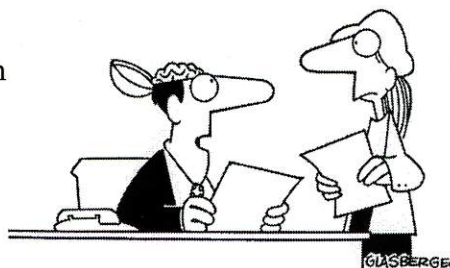
- provide email address
- provide office phone number
- be sociable with students on campus
- establish appropriate personal relationships with students
- go to games and plays
- first day – give appropriate touch
- ask opinion on current events
- be part of the social fabric
- eat lunch with students in the cafeteria
- put students into groups and give the groups teacher contact

2. GOOD PRACTICE ENCOURAGES COOPERATION AMONG STUDENTS

Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one's own ideas and responding to others' reactions improves thinking and deepens understanding.

Suggestions to aid in Student Collaboration

- regular group activities, group projects
- each person takes a portion of the task
- ID student's specific style; present information (visual, verbal, kinesthetic)
- team tests or quizzes
- role play
- students choose lesson plan for next session
- mini presentations
- games
- conference presentations by students
- field trips (fundraisers, lunch)



"Sometimes a little fresh air helps me think."

3. GOOD PRACTICE ENCOURAGES ACTIVE LEARNING

Learning is not a spectator sport. Students do not learn much just sitting in classes listening to teachers, memorizing pre-packaged assignments and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, and apply it to their daily lives. They must make what they learn part of themselves.

Suggestion to Encourage Active Learning

- incorporate all of the learning styles
- have students teach each other – explain it
- relate the learning to everyday life
- physically doing – labs
- incorporate into their everyday activities
- diagram or demonstrate concept, not just talk
- work together to get a project done
- essay questions

4. GOOD PRACTICE GIVES PROMPT FEEDBACK

Knowing what you know and don't know focuses learning. Students need appropriate feedback on performance to benefit from courses. In getting started, students need help in assessing existing knowledge and competence. In classes, students need frequent opportunities to perform and receive suggestions for improvement. At various points during college, and at the end, students need chances to reflect on what they have learned, what they still need to know, and how to assess themselves.

Suggestions for Prompt Feedback

- elicit responses/feedback at end of lecture or discussion on a specific topic
- request a note to get feedback from students on what they learned from that particular lesson and what is still is fuzzy
- return written material (homework, quizzes, tests) promptly

5. GOOD PRACTICE EMPHASIZES TIME ON TASK

Time plus energy equals learning. There is no substitute for time on task. Learning to use one's time well is critical for students and professional alike. Students need help in learning effective time management. Allocating realistic amounts of time means effective learning for students and effective teaching for faculty. How an institution defines time expectations for students, faculty and administrators, and other professional staff can establish the basis for high performance for all.

Suggestions to Stimulate Time-on-Task

- start and end class on time
- don't waste time on busy work
- give enough time to complete in-class assignments

6. GOOD PRACTICE COMMUNICATES HIGH EXPECTATIONS

Expect more and you will get it. High expectations are important for everyone-- for the poorly prepared, for those unwilling to exert themselves, and for the bright and well motivated. Expecting students to perform well becomes a self-fulfilling prophecy when teachers and institutions hold high expectations of themselves and make extra efforts.

1. High Expectations

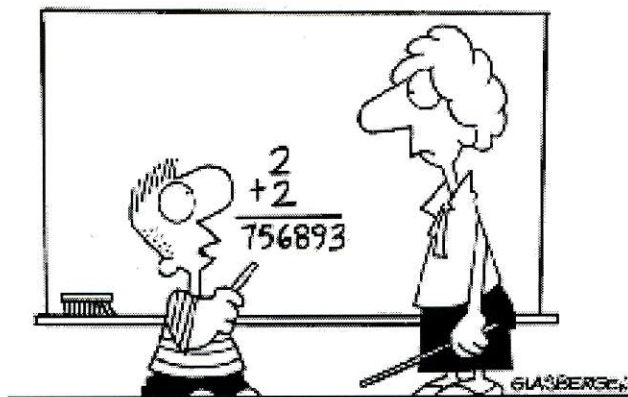
- goal setting
- objectives (small to big)
- announce that "Everyone starts with an A"
- verbal positive reinforcement
- written positive reinforcement
- set the example
- be a positive role model
- share your success journey
- empathy not sympathy
- be prepared

7. GOOD PRACTICE RESPECTS DIVERSE TALENTS AND WAYS OF LEARNING

There are many roads to learning. People bring different talents and styles of learning to college. Brilliant students in the seminar room may be all thumbs in the lab or art studio. Students rich in hands-on experience may not do so well in theory. Students need to opportunity to show their talents and learn in ways that work for them. Then they can be pushed to learning in new ways that do not come so easily.

2. Diverse Talents and Ways of Learning

- hearing/lectures/verbal/visual learning
- use slides, overheads, the boards, videos, and DVD's
- vary test styles – multiple choice, true/false, essay, open book
- class activities/projects
- class participation – random calling off of roll sheet
- tutoring/one-on-one/office hours
- writing styles – rough drafts
- group work with assignment of roles within groups
- laboratories to support didactic communication
- homework
- role play
- share your life experiences



**"In an increasingly complex world,
sometimes old questions require new answers."**

Challenges Presented by Instructors

- Student who attends regularly, interacts with others, participates when asked; however does not turn in assignments – any assignments.
- Motivating students
- Dealing with disruptive students
- Consistency across the curriculum.
- How to balance content with other skills students need to learn to be a successful.
- Continuing to improve.
- Helping students maintain motivation throughout the course.
- Turning tests/exams into “learning festivals”.
- Maintaining high expectations.



**“You don’t have to be a loser, Todd.
With hard work, determination, and a solid
set of goals, you could become mediocre!”**

THE LESSON

- #1 Then Jesus took his disciples up the mountain and, gathering them around him, he taught them saying:
- #2 Blessed are the poor in spirit for theirs is the kingdom of heaven,
Blessed are the meek,
Blessed are they that mourn,
Blessed are the merciful,
Blessed are they who thirst for justice,
Blessed are you when persecuted,
Blessed are you when you suffer,
Be glad and rejoice, for your reward is great in heaven...
- #3 Then Simon Peter said, “Do we have to write this down?”
#2 and Andrew said, “Are we supposed to know this?”
#1 and James said, “Will we have a test on it?”
#3 and Philip said, “What if we don’t know it?”
#2 and Bartholomew said, “Do we have to turn this in?”
#1 and John said, “The other disciples didn’t have to learn this!”
#3 and Matthew said, “When do we get out of here?”
#2 and Judas said, “What does this have to do with real life?”
#1 Then one of the Pharisees present asked to see Jesus’ lesson plans and inquired of Jesus his terminal objectives in the cognitive domain...
- All And Jesus wept...

Breakout Sessions: Workshop Topics from Challenges



Recommendations to Communicate High Expectations

- Establish standards for writing across the curriculum
- Establish standards for critical thinking
- Establish standards for assessment
- Establish standards for life skills
- Establish ethical standards

Recommendations for Motivating Students

- use outcomes data
- collaborative exercises and activities
- verbal affirmation
- post grades regularly
- relate subject matter to real life; how it will impact students in their daily lives
- show students that attendance counts

Recommendations for Handling Disruptive Students

- have students share good news at the beginnings or endings of class
- chairs by door for tardy students
- know your options/policies
- communicate expectations consistently and enforce expectations
- talk to individual privately about behavior

Recommendations to Encourage Study Beyond Content

- consistency/repetition
- interconnections
- mandatory (new and improved) educational planning class taught collaboratively
- show support at activities/functions

Recommendations for Establishing Consistency Across the Curriculum

- for written language: use a standardized basic format (APA/MLA)
- workshops for interested faculty on APA/MLA
- use a rubric for grading
- critical thinking; develop cross-curriculum objective standards for grading components (e.g. analysis/synthesis of multi-origin information)
- diversity: identify/develop objective criteria for measuring acceptance of diversity, provide one project per semester for students
- develop assessment for consistency across the curriculum

Advice to New Teachers

- love your students
- do the unexpected (ex: let class develop class rules)
- remember that you know more than they do
- be prepared
- don't be rigid
- if you don't know the answer, know where to find it
- share yourself
- respect your students
- listen to students
- talk to students
- have fun
- rehearse
- find someone to talk to
- buy the book *Teaching Tips*
- leave your position better than you found it
- love your study
- a little "dead air" time in class is not a bad thing
- it's ok to say, "I don't know"
- make friends with dept. secretary, custodian, and food service workers
- don't lock your knees
- ask students a question that you don't know the answer to
- it is easier to ask forgiveness than permission
- trust in God, but have a good lesson plan





REFLECTIONS FROM THE DEEP

You are probably wondering why you have a seashell in your mailbox. 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 h 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 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 on 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?

*Wishing you an exciting and energizing semester!
The Cypress College Staff Development Committee
Spring, 1998*

Qualities and Characteristics of A Great Teacher In Our Own Lives

- knowledge
- patience
- presentation
- human qualities (acknowledge, counsel, understand, guide)
- passionate about discipline
- “open door” policy (emotionally and physically available)
- appreciate diverse learning styles
- raised my potential of who I thought I could be
- held up high expectations
- allowed students to be creative
- flexible
- easy to talk with
- take an active interest in the welfare and learning of the student
- made a difficult class interesting and easier
- helped bring into perspective all previous English learning
- ability to change teaching position based on new information
- took an interest in me and had tremendous faith in me
- encouragement
- high expectations
- rigorous coursework
- blunt honesty

In Search of the Great Teacher Group Presentations

Charlie's Angels (Patti Brown, Vicki Herder, Leslie Bauer and Mike Mayfield)



Before and After Great Teachers
(Becky Roth, Jeff Ross, Dennis McCall,
and Kathy Harvey)



Song (Jack Gallon, Sharyn
Eveland, Mike Westwick.,
and Diane Jones)