

1: Top 9 Characteristics and Qualities of a Good Teacher | Owlcation

Thank you for this post. I was just having a conversation with another teacher about how hard it can be to have a positive attitude when things are tough in the classroom.

Jeremy Knoll on May 3, May is here. The flowers are blooming, the birds are singing, and people across the country are thinking of ways they can show thanks and appreciation for teachers. Friends of mine who work in the private sector get cash bonuses, trips, fancy dinners, expense accounts, company cars, and office parties with top-shelf liquor as a thank-you for their hard work. However, this is what teachers really want for Teacher Appreciation Day. We want to hear from our students and former students. Or that we made them realize how wonderful it is to escape into a good book. Or how our classes have made them want to go out and fight for justice in an unjust world. We want to hear positive things from parents. We want to hear from the parents of our students as well, so they can tell us how far their children have come under our tutelage. Are your kids confident, happy, and excited for school now? We want to be recognized by our administration. We want a faculty meeting that lasts only two minutes. You have one of the most challenging and most meaningful jobs in the world. Each day you help kids navigate the path to adulthood and shape them in ways that often go unappreciated. So, I want you to know how much we appreciate you. Now, get out of here and go enjoy the beautiful spring day. We want people to stop making poorly veiled, resentful comments about how nice it must be to have the summer off or to finish the workday at 3: Teacher Appreciation Week coincides with the time of year when the whole population starts talking about summer. I hope you get some time to rejuvenate over the summer. One of the ways this can happen is to let us dress how we want. As teachers across the country strike for better funding, we can all connect with the idea of shortages in our classroom. Books for a classroom library, arts and craft supplies, lumber and labor for a new playground – We want free coffee. Most businesses consider it a forgone conclusion that there will be coffee available for tired workers. Donations of coffee, gift cards, and Keurig cups would be most welcome. We want smaller classes. Keep spreading the word! We want a secure school budget. If you really want to give us something, we want gift cards. Cash is welcome, but most people think that is a tad gauche. Those plastic cards are prettier. Yes, we want that unexpected spending money for coffee, or iTunes, or dinner out. We do not want gift cards for school supplies. So Happy Teacher Appreciation Week, everyone. I hope your inbox is filled with messages from nearly forgotten students telling you how much your influence still shapes their life today. I wish that your administration comes out of their offices to personally thank you for all you do. And I hope your gift cards come in large denominations. Anything else you would add to our list of what teachers really want for Teacher Appreciation? Posted by Jeremy Knoll Knoll is a public school English teacher of nearly two decades. Outside of the classroom he spends his time working as a freelance writer or exploring the outdoors with his wife, two boys, and dog.

2: Blog 2: The Teacher I Want to Be. Â« jmellender

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The Teacher I Want to Be. When I first saw this assignment I thought that my long term goal in teaching would be to be the best teacher that I could be. So I started thinking what kind of teacher did I want to be? Those ideas would help shape my future professional goals. I want to be a teacher that is well liked. Not because I am an easy teacher, but because I am a fair, knowledgeable, and passionate teacher. I want to be respected by my students and their families and my coworkers. I want to treat each student, family member, and co-worker with that same level of respect. Accomplished teachers work closely with the families of their students and use the observations to tailor the instructional strategies to each student Exceptional Needs Standards, , p. I want to be confident in my teaching. As excited as I am to begin teaching, I am also scared and nervous. I want to have the knowledge I need to know that I can get in front of a large group of students, teach them, and help change their lives. According to the National Board for Professional Teaching Standards NBPTS , a qualified and accomplished teacher is one who has an abundant amount of knowledge and understanding of the subject that they teach. An accomplished teacher is one who is able to understand what makes up that subject, how to organize the material, how to connect the subject to a different subject, and how to apply it to a real world setting Exceptional Needs Standards, , p. I love to learn and I hope that I am still able to further my own education as I help others with theirs. I want my students to see that learning is a constant journey and it will only help to further enrich their lives. I want my continual education to help me learn to bring new teaching strategies into the classroom. I want to know that I have tried-and-true methods, but I want to remember that I should always be willing to try new methods. I do not want to be so wrapped up in the methods that I know work that I forget to make my classroom student centered. As an accomplished teacher I would be able to continually review and change up my instructional strategies to accommodate each individual student and their abilities. I would ensure that my classroom is a student centered environment by having the student be a part of the decision making process and their personal goals Exceptional Needs Standards, , p. I want to be a teacher that is observant of her classroom and I am able to identify those students that are struggling in my class. An accomplished teacher is a teacher who is able to not only assess individual students, but also assess the class as a whole. The teacher is able to use multiple methods to reach each student and clearly assess their progress Exceptional Needs Students, , p. There are so many indicators of acquired knowledge besides standardized testing and I want to always remember to use summative assessments in my classroom, and to not rely solely on formative assessments. I want to my classroom assignments to help students make the connection from school knowledge and school situations to real life knowledge and real life situations. I believe that is where summative assessments can help, because students will have an opportunity to have a more hands on experience with the material. I want to be patient with my students as they learn the required knowledge and then I want my students to be able to apply that knowledge to their lives. I hope that I am able to set each student up for their future and that each student feels equipped to handle situations of transition from one life stage to the next. My efforts to prepare my students will result in a self confidence that will carry over as they continue to learn and grow Exceptional Needs Standards, , p. I know that I will be able to monitor some of these goals by reviewing the test scores of my students, reviewing assignments that are turned in, and observing each student as they learn and grow. Other goals are some that I will have to always strive to perfect and maintain. It will not happen overnight, but they are goals that I truly believe in. They are all goals that will help me be the teacher that I want to be. National Board Certification for Teachers. Exceptional Needs Standards; Second Edition. This entry was posted on Sunday, January 27th, at You can follow any responses to this entry through the RSS 2. You can leave a response , or trackback from your own site.

3: Seven reasons people no longer want to be teachers

We all became teachers because we're passionate about the job, so let's give teachers a little security that they'll have what they need to make this a lifelong career. If you really want to give us something, we want gift cards.

May 02, by Michelle Manno Every teacher devotes his or her life to education for reasons as individual to them as any other part of their identity. There is a demand for great teachers in this country, and a person is called to become a teacher in response to that need. Why do you want to teach? To Improve the Quality of Education The demand for great teachers is a tangible pressing need. While our country has come a long way in education reform, we still have a long way to go. There are schools across America that are still in high need because of budgetary concerns and low teacher retention, and students still continue to drop out at alarming rates. One reason to become a teacher is to impact the education system. If you recognize the need to improve the quality of education in this country, then you may become a teacher to affect change. There is a lot of work to be done, but it is the collective effort of thousands of dedicated teachers that will make the most difference. School administrators and government officials have an impact at the legislative level, but it is teachers who have a direct effect on students in the classroom that is, after all, where learning takes place. Helping just one student is worth it, but over a long and productive career, you have the chance to help thousands of students. Essentially, becoming a teacher lets you take part in shaping the next generation. To Give Back to Your Community One of the reasons for becoming a teacher is to contribute to your community in a meaningful way. Teaching is one of the most direct ways to make an impact, and if you are driven by the desire to help those around you, being a teacher is an invaluable contribution. Perhaps you grew up in a high-needs area and are personally connected to the struggle of students who come from low-income families and go to schools with little funding; this sort of perspective allows you to recognize how much of a difference a devoted teacher can make. Maybe an amazing teacher changed your life when you were younger, and you want to share that with a new generation of students. Many people cite a favorite teacher as a source of inspiration in their decision to pursue a career in education. Students in this course will engage deeply with the most relevant research on effective teaching methods in the higher education context, while refining their own practices, portfolio, and teaching philosophy.. The program prepares students for leadership roles in the rapidly growing field of applied behavior analysis. Sponsored Programs To Change the Lives of Students Teachers do more than teach, and their impact extends far beyond the classroom. As a teacher, you are more than just an educator: One of the most common reasons to become a teacher is to make a difference in the lives of as many students as you can. I make parents see their children for who they are and what they can be I make a difference. A great teacher wants to help students along this path and to play a part in shaping the person they will ultimately become. If you want to help a child struggling with low self-esteem and problems at home, then become a teacher to encourage them and help them realize their potential. Becoming a teacher lets you impart life lessons that they will never forget and puts you in a position to influence their decisions, behaviors, strengths, weaknesses and imaginations.

4: Why Do YOU Want to be a Teacher? | Stevenson University

Think of a teacher who really make an impact on you; a teacher who changed your life in some way. Chances are, without that teacher, you wouldn't be reading this right now. You just have to decide if you want to be that person for someone else.

Pernille Ripp I have failed as a teacher many times, mostly in small ways, but there have been epic ones as well. I think so many of us have had them. Yet, what we do with our failures is also what defines us and today, after two weeks of rotations that simply were not working, I was reminded again of what kind of teacher I want to be. The kind that finds a new solution even when it seems like I could just stay on a path because it would be so much easier. That knows when to hold them, when to fold them, and yes, even when to walk away. I want to be the kind of teacher that keeps the students in mind at every moment and with every decision I make, even the ones where my own pride may suffer. The one that problem-solves rather than rants. The one that fixes rather than breaks. I want to be the kind of teacher that realizes when something is not working and has the common sense to stop it. The kind of teacher that dreams. The kind of teacher that listens. I want to be the kind of teacher that sees the learning in every problem. That sees what can be salvaged rather than throws everything out. The kind that can see the good in something or someone even in the bleakest of moments. Today, when I realized that my dream for epic discussions had failed, I wanted to throw it all out, but my students once again reminded me that there were good moments too, things that worked that deserved protection and resurrection in a new format. So instead of ranting. Instead of raving about all of the hard work lost, how I now had to start over, I reflected, re-imagined and am ready to go for tomorrow. I want to be the kind of teacher that never forgets their own vulnerability but sees it as a strength rather than a weakness. That remembers that not everything is bad, not everything is broken even if it seems so at the moment. Proud techy geek, and mass consumer of incredible books.

5: Reasons for Becoming a Teacher - Blog

Jeniffer Raymundo "I want to become a teacher because my own elementary teachers had a huge impact on my life and I wanted to do the same for other kids. I love helping kids learn new things and gain confidence."

Contact Author Source Every teacher wants to be good, but what exactly are the qualities that make a good teacher? What are the skills, talents, and characteristics, and can they be taught or learned? Teaching can be quite satisfying for people who do it well. I know this because I am a teacher, too. I have spent a lot of time thinking about it and done a lot of research into the question of what characteristics make a teacher effective and how I can succeed in the classroom. Although every great teacher has their own special, unique style, I have found that there are nine specific universal qualities that are necessary for anyone who wants to teach effectively, whether they want to teach in an elementary school or a university. What Makes a Great Teacher expert communication skills deep knowledge and passion for their subject matter the ability to build caring relationships with students friendliness and approachability excellent preparation and organization skills strong work ethic community-building skills high expectations for all Each of these characteristics is described fully below. Although great teachers may also possess a number of other wonderful qualities like a sense of humor, personality, flexibility, kindness, leadership, classroom management, a calm demeanor, experience, and the ability to multitask, these are the qualities the best teachers universally possess. Education is not the filling of a pail but the lighting of a fire. Since a large part of good communication is knowing when the audience has understood, these teachers notice when they have communicated effectively and when they have not. They will often paraphrase, illustrate, or take another tact entirely when it becomes apparent that their communication has fallen flat or has not reached or connected to the entire class. A good teacher notices when even one student among many does not understand, and makes an effort to communicate individually when necessary. Communication also involves explaining exactly what the assignments and expectations are. Interestingly, not only are communication skills incredibly important in the classroom, but they are among the most important skills in any setting. Superior Listening Skills In addition to being good communicators, good teachers also happen to be excellent listeners. As the Turkish proverb says, "If speaking is silver, then listening is gold. So in an ideal learning environment, teachers ask important questions and then actively, carefully, empathetically listen to what learners have to say. When good teachers develop this patient quality in themselves, they start to become great. Great teachers listen hard and then use what they hear to improve the communication. Those who know, do. Those who understand, teach. Deep Knowledge of and Passion for the Subject Matter There is a saying that a teacher is only as good as what they know. If a teacher lacks knowledge in a subject, that dearth of understanding is passed along to the students. And keep in mind that although formal education is one way a teacher might gain the knowledge they need in order to teach well, there are other ways. Love of a subject matter inspires a person to learn more, dig deeper, and think harder about it, so passion inspires deeper knowledge. The best teachers are those that clearly love their subjects and pass that passion and desire to learn more on to their students. In the best classrooms, hearts are involved, as well. In order to create successful learning environments, great teachers need to be able to build caring relationships with their students. It is the caring student-teacher relationship that facilitates the exchange of information. The best teachers are often the ones that care the most deeply, not only about their jobs, but about every student they serve. Great teachers also share a love of students. Caring about the students is what inspires teachers to reach out, do better, communicate more, ask, learn, refine, and improve. The best teachers are the most open, welcoming, and easy to approach. Great teachers spend endless hours outside of the classroom preparing, designing lessons, learning more both about their subject matter specifically and how to teach, in general, participating in professional development, and thinking of fresh and interesting ways to reach the students. The best teachers have excellent lesson plans, lectures, and assignments that they continually improve. They have studied extensively and read widely about how to teach and methods to facilitate learning. They structure their days, lessons, and units in a way that fosters maximal understanding and interest. They collaborate with other teachers and attend classes to learn more about their subject matter

and how to best convey it. They are available outside of class, and they grade papers quickly, writing personal notes to help their students understand. A good teacher affects eternity; he can never tell where his influence stops. A great teacher will do almost anything to help their students. The Ability to Build Community The best teachers understand the importance of building supportive and collaborative environments. In addition to forming caring relationships with each student, the best teachers foster healthy and mutually respectful relationships between the students. Their classrooms are like little communities where each individual plays a part and feels at home. The best teachers have high expectations for all of their students. They expect a lot from each student, but those expectations are both challenging and realistic. What do you think? Which is the most important characteristic of a good teacher?

6: This I have to tell The Kind of Teacher I want to be.

Bible teachers deserve quality training. Here's a new curriculum that can help. It's already in 1, churches in just six months. Save \$30 now.

Messenger The oldest profession “teaching” is no longer attractive. These figures reflect a national trend. This follows disappointing interest in Teacher education competency fixation Our best teachers can inspire a student to achieve beyond their wildest expectations. They find the teachable moments and use humour to explain key concepts. They care for their students as individuals and go that extra mile to design their teaching to connect with them in meaningful ways. Their assessments are fair and they rejoice with students when they master important ideas. To raise status of teaching, Australia needs to lift pay and cut teacher numbers These professional attributes are the essence of good teaching. Having a competency framework is not so terrible. We need teachers to have observable capabilities to plan assessment, to know content and related ways to teach it. The skills are necessary, but not sufficient. We need the relationships dimension in the teacher education package. The types of things we value in our best teachers are conspicuous by their absence in program accreditation. So why would someone aspire to teach if the interpersonal dimension is lost? Much class time is spent preparing students to do well. The stakes are high for the teachers and their schools. While teachers do need to test their students to check on their progress, the national obsession is a problem. Shutterstock Teachers spend a great deal of time preparing students for these tests. Standardised tests are a unique testing genre , and teachers need to attend to this preparation without abandoning everything else they need to do. This is a challenge, and the first casualty is teacher creativity. International reports also argue this point. Lack of autonomy Finland enjoys attention for their successful education system. Finnish teachers have an open brief to decide what to teach their students and how. In Australia we micromanage and control. The emphasis on play and the arts in Australian schools is lacking. In Australia, departments of education provide explicit guidance for classes well ahead of time. This means the teaching approach and content is in place even before a teacher meets their students. And so, the professional responsibility of Australian teachers is compromised - making the job seem rather unattractive. Work intensification Work intensification refers to the increasing range of duties and responsibilities that have been attached to the role of teachers. Teachers report the rewards of teaching are obscured by this, and the crowded curriculum. Intensification is due to many factors, not least of which is the expansion of teacher responsibilities to include social skills development previously addressed at home. Teaching is well known to be hard work. Yet, hard work without appreciation or respect is a disincentive. Negative public image An audit of newspaper stories in Queensland over the past year shows a tendency to report negatively on teachers. In the 12 months examined, 11 months featured more negative stories. Teachers who feel appreciated are less likely to leave the profession 6. Teacher bashing Teaching as a vocation is publicly scorned. As a career, teaching is tolerated as a convenient backup pathway for people, but not endorsed as the main game. There have even been reports of teachers being actually physically bashed. The programs are long and intense, the creativity and relationships aspect of the vocation has been eroded, there is pervasive negativity in the media, and comparatively poor salary and working conditions. This would require a gentle review of the national program design and accreditation guidelines. Or perhaps we need to be better at reporting teacher success in the mass media.

7: THE TEACHER I WANT TO BE - Danny Akin

However they may not realize that we want to be a teacher for many more meaningful reasons. So I will share with you a few of the main reasons many people, including myself want to become a teacher. 1.

8: 4 Ways to Be a Good Teacher - wikiHow

TEACHER (THIS IS WHAT I WANT TO BE) pdf

Why I Want to be a Teacher School is a major part of our young lives. It is where we spend the majority of our time as youngsters. Children begin to develop relationships with people who have not been apart of their infancy.

9: I Want to Be the Kind of Teacher â€“ Pernille Ripp

Teachers want students to come to class each day ready to learn. They want them to come prepared, focused, and www.enganchecubano.com want students to enjoy the learning process and to be active participants in the learning process.

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