



Teacher Tip of the Week

Successful Teaching “A La Cart”



teachers.”

Floating teachers are typically found in junior and senior high schools, where the school schedule is divided into periods and teachers have specific subjects to teach. Being a floating teacher can be a positive experience.

- You get to see the school and meet some wonderful teachers who share their rooms with you.
- You get to see the various activities that go on in the school, and get a feel for what the students are doing outside of your classroom. You get to meet many of the students who are not even in your class.

Advice to Teachers

The advice to any new or veteran teacher is simple: preparation, preparation, preparation.

It is very important that you have procedures to the hilt! As a floating teacher, you need consistency and stability in your classroom and your life.

To be an effective floating teacher, be organized—very organized. Teachers in their own classroom have everything at hand. The administration, the parents, and the students will expect the same from the floating teacher.

The Facts of Floating

1. You probably will not be able to arrange the desks as you would like, so scope out each room and prepare seating charts and seating procedures for when the students first enter the classroom.

You will not be able to post a bellwork assignment beforehand, so appoint three assistants who will post the assignments for you. If you are wondering why three assistants, it's better than one because if your student assistant

rotate groups of students as monitors or assistants as well so everyone feels responsible for the smooth operation of the classroom.

Bellwork assignments can be on transparencies in a binder that you have been left in the room. If the classroom does not have a transparency projector, start looking for alternatives such as a digital projector, a flip chart, a chalk board, an interactive white board or slips of papers the assistants can distribute at the door.

The best bellwork has a consistent format that does not have to be announced until it is changed every few weeks or so. This is commonly done in primary grades where students come in and get a book to read.

Just because you are a floating teacher does not let you off the hook from being an effective teacher. All effective classrooms have three things posted when the students begin class:

- 1) the time schedule,
- 2) the bellwork assignment, and
- 3) the lesson objective.

Display these as soon as possible. The students want to come and learn. With the three items posted daily, the culture of the classroom has been set—this is a classroom for learning—everyday. The students will know what is expected of them and what they are to learn.

2. You won't be able greet the students at the door, so plan a genuine greeting after the class starts working on their bellwork. A wonderful smile, a kind compliment, a set of inviting, caring words will go far to start the class on a positive tone.

Pointers to Help You Succeed

As a floating teacher you are not alone in the world. In many countries it is the teacher who moves from room to room.



Points to Ponder

Mission Statements:

- REVIEW YOUR SCHOOL'S MISSION STATEMENT WITH SEVERAL COLLEAGUES. DOES IT PROVIDE ADEQUATE GUIDANCE FOR EDUCATING THE WHOLE STUDENT?
- WHAT WOULD YOU INCLUDE IN A MISSION STATEMENT FOR YOURSELF OR YOUR FAMILY?
- HOW CAN WE TEACH VALUES WITHOUT CAUSING SOME PATRONS TO CONCLUDE WE ARE OVERSTEPPING OUR RESPONSIBILITIES?



Helpful Website for Teachers

<http://www.inspiringteacher.com/>

a teacher created organization dedicated to empowering and inspiring teachers, creating quality learner-centered classrooms and improving student success!



The New Teacher Support Program

Successful Teaching for “Floaters”

cont...

The teacher, not the students, is in transition. If you are one of the chosen teachers who does not have a personal room and must float from room to room, these pointers will help you succeed and enjoy teaching as a floating teacher.

Cart: This is most important; you need a cart with good wheels. You also need a safe place to store your cart. The cart must be sturdy and stable, not prone to tip over. It must be sized to easily navigate the halls and your classrooms. The cart is your lifeline to all your materials, handouts, and files you will need. Choosing the right cart for your needs is equally as important. Some teachers may only need storage, whereas others might need a cart that holds materials needed for teaching and for student activities.

If you only need to carry a minimal amount of supplies with you, try using a multi-compartment shoulder bag or wheeled case or tub.

Storage bins: These are plastic file bins with hinged lids which are made to hold the Pendaflex®-style hanging file folders. You'll need one or more bins. Organize loose items, especially smaller ones, in small baskets, bags, or caddies. Store the containers on your cart's shelves. Make use of color-coded, different sized, zip type bags. They keep art supplies, math instruments and manipulatives, science equipment, and other school supplies grouped and readily available.

Folders and files: Get a set of the hanging file folders that expand to two or three inches. You can place manila files into the expansion folders. The tabs on the manila files are much easier to label and re-label than to try and label the hanging folders. To re-label, you will need a supply of file labels.

Prepare “in” and “out” files. The “in” file is for student work to be checked, recorded, or graded. If you have to grab one folder rapidly at the end of an exhausting day, grab the “in” file because that's the one you need to take home to check and score.

The “out” file contains work that has been checked, recorded, or graded and is to be returned to the students.

Prepare other files for handouts, forms, and other needed papers.

Toolbox: Have a personal toolbox with compartments where you can keep small items, like clips, rubber bands, glue, tape, and tacks. The larger compartment will hold a screw driver, pliers, hammer, stapler, scissors, duct tape, super glue, utility knife, wire cutters, flashlight, and other needed tools. Keep clean-

ing materials in here too, like spray cleaner, rag, and tissue. Don't forget some Band-Aids®, chalk or white board markers, and that bottle of headache reliever for yourself.

Take caution to limit the access of this toolbox to you and keep it out of reach of your students. Consider locking it as well.

Teacher: Be sure to cultivate a good relationship with the teacher whose classroom you are using. Ask that teacher if you can have a small space in the classroom where you can store some materials, such as the bellwork binder.

For those items that are universal, such as referral slips, attendance forms, and nurse admits, keep these in each classroom rather than carry them around. Have as much of your supplies as you need in each room so you are traveling with very little.

Locations: Familiarize yourself with your teaching locations. Be aware of any building codes or procedures, like fire drill exits or evacuation routes, pertaining to each of your teaching locations. Find out which supplies, classroom spaces (like bulletin boards), and storage locations, if any, are available for your use.

Computer: Find out the password for the computer in the classroom.

Website: Since you do not have your own classroom, the best way to communicate with the students and the parents is have your own Website. Let students and colleagues know how they can communicate with you and where they can find you.

Decorate Your Cart: In addition to having a safe storage place, put your name, boldly, on your cart and don't be bashful. Name your cart and attach a slogan on it. Give your cart a personality. Make way for The Dream Machine — Creating a Future for You! (Sounds much more exciting than Mr. Jackson and his cart!) Attach a bicycle bell or horn to the handle. Decorate it for the seasons.

Smile as you traverse the halls. You're one of the fortunate teachers who gets to see and acknowledge the students in the halls.

Your professional life as a floating teacher will take an intense thought process and effort to implement. But once it is in place, you will hardly recognize the difference between being assigned a classroom and floating and will come to enjoy the economy of professional practice you have created. It takes no more effort, just a different sense of organization and management.



Meet the Principals: JEFF LUTTRELL

School: [Watertown High School](#)

How long have you been a principal at this school? [I am a first year principal.](#)

Colleges and universities attended:

[Lindsey Wilson College](#), [Cumberland University](#), [Tennessee Tech University](#)

Special interests and hobbies: [hunting, fishing, reading and family life.](#)

Who or what inspires you each day as you do your job and why?

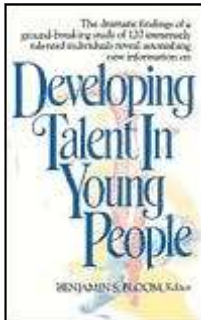
[I am inspired by past teachers and administrators that played a role in motivating me to achieve academically. I hope I can have the same effect on my students.](#)

If you had not gone into education, what type of job would you have chosen: [home-building or commercial construction](#)

What is the favorite part of your job? [The interaction with the students and watching students reach their potential.](#)

ADVICE AND SUPPORT FROM THE VETERANS

Suggested Reading for Teachers



Developing Talent in Young People by Benjamin S. Bloom (Editor), Lauren A. Sosniak (Contribution by), Kathryn D. Sloane

Bloom's study helps those seriously interested in understanding the differences between different kinds of talent and it can be nurtured. The study describes how the nurturance of gifted athletes and musicians takes a different path than that of intellectually gifted young people. It points out that the families do not choose between the intellectual and athletic areas but follow the talents manifested by their children.

Apparently world-class talent becomes evident in the early years of performance and spurs on the efforts of family and youngster. In the cases of musical and physical talent, in this study it is concert pianists and Olympic swimmers, children show an initial interest for practice and competition but go through a period of resistance before they make the talent area truly their own. Such youngsters do not succeed without the time and financial support of their families. Much, including regular schooling, needs to be sacrificed.



PHIL BREDEESEN

TENNESSEE GOVERNOR

I believe that we should return to the basics of education: empower teachers to help each child achieve his or her fullest potential.

I put first things first when it comes to educating our children.

I am committed to paying teachers more to recruit the best and brightest, setting high standards, having every child read at grade level by the third-grade, making our schools more parent-friendly, implementing character education throughout the system and using technology more effectively.

New Teacher Support Group Participants



JOSH BAYLESS

WATERTOWN ELEMENTARY

7TH-8TH GRADE SOCIAL STUDIES



KIM BUCKNER

MT. JULIET HIGH SCHOOL

RESOURCE MATH

WHY DID YOU BECOME A TEACHER?

"I've always enjoyed working with kids and felt called to work with them for a living."—Josh Bayless

WHY DID YOU BECOME A TEACHER?

"Every child needs someone who believes in them and who will take the time to show them that they can do it. I love to see their eyes light up when they realize exactly what they are capable of."—Kim Buckner

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Marzano's Nine Essential Instructional Strategies

Number Eight: Generating and Testing Hypotheses

Research shows that a deductive approach (using a general rule to make a prediction) to this strategy works best. Whether a hypothesis is induced or deduced, students should clearly explain their hypotheses and conclusions.

Applications:

* Ask students to predict what would happen if an aspect of a familiar system, such as the government or transportation, were changed.

* Ask students to build something using limited resources. This task generates questions and hypotheses about what may or may not work.

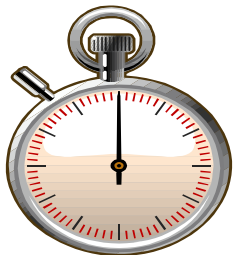
Next week #9: Cues, Questions, and Advance Organizers

Time Management Tips for Teachers

Continued from last week...

3. Avoid wasting time looking for misplaced papers by making it a habit to file papers in the proper place as soon as you get them.

4. An inexpensive, rolling five-drawer file can help you streamline how students hand in assignments. Label each file drawer by class or subject and train children to hand in assignments in the appropriate drawer. Do not let



students just put them on your desk. Your papers will be organized for easier correcting and there will be fewer missing papers.

3. When you pick up mail from your box, deal with as much as possible immediately. Throw anything you do not need. Sign or fill out forms and turn them in so that you take back to your room only those items that require more time and thought.

Continued next week

Need a Laugh?



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