

Classroom Models and Strategies For Teachers

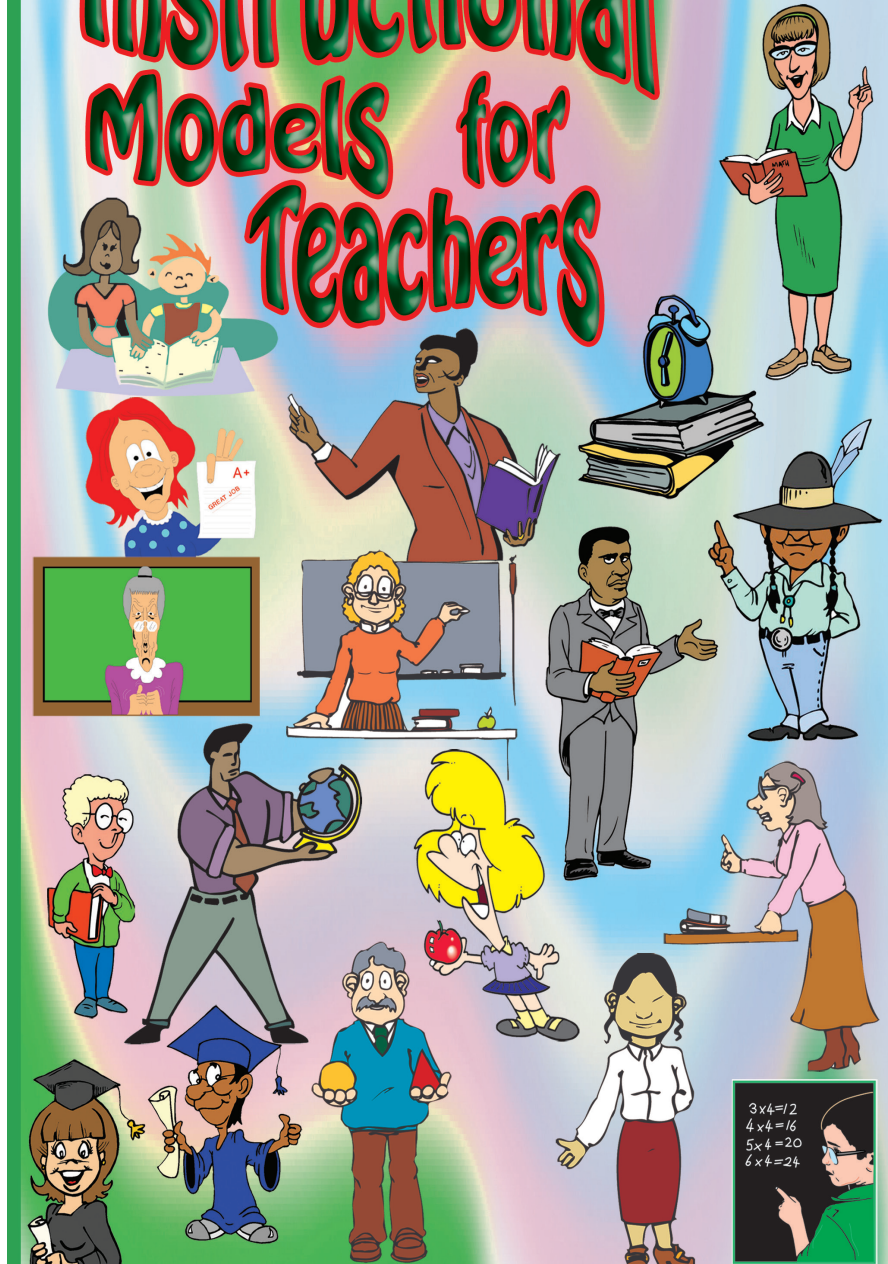
BACK TO CLASS

The mediocre teacher tells. The good teacher explains.
The superior teacher demonstrates.
The great teacher inspires.
William A. Ward

**Model First
Then Teach**

Item# C.I.05ITM

Instructional Models for Teachers



$3 \times 4 = 12$
 $4 \times 4 = 16$
 $5 \times 4 = 20$
 $6 \times 4 = 24$

Character For Life For Teachers

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Be Approachable

In her Graphic Communications program students are always made to feel comfortable. Mrs. Rodriguez's calming personality made it easy for students to feel good about themselves.



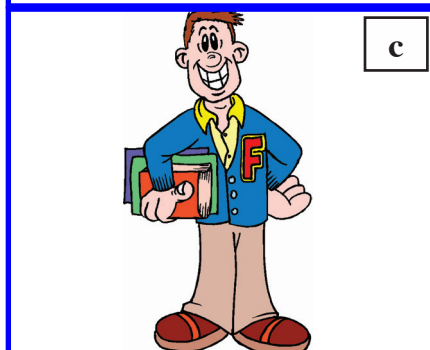
Be an Effective Communicator

Rosa White used every teaching method she could think of in order to explain a lesson to her students. She once tore yellow pages from the phone book to make a point.



Exercise Self-Control

Unlike other teachers at the UFN School, Mr. James never lost his cool no matter what happened in his classroom, Mr. James never lost his temper, got loud, used distasteful language or mistreated his students.



Always Be Helpful

Students and co-workers of Wess High School know that Mr. Einstein is always available to help his students. They do well in his class because he is always willing to answer questions and give additional instructions when they need it.



Preface

The majority of teachers choose the field of Education because they want to make a difference in the lives of people. Teachers know that they will help shape the thinking, careers and the character of those who will one day become the leaders of our communities, society and our Country or even our free world. No matter what kind of educational preparation one undergoes to become an educator nothing prepares that individual for the classroom like the classroom itself.

After becoming educators, teachers attend what some call in-service, workshops, seminars and many other training opportunities to learn how to be a more effective instructor. Because I once taught Graphic Communication, at least 90% of the work in my classroom was project based. No matter what the assignment, I told my students not to begin any project until they first studied samples of previously completed like projects. Being able to hold and study models before they begin their assignment gave them a foundation from which to start and it painted a picture in their minds of what the expectations were for their own work. After many years of being party to a smorgasbord of classroom management and instructional training, even now I find that having a model to follow or that paints a picture works much better for me. Based on studies of how we learn and how the brain works the only logical conclusion is that models to hold, to study and to visualize make learning easier and more permanent.

Character For Life for Teachers offers mental and visual models that demonstrates effective classroom management in the form of storytelling. For me learning takes place when it can be personalized and presented in a lighthearted and yet practical manner.

This book is idea for all teachers but especially those who are new to the classroom. These teachers more than any will benefit from a classroom model.

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Keep a Great Attitude

Sam Bell sees the positive side of almost everything. He never complains or appears to be negative. He is pleasant and easy to get along with, which makes it easy for students, co-workers and Administrators to say yes to him when he makes a request.



a

Be Organized

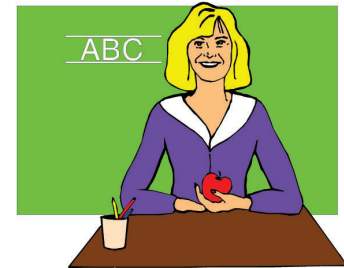
Mr. Butler filed and kept everything in its proper place. Being organized made it easy for him to meet deadlines, make meetings and keep up with paperwork. He never had to worry about being frustrated because of his lack of organization.



b

Be Patient

Students in Ms. Olson's class often needed extra time answering questions and turning in assignments. Several of them had special needs. She had a reputation for giving a reasonable amount of time for students who needed it.



c

Be Dependable

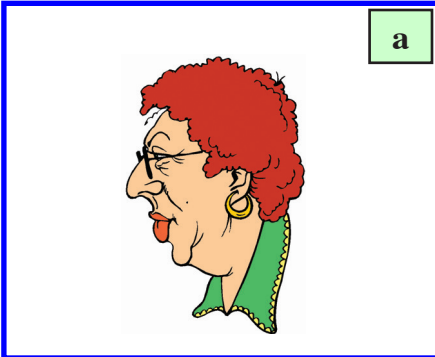
As a teacher, Paul Williams knew how much his students and the Administration counted on him to be at school every day and on time. He made it a point not to be out unless absolutely necessary.



d

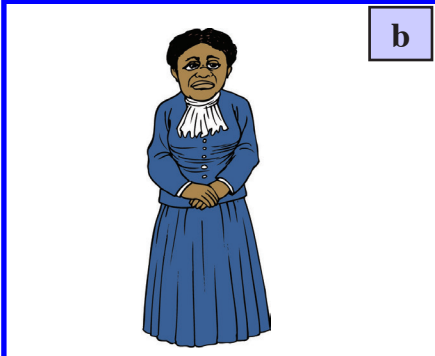
Always Be Present

While talking to students some teachers are faced with many distractions. Their minds are on many day-to-day challenges but not Mrs. Simpson. She knows how to be focused on the needs of her students when she is in the classroom with her students.



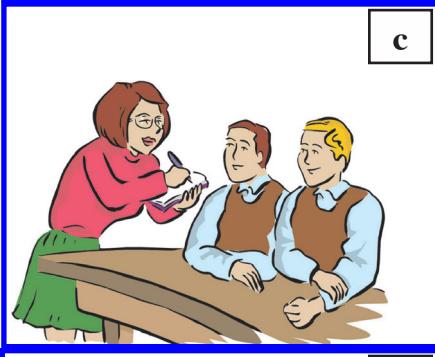
Always Be Fair

Students had only good things to say about Ms. Tubman. Students knew she would treat all of them with fairness and respect. When they earned praise, she gave it to them. When they earned a grade, she gave it to them.



Always Be Honest

Sarah was a new teacher right out of college. She often made mistakes but never tried to hide them from her students. Instead, she used her mistakes as object lessons and teachable moments.



Always Be Perceptive

Students were very careful to follow all of Mr. Jones instructions. They knew that Mr. Jones was always paying attention to what they were saying and doing in class. Mr. Jones knew he had to give the impression that he was paying attention to everyone even when he could not.



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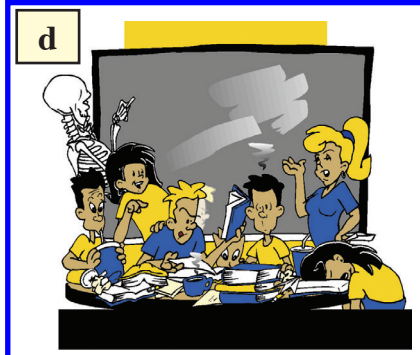
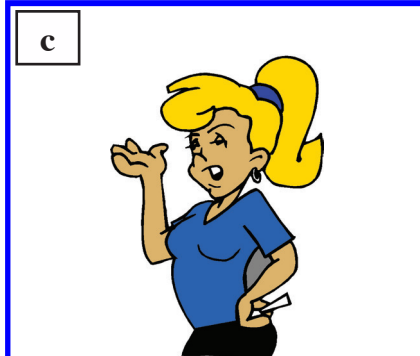
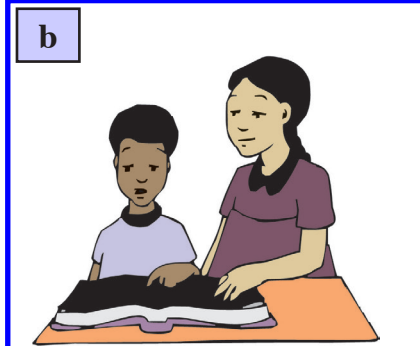
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This Book Embraces and Promotes:

- **An Intense Focus on Student Achievement**
- **High performing and Dedicated Teams**
- **Safe Learning and Working Environment**
 - **Efficient Operations**
 - **Sustained Community Engagement**



Never Stop Learning

Mr. James and Ms. White often signed up for extra workshops and classes. They realized that the needs of students were all so different and anything new that they could learn to help them would be good for them and their students.

Never Stop Caring

Ms. Melody is a new teacher and everyone can tell by the way she interacts with her students. She cared for and wanted the very best for each of them. Students knew how much she cared by the way she spoke, worked with and treated them.

Never Stop Trying

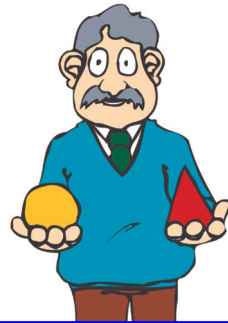
When students are hard to manage or just not doing their best, Mrs. Watson comes up with one strategy after another. She never seems to give up on any of them. She uses several lessons and strategies she borrowed, developed and learned from coworkers and workshops.

Never Stop Rewarding

Mrs. Coleman finds it easy to motivate her students. She looks for any number of ways and reasons to reward them. She has a “Good Student Award” she gives twice a month and other ways to encourage her students to do and be their best.

Encourage Creativity

Mr. Right is always looking for ways to encourage creativity. He comes up with thinking projects and brain exercises that provoke imagination. He keeps a closet full of things he picked up from around his home and things he picked up while shopping.



a

Encourage Risk Taking

Mr. Anderson wanted his students to be ok with making mistakes so he often shared mistakes he made with his class. He thought that if the students knew he made mistakes without feeling like a failure, then they too would be willing to take more risks.



b

Make Learning Interesting

To make learning more exciting the teacher asked students to come up with ideas for most of the lessons that would be fun and motivating. They used role-play, music and games to add flare to the lessons, activities and assignments their teacher developed.



c

Manage Disciple Problems

Mr. Carson set classroom ground rules early at the beginning of the year. He explained to all of his students what his expectations were and that if they had any special challenges they should make him aware of them. He realized that the longer he waited to set standards, the more difficult it becomes.



d

It's About the Students

Mr. Robinson wanted to take his students on a field trip to one of his favorite local businesses. But after discussing it with them, he decided that they would benefit more from visiting the newly constructed Science Center they suggested.



a

Establish a Rapport

At the beginning of the school year Mrs. Jones devised a project that helped her to know, understand and establish a great teacher student relationship. The project also taught students how to communicate and work well with one another.



b

Know Your Students

Mr. Adams listens carefully and pays close attention to everything his students do and say. He realizes that the more he knows about each one, the better he can serve them. He has a way of learning a great deal about his students without them realizing it.



c

Safe Learning Environment

Center Street School is a very safe school because teachers record all incidents between students and teachers. They immediately make it known to the Safe Team and the Dean of Students. They often review and practice effective classroom safety management.



d

Teach the Way They Learn

Mrs. Whitedove tried teaching a history lesson from a boring book. Some of the students were not getting it. The next day she brought in some related visuals so the students could see, touch and handle them. Students found it much easier to relate.



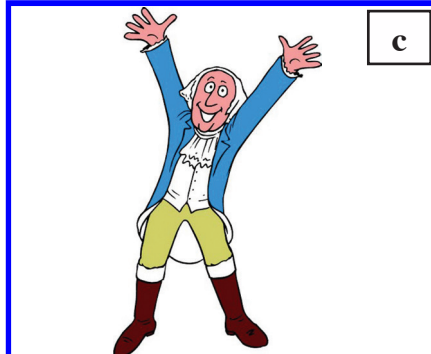
Encourage Open Discussion

Ralph's teacher required students to turn in a weekly notebook with a quote for the week. The students were asked to stand, share their quote and explain it to the teacher and the rest of the class for discussion.



Boost Student Confidence

Whenever a student answered questions or had something to contribute during a discussion, Mr. Franklin got excited. He had a way of making every student feel like whatever they contributed was important.



Establish Ground Rules Early

When student arrived for class at the beginning of the year, Mr. Briggs gave student codes of conduct and handouts. The handouts include class rules, expectations, a syllabus and calendar. Students understand early their responsibilities and what the expectations were for the year.



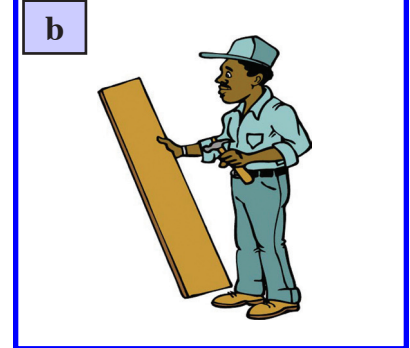
Be Consistent

Mrs. Brown enforced the same class rules and had the same expectations every day. Students knew that if she said yes or no regarding an issue today, she would respond the same way the next day. They knew exactly what to expect from her because she practiced consistency from one day to the other.



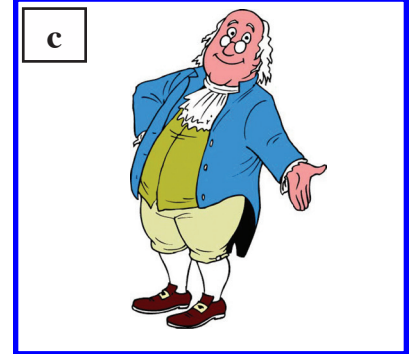
Make Teaching Relevant

Mr. Rogers often dressed in costumes when he taught about a particular profession. When he talked about carpentry, he dressed like a carpenter and if he taught about doctors he dressed like a doctor. It made students more interested and helped them get a clearer visual of the profession.



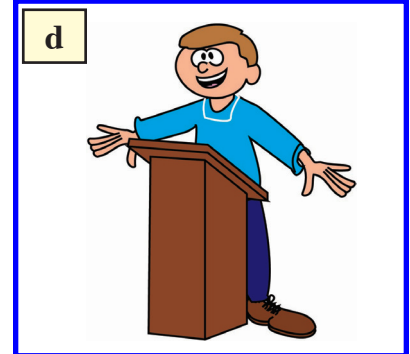
Personalize Teaching

Mr. Washington realized that all of his students were different and many of their goals were different. So he customized lessons, training and expectations for each student. He knew that if he did not do all that was within his power to help students learn, he would go home pondering his strategy.



Empower Students

Jerry was explaining to the rest of the class something new he had learned. All of Mrs. Simon's students were allowed to go to the front of the class whenever they felt like they had something interesting and helpful to share with the rest of their classmates.



Make Teaching Continual

When students had questions, made mistakes, did something right, or wrong, Mr. Smith turned it into a teachable moment. He believed in teaching not only his program subject matter, but he took every opportunity to teach daily simple practical life lessons as well.



a

Be Inspiring

Mrs. Albright started each morning with one of her motivational short stories. The students looked forward to hearing them each day. They shared in the excitement that was obvious whenever Mrs. Albright explained the moral of the story.



b

Teach by Wandering Around

Mr. Timm found that the opportunities to help students learn increased when he walked around the classroom. It worked out better for the students because rather than raise their hands or be embarrassed to call out to him, he was already there or headed in their direction.



c

Respect Your Students

Students felt good about Mrs. Riley. She often addressed them with Mr. and Ms. and asked them to help develop class projects and lessons. Mrs. Riley treated all student suggestions and ideas as if they were her very own.



d

A Positive Atmosphere

When students walked into Mr. Hawks classroom, they saw inspirational quotes on every wall. They saw a list of things that would earn them extra points. He was always cheerful and upbeat with a smile on his face. Students called him the happy teacher.



a

Make Assignments Clear

Ms. Harper would verbally explain all of her assignment to her students. But she noticed that many of them did not understand the assignment. She decided to provide samples, demonstrations and written instructions.



b

Make Learning Fun

Mr. Adams realized that class time went by much faster and was much more exciting when students enjoyed their class time. So he came up with several ideas that would keep students guessing and wondering what he had planned next.



c

Show Your Human Side

Mr. Bradford shared with his students some of his own life challenges and victories. He thought it was important for students to realize that he experienced many of the same life challenges they faced. He believed this would strengthen the teacher student relationship.



d

Model Acceptable Behavior

Mrs. Wong followed the school rules. She was always on time, treated co-workers and students fair, and was also very caring and giving. She was an excellent teacher and employee. She expected and encouraged her students to always be and do their best as well.



a

Make Teaching Personal

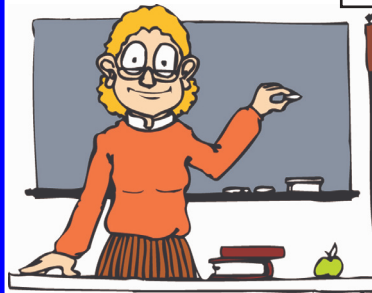
Mrs. Thomas often thought about her own experiences in the classroom when she was a child. She taught and planned her lessons based on what she remembered about those days. She thought about what worked best for her, and what might have worked even better.



b

Make Repetition Perpetual

Whenever Mrs. Rosewood taught a lesson, she taught it at least 3 to 4 different ways. She shared short stories, used object lessons, everyday life experiences and used classroom teachable moments. She reinforced lessons throughout the class period.



c

Ask Good Questions

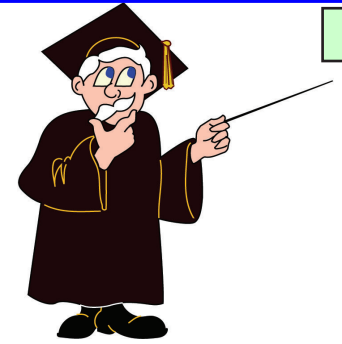
When Mr. Houser wanted to make sure his students understood the lessons he covered, he knew how to ask the right probing questions. He asked questions that made them think, that reinforced what he taught and provoked them to problem solve.



d

Teach Them to Think

Students in Mr. Eastland's class were always challenged by him to think more. His Motto was, "When you think you've thought all you can think, then think some more" Mr. Eastland never answered questions without first getting students to ponder the answers themselves.



a

Be a Good Listener

When Mrs. Ford's students spoke to her, she stopped everything she was doing and looked them in the eye. When they had concerns or questions, she didn't want to miss a word they said. Because she was a good listener it helped her to hear questions students were not asking.



b

Let Students Teach Students

A new student asked another student why Mr. Lovett asked other students to help teach classmates. The student told him that Mr. Lovett knows that some are more comfortable working with other students, it reinforces the learning of the helper and it teaches personal responsibility.



c

Vary Your Teaching Styles

Mrs. Taylor plans her lessons and projects so that students have visual, tactile/kinesthetic and auditory instructions. Her students have different learning habits and she is aware of it whenever she plans her classroom lessons.



d