

Who me? A Professional?

Nell Jones

- Be on time (a minimum requirement): being early is best.
- Be a willing team member—do your share and more.
- Never speak bad of your administrators or of other teachers to your students. (No matter if it is well-known or well-deserved).
- Keep personal details of your life to yourself or share only with one or two close friends—not the entire teachers' lounge.
- Practice courtesy and respect for your colleagues and for your students.
- When you borrow something, return in as good or better shape than when you first got it.
- Provoke not your students to wrath.
- Understand you are a powerful influence on your students
- Dress professionally and pridefully—Levi's and tennis shoes do not speak of a pride in the profession.
- Return reports in a timely fashion.
- Be understanding of and courteous to office staff and to the janitorial staff.
- Keep your word.
- Be prepared.
- Avoid gossip.
- Keep the time spent in the teachers' lounge to a minimum.
- Use your planning period to plan, grade or prepare for next classes or next day.
- Learn and follow the chain of command.
- Be more concerned with your responsibilities than with your rights.
- Save political actions for professional organization involvement.
- Do not bad mouth students—administration—colleagues to the public. They have poor enough opinions already!
- Get involved in your professional /academic organization.
- Read professional journals—stay up on what is being studied and talked about.
- Reflect often on your teaching and change what is not working.
- **WORK HARD—HAVE FUN—GET BETTER** (seen on a basketball schedule given to the players)

SURVIVAL TACTICS FOR THE PROFESSIONAL EDUCATOR/TEACHER
Wayne Anderson, Music Coordinator, Clovis Public Schools

1. Have classroom management skills.
2. Have knowledge of subject area.
3. Have ability to impart knowledge to students.
4. Have ability to communicate with students, parents, administrators, and other staff.
5. Show concern and caring for students (show interest in them).
6. Admit your mistakes and go on.
7. Be honest, fair, up-front, and consistent in all dealings with students and staff.
8. Establish friendships with other teachers—great for support and problem solving.
9. Try to solve problems quickly and on your own if possible—if necessary take problems to the next level (immediate supervisor)—follow the “chain of command.”
10. Follow school policy and procedures—know the rules.
11. Be positive, encouraging, diplomatic, and helpful.
12. Be a person of character and integrity’ your actions should be above reproach and your lifestyle exemplary in nature.
13. Set high goals, but accept small success along the way.
14. Stay current in your field and with education in general (maintain professional development). Ask other teachers their opinions, go to workshops, be creative, try new methods, and don’t be afraid to experiment.
15. Let your needs and wants be known, but don’t be too demanding.
16. Take care of business—be responsible—if you commit to do something, follow through. If you have financial dealings, make sure money is accounted for and balances to the penny. If you borrow something, return it promptly and in good condition.
17. Volunteer if you know you can do the task and have the time necessary to accomplish it.
18. Don’t procrastinate. Budget your time wisely.
19. Give your supervisor a “heads up” if you see something developing that s/he is not aware of—no one likes to be blind-sided by a problem.
20. Be patient.
21. Make changes for good reasons when possible and be aware of the things you cannot change.
22. After you have taught for several years—be a mentor—the energy and enthusiasm of a new teacher will revitalize you.



HINTS FROM FORMER STUDENT TEACHERS

The following is advice from former student teachers and beginning teachers. As you will see, emphasis is on prevention rather than cure.

- Be firm but kind in the beginning. It is much easier to relax controls once routines are established than to recapture control after it has been lost.
- Learn your responsibilities, rights, and privileges as a student teacher; i.e., how your cooperating teacher and principal expect problems to be handled.
- Learn names of pupils quickly. Having to point to a pupil you wish to call on often encourages misbehavior.
- Be prepared for class with all needed materials and equipment at hand. Have more than enough activities ready for use.
- Study the seating of the pupils. It is true that certain individuals have a negative effect on some of their peers.
- Learn to view the entire class, even while concentrating on assisting an individual pupil. It is of considerable advantage to stand where you can see clearly what each pupil is doing.
- Actively involve those pupils whose attention is wavering.
- Make an effort to avoid suggestions of criticism or anger before the group. Where an individual pupil is concerned, use a private conference.
- If a pupil actually obstructs the work of others, your intervention should be calm, dignified, and firm.
- Try to convey to pupils that you are genuinely interested in them as human beings.

PUNISHMENT

You may not participate in administering corporeal punishment to pupils, nor may you serve as a witness when staff members administer corporal punishment. Under no circumstances is a student teacher to use physical force, strike, or place a hand on a pupil while disciplining the pupil.

RESPONSIBILITIES

As a student teacher, you are learning about teaching by doing it. Pupils under your authority have a right to expect quality instruction, which includes:

- An orderly, safe classroom environment for learning
- Well-planned lessons
- A predictable system of classroom discipline which is fairly and effectively administered
- An opportunity to discuss needs and misunderstandings with you, and
- An opportunity to be evaluated on skills and knowledge learned from your instruction.