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Study Guide Chapter 2 – “Today’s Teachers”

1. **Describe** some of the things that teachers will **do in the classroom** according to our text. Which role might be the hardest for you and why?

Answer: According to the text, some of the things teachers will **do in the classroom** are being *role models to the students*, being *spontaneous problem-solvers*, and being a *reflective thinker*. It’s important for the teacher’s to be a role model to the students because the “**encouragement of their teachers may be the only thing students can hold onto that makes them feel good about themselves**”. Teachers are also spontaneous problem-solvers so they can assist and resolve any unpredicted events that occur during school. As a teacher, it is our responsibility to equally allow the students to respond about the topic that’s being discussed and to assure any confusion about the topic with the students. Teachers also need to be a reflective thinker so it can help students develop their learning capabilities. Being any to develop a student and teacher relationship can help the students not be afraid to ask for help when they are unsure about their topic. Teachers [elementary school] also *write daily lesson plans, record student attendance, assign homework, grade papers, record grades on tests and homework, evaluation each child’s academic progress and write progress reports for parents, and supervise activities on playgrounds, cafeterias, and other areas in the school.*

In my opinion, I believe that being a **reflective thinker** might be one of the hardest roles for me when I become a teacher. I enjoy teaching and helping my future students in their academic areas but I believe that there will be times where I might not realize when a child is not understanding the work that is given and they are struggling to pass by school. I believe that because when I was younger, I did not understand certain materials and I was afraid and shy to ask my teachers for help; I was barely passing and was just hoping to for summer to begin. Even when I understood the topic, I preferred to keep what I know to myself.

2. **Describe** the six kinds of essential knowledge you need to teach according to our textbook. What are your strongest of these knowledge areas at this point in your education/life?

Answer: The **six** kinds of essential knowledge you need to teach according to our textbook are *self-knowledge, knowledge of students, knowledge of subject, knowledge of how to use educational theory and research, knowledge of how to integrate technology into teaching, and reflection and problem solving*. **Self-knowledge** allows teachers to understand more about themselves and their students. Teachers are affected by their emotions and can affect their teaching styles; the experience a teacher has from teaching can also affect their feelings. **Knowledge of students** is important to understand the students’ characteristics such as aptitudes, talents, learning styles, stages of development, and readiness to learn new material. Teachers who have **extensive knowledge of their subject** are better equipped to help students learn. It is also required for teachers to learn

how to apply **educational theoretical knowledge** to practical problems of teaching. Using **technology in teaching** also enhances the students' learning and more attentive. "**Reflection and problem solving** helps enable teachers to determine how to use knowledge of self and students, knowledge of subject matter, knowledge of educational theory and research, and knowledge of how to integrate technology into teaching to create optimum conditions for student learning."

Throughout my education/life, my strongest knowledge areas are **self-knowledge**, **educational theoretical knowledge**, and **technology in teaching**. I believe that my self-knowledge is strong because I allow myself to want to understand my future students. I, however, do not allow my emotions ruin my teaching style but my teaching styles allow me to feel rewarded at the end of the day from knowing that my students learned something new. During my high school years of teaching part-time, I know that I have a strong education theoretical knowledge because I learn from other coworkers and from experience of how to become a good teacher and adapting it into my teaching style for my kids. I also believe that I am strong in incorporating technology into my teaching because I would include video clips, PowerPoint slides, and images to grab my students' attention. It allows the class to become more visual and more fun; it allows to students to want to learn rather thinking they are forced to learn.

3. The text describes what it means to be a profession. Use some of these concepts and argue why teaching should or should not be considered a profession.

Answer: I do not believe that teaching is considered a profession because anyone can become a teacher. Even though becoming a public school teacher requires certification, after school programs and day care centers don't require that. There are many high school students who need part time jobs and go straight into the after school programs assisting students in their classwork and does not require a certification. To them, it is just a job, not a profession.

4. **Describe** the 5 kinds of relationships that teachers build as they are building their learning communities. Which are you most looking forward to and why? Which are you perhaps a bit nervous about and why?

Answer: The 5 kinds of relationships that teachers build as they become a teacher are: *relationships with students, relationships with colleagues and staff, relationships with administrators, relationships with parents or guardians, and community relations*. A teacher is required to build a **relationship with the students** based on mutual respect, caring and concern. **Interacting with colleagues** allow teachers to contribute and have mutual cooperation with each other. It also helps lighten up the mood for when a class affected your teaching. **Interacting with administrators** is important so they can do much to ensure and guide you to your initial success. **Building a positive relationship with the students' parents** can help contribute to the students' success and to the teacher themselves. Teachers who have **community relations** allows them to have support for the education of their young people and determine the character of the school they're teaching in.

I am most looking forward to building a **relationship with the students**, **colleagues**, and to the **parents**. I love kids and being around them and getting to know them allows them to feel more comfortable with me. When my future students become

comfortable with me, they wouldn't be afraid to raise their hand and let me know what's on their mind. Being able to build a connection with my colleagues can also allow me to have someone guide me around the ropes of being a teacher in that school. Being able to also build a connection with the parents allows me to have a better understanding of the students and the family that they come from.

I am a bit nervous in **building a relationship with the administrators** because when I was younger, I never liked the administrators. They frightened me and made me feel like I had no one to turn to because they were the higher authority in the school. Now that I am going to be working right beside them, it frightens me a little because I won't know what is it light to no longer be the student in the school but now a teacher.

5. **Describe** some of the ways that teachers participate in teacher collaboration. How do you think you will be at collaborating with others? Why do you think this about yourself?

Answer: Some of the different types of teacher collaboration would be *peer coaching, staff development, team teaching, and co-teaching*. **Peer coaching** is an arrangement whereby teachers grow professionally by observing one another's teaching and providing constructive feedback. **Staff development** allows teachers to encourage collaboration, risk-taking, and experimentation. **Team teaching** allows teachers to share responsibilities for two or more class by dividing the subject areas between them. **Co-teaching** is when there are two or more teachers, such as a classroom teacher and a special education teacher or other specialists, teach together in the same classroom.

In my opinion, I believe that I can work well with others because during my high school years of teaching, I was not the only teacher teaching the classroom. My position was a group leader, while I had a program aid assisting me throughout the day. The program aid also helps me teach some classes, create lesson plans, and think of different types of activities to keep the class upbeat.