

# The Art of Teaching - Individual ELO

Patience? Empathy? Passion? Purpose? Subject knowledge? What are the *real* skills that teachers need to be successful in the classroom? Through this ELO students will research, observe, instruct, and ultimately determine their own key criteria for what makes a good teacher. Students will acquire active reading and listening skills, as well as effective presenting and communication skills.

## Overview

- **Essential Question:** Can anyone be a teacher: What are the *real* skills teachers need to have to be successful in the classroom?
- **Community Partner:** A teacher; the role of the teacher is to meet with the student twice and allow the student to observe his/her classroom three times.
- **Academic Area:** Vocational early childhood education and/or recovery credit English, 62 hours = ½ credit. Student earned 1/2 credit.

## Competencies

- **Self Management** - This is the process of managing oneself and taking responsibility for one's behavior and impact. Students will gain self management skills because they will be responsible for managing their own time, meeting deadlines, coordinating interviews with teachers, and they will observe and reflect on the self management skills of another person - i.e. the teacher they are observing.
- **Problem Solving/Critical Thinking** - Is the process of designing, implementing, and evaluating a strategy to an open ended question. This ELO will require students to develop critical thinking/problem solving skills as they research the traits/skills of a good teacher and then create their own rubric to evaluate a teacher with.
- **Public Speaking** - This refers to the delivery of a prepared purposeful verbal presentation. At the end of this ELO students will be required to discuss and reflect - in a formal presentation setting - upon the process they used to evaluate a teacher and the results they found.
- **Active Reading** - Is defined as actively engaging in text (written, visual, audio, etc.) in order to comprehend (understand) and engage in analysis of the text. During this ELO students will be required to research

## Student Activities

1. Find a teacher to partner with - this teacher can be based in the high school, or outside of the school in a preschool, middle school, elementary school etc.
2. Determine observation schedule with teacher. Student should meet with community partner at least 5 times. One pre-observation, three observations, and one post-observation.
3. Research what skills good teachers should have. Students must cite at least 6 sources. Recommended reading/sources include, "Most Likely to Succeed," Tim Wagner; TedTalk Sir Ken Robinson, "Do Schools Kill Creativity?"; TedTalk Dr. Tae, "Can Skateboarding Save Our Schools?"; TedTalk Rita Pierson, "Every Kid Needs a Champion."
4. While watching or reading each TedTalk students must fill out active reading worksheet (included in additional materials).

5. Students should create a rubric of criteria to look for during observations. (See Danielson Framework as sample.) This rubric should be based on research the student did.
6. Observe teacher (at least three times). It is recommended that the student take photographs of the teacher in action/interacting with students. They do not need to observe for the entire class, but should stay for the same amount each time. Maybe the first observation is the beginning of class, the second is the middle, and the third is the last portion of the class.
7. Take notes during observation, using student created rubric and criteria.
8. Write a reflection merging research with observation.
9. Present reflection paper and observations using Powerpoint, Prezi, or Google Slides.

### **Assessment**

Students will be assessed during a final presentation. They will hand in all artifacts they have collected - visuals, research, and reflection paper. Then using a Powerpoint, Prezi, or Google Slide presentation they will share publicly what they have learned. The presentation should be given to the teacher they observed, the ELO supervisor and any other available teachers or administrators. Students will need to discuss/show the research they conducted, what the experience of observing a teacher in action was like from their notes, what they learned about teaching from the completing the ELO, how the skills they observed can translate into the job market and their own personal answer to the essential question.

### **Some suggested Questions to address in Final Presentation/Paper (See additional materials for more):**

- Self Management - What self management skills did you need to complete this ELO? Did you develop more self management skills in any area because of this ELO? What kinds of self management skills do good teachers need to have (this can be from your research, observation or discussion)?
- Problem Solving/Critical Thinking - What kinds of problems solving skills did you need to employ to write your rubric and complete this ELO? What kind of problem solving skills do good teachers need to have? Why? Where there problem solving skills you observed that you had not found in your research? Where the problem solving skills obvious? Why or why not?
- Public Speaking - This refers to the delivery of a prepared purposeful verbal presentation. At the end of this ELO students will be required to discuss and reflect - in a formal presentation setting - upon the process they used to evaluate a teacher and the results they found.
- Active Reading - After researching and actively reading materials about teaching did your views on teaching as a profession change after doing this project? How? Based on what you have learned, what advice would you give to people considering going into the teaching field? What skills do you now, after observation and research, believe are most important for a good teacher to have?

### **More information/Additional Materials**

- Active Reading Worksheet:  
<https://drive.google.com/file/d/0B9YE9BMPSXLqNkMzU1RJNldnRzg/view?usp=sharing>

- Reflection paper guidelines:  
<https://docs.google.com/document/d/1My0HmL7fVpTpSmvbH0ykieOY3UJEMV4e1JJ6R8CTA2M/edit?usp=sharing>
- Active Reading Rubric:  
<https://drive.google.com/file/d/0B9YE9BMPSXLqVkrKcW1VR2JrVWc/view?usp=sharing>
- Sample Rubric (Not created by a student - this is the Danielson Framework, but it serves to show students that evaluating teachers is a relevant skill, transferable to the workplace.)  
<https://drive.google.com/file/d/0B9YE9BMPSXLqWTNTZ2s4czhOQUU/view?usp=sharing>
- Rubric for Public Speaking:  
<https://drive.google.com/file/d/0B9YE9BMPSXLqNmg2YjRvSjZxeFRzc2plVINNYUp0NOJTX2pJ/view?usp=sharing>
- Rubric for evaluating Problem Solving:  
[https://drive.google.com/file/d/0B4G\\_aYhhsq8jY3diV2RnbVg0Ym5CTFpMOVV5ZE5iMVNqMW04/view?usp=sharing](https://drive.google.com/file/d/0B4G_aYhhsq8jY3diV2RnbVg0Ym5CTFpMOVV5ZE5iMVNqMW04/view?usp=sharing)
- Rubric for evaluating Self Management:  
<https://drive.google.com/file/d/0B9YE9BMPSXLqYmRUb04wa19IUzJZLWhmdE9aT0xnRXpYUHZn/view?usp=sharing>

### **Reflections/Comments/Suggestions**

This ELO created for a ConVal Regional High School student who was at risk for not graduating. He needed a creative way to earn English credit. He was awarded ½ a credit of English for this ELO.

This ELO requires a committed ELO coordinator who can touch base periodically with the teacher the student has chosen to observe. This ELO can be modified for IEP's or simplified at any point. Students will probably need the most assistance creating the rubric of assessment. Students should be encouraged to take notes during observation times - even writing down things that aren't included on their rubric. The more notes the student takes the easier the final portion of the project will be. Also, remind students that they will not be graded on the spelling, neatness, or grammar of their notes. Additionally, I would recommend highly that students take photographs of the classrooms they are observing for use in their final presentations. They may feel uncomfortable doing this at first, but it will really help them have visuals for their final presentation.