Teaching Skills

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What makes a good teacher? What are some effective teaching strategies?

Brainstorm at table
Present to entire group

A Look at Teaching

- □ Consider your different clients: Administration, Teachers, Classified Staff, Students, or Parents?
  - What types of things is it important to focus on/cover…
    - □ In your self introduction
    - □ In your training
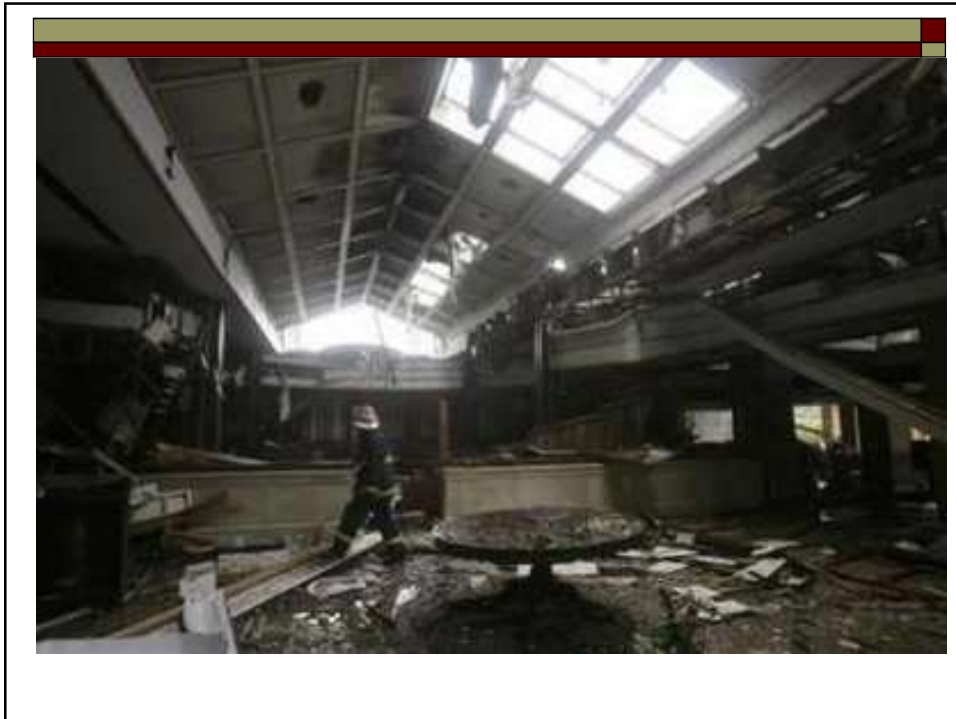   - □ In your materials/handouts

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Me Too!

Sherry

Educator with a twist

Lahore American School

Lahore, Pakistan

1997 - 2000

Other

- CSROA - California School Resource Officers Association, Board of Directors (2006 – 2012)
- AICC – Academy Instructor Certification Course
- Sheriff Emergency Response Team, Riverside County Sheriff's Department
- San Diego InfraGard, Education Sector Chief (2017-Present)
- Consultant, various districts/organizations in CA
- The Joyful Child Foundation, Advisory Board (2018-Present)

Who was there for you?

Talk to your neighbor

- During your middle/high school days, what adult was there for you/made a difference in your life?
- What qualities did that adult have that impacted you?

Norms

Explain - use of acronyms/codes

Respect others

Have fun

Stay on schedule

What have you/will you be asked to teach?

SRO as the Expert

- Laws
- Juvenile Justice
- Emergency Management/Preparedness
- Traffic Tickets
- Jobs as Police/Sheriff, CSI, Probation, etc
- Anything else remotely related to law

What to think about when planning to teach?

- What grade/level is this class for?
- How much time do I have to teach?
- How many students will I be teaching?
- What teaching aids will I use?
- What is the demographic (gender, race, socio-economic) makeup of your students?

Maximum Lecturing Time

- For elementary students would be eight minutes

- For middle school students would be twelve minutes

- For high school students would be twenty minutes

Bloom's Taxonomy

- Cognitive
    - Involves knowledge and the development of intellectual skills
- Affective
    - Includes the manner in which we deal with things emotionally
- Psychomotor
    - Includes physical movement, coordination and use of motor-skills

Cognitive

- Knowledge and development of intellectual skills.
- Includes recall or recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills

Bloom's Taxonomy

REVISED	ORIGINAL
☐ Level 1 - Remembering	☐ Knowledge
☐ Level 2 - Understanding	☐ Comprehension
☐ Level 3 - Applying	☐ Application
☐ Level 4 - Analyzing	☐ Analysis
☐ Level 5 - Evaluating	☐ Synthesis
☐ Level 6 - Creating	☐ Evaluation

Revised: Anderson, Lorin W. & David Krathwohl, A Taxonomy For Learning, Teaching and Assessing, Abridged Edition, Allyn and Bacon, Boston, MA. 2001

Level 1 - Remembering

Some Key Words	Some Questions
☐ Choose	☐ What is…?
☐ How	☐ How is…?
☐ Match	☐ When did _____ happen?
☐ Recall	☐ How would you describe…?
☐ Select	
☐ Spell	☐ Can you select…?
☐ When	☐ Can you list three….?
☐ label	☐ Who were the main…?
	☐ Who was….?

Level 2 - Understanding

Some Key Words	Some Questions
□ Classify	□ How would you classify the type of….?
□ Compare/contrast	□ How would you compare…?
□ Demonstrate	□ Will you rephrase the meaning…?
□ Explain	□ Which is the best answer…?
□ Illustrate	□ How would you summarize…?
□ Infer	
□ Interpret	
□ Outline	
□ Summarize	

Level 3 - Applying

Some Key Words	Some Questions
□ Apply	□ How would you use…?
□ Build	□ How would you organize_____ to show….?
□ Choose	□ What approach would you use to….?
□ Develop	□ What other way would you plan to…?
□ Experiment with	□ Can you make use of the facts to…?
□ Make use of	□ What examples can you find to….?
□ Model	
□ Organize	
□ Select	

Level 4 - Analyzing

Some Key Words	**Some Questions**
☐ Analyze	☐ What are the parts or features of?
☐ Assume	☐ How is_____ related to….?
☐ Categorize	☐ What is the theme….
☐ Classify	☐ What inference can you make….?
☐ Divide	
☐ Distinguish	☐ What conclusions can you draw….?
☐ Examine	
☐ Function	☐ What evidence can you find….?
☐ Motive	
☐ Simplify	

Level 5 - Evaluating

Some Key Words	**Some Questions**
☐ Agree	☐ What would you recommend…?
☐ Rule on	☐ How would you prioritize…?
☐ Assess	
☐ Rate	☐ Based on what you know, how would you explain…?
☐ Defend	
☐ Estimate	☐ What data was used to make the conclusion….?
☐ Importance	
☐ Prioritize	☐ Why was it better that…?
☐ Justify	☐ How would you compare the ideas…?
☐ Support	

Level 6 - Creating

Some Key Words	Some Questions
☐ Adapt	☐ How would you improve…?
☐ Change	☐ Can you propose an alternative…?
☐ Compile	
☐ Imagine	☐ What way would you design…?
☐ Elaborate	
☐ Invent	☐ Can you formulate a theory…?
☐ Modify	
☐ Predict	☐ What facts can you compile…?
☐ Solve	
☐ Test	☐ How would you test…?

EXAMPLE…

☐ Level 1 – Remembering

  ▪ Can you list the four main steps of using a fire extinguisher?

☐ Level 2 – Understanding

  ▪ How would you compare the types of fires a Class A Fire Extinguisher can extinguish to the types of fires a Class K Fire Extinguisher can extinguish?

☐ Level 3 – Applying

  ▪ How would you use what you learned to show others how to use a fire extinguisher?

EXAMPLE…

☐ Level 4 – Analyzing

- Why do you think that it is important to aim the fire extinguisher at the base of the fire, rather than at the fire or smoke?

☐ Level 5 – Evaluating

- After watching the video, why was it important that the teacher called 911, instead of trying to put out the fire himself?

☐ Level 6 – Creating/Synthesis

- Can you create a new training video, that is geared towards middle school students using fire extinguishers safely and responsibly ?

Learning Modalities

☐ We use our senses to process the information around us.

- Auditory
- Kinesthetic (Tactile)
- Visual

Coding

- Cognitively
- Affectively

MENTAL MODELS

Mental models are deeply ingrained assumptions, generalizations, or even pictures or images that influence how we understand the world and how we take action.

MENTAL MODELS

W
A
J
MAD
M
A
J

□ A mental model is held in the mind as either a story, an analogy, or a two dimensional drawing.

□ Tells you the structure, the purpose, or the pattern in information. It is what you sort for – what is and is not important.

MENTAL MODELS
Multiplying Positive and Negative Numbers

+ Good Guy - Bad Guy	+ Coming to town - Leaving town	You get…
+	+	+
+	—	—
—	+	—
—	—	+

Let's get you talking…

ACTIVITY
Four (4) volunteers

Let's get you talking…

You will select your topic from the next slide for your 1 minute talk.

You will talk about your topic for 1 minute, without stopping, in front of the entire group.

No one will be critiquing you or making judgments about your speaking ability.

Topics to select from

- My worst vacation
- My best vacation
- My proudest moment
- My favorite teacher
- My favorite hobby
- My favorite toy when I was little
- If I could visit any country today, I would go to…

Talk to Everyone

- Were you nervous?
- Did the time pass quickly?
- Was it a subject you were comfortable talking about?
- What could you have used as aids that would add to your presentation?

REMEMBER...

□ You may be the only one to teach a key piece of information to a student, administrator, parent…that could be life-changing.

□ Everyone has bad days (that includes you and the students/staff you are dealing with)
- Could impact your teaching
- Could impact your impression of someone
- Could impact how you treat a student

REMEMBER...

□ You don't have to be the expert in everything…surround yourself with those who can teach what you can't or don't want to.

□ Teaching isn't always lecturing.

□ Have fun and follow your passion (it will show and rub off)