

# THE POWER OF AN EDUCATOR

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Part II  
Taking it to new heights

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# LOOKING BACKWARDS BEFORE WE GO FORWARD

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1. What was your biggest success last year?

2. What are some ways that you used the 12 words, UNRAAVEL or any other information you may recall from last year?

3. What is the main thing you feel you need to do this year to capitalize on your full potential?

## Reviewing Respectful Strategies

### Creating an organizational culture that shows respect for all

1. **At your station or position:**  
List some of the things you do to show respect for colleagues you work with
  
2. List some of the things your colleagues have done for you that you appreciated.
  
3. List the top three things that every person in your position could do daily that would show respect for fellow colleagues.
  
4. List the top three things that people who are not in your position could do that would show the greatest of respect for you.
  
5. List some things that someone in your position should do daily that shows respect for students.
  
6. As a school organization every person in every position can do these three things to make every child feel welcome and respected:
  - a. Call...
  - b. Brag...
  - c. Never...
  
7. A final thing that we as an organization can do that shows respect for us all is.....

# **Taking positions to the next level to help the human conditions --- we must be some child's inspiration!!**

1. Who or what has inspired **YOU** the most in your life, and why?
  
2. What causes **YOU** to admire someone!
  
3. List some things you do or have done in your position that may have inspired a child or at least got them to keep trying even though they may have wanted to give up.
  
4. What are some examples of how someone in your position can do the following things for students:
  - a. Excite them about their future
  
  - b. Challenge them to excel
  
  - c. Make sure they do work in class
  
  - d. Connect with them on a human level
  
  - e. Surprise them with how much you want them to succeed
  
5. Some final **POSITIVE** thoughts: How **CAN** we reach today's kids:
  - a.
  
  - b.
  
  - c.

# 16 CORRECTABLE ERRORS MADE BY LOVING, CARING TEACHERS THROUGHOUT THE YEAR

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1. They do not address test anxiety often.
2. They do not address testing vocabulary.
3. Their tests are too short overall.
4. They never simulate the big test day.
5. They give homework with one-word answers.
6. Seldom ask their students for test feedback.
7. Give most quizzes with one-word answers.
8. Do not give many higher order thinking skill questions.
9. Do not find out what students know at the end of each class.
10. Do not allow students to formulate major test questions.
11. Allow students to answer orally with one word.
12. Do not ever allow students to formulate quiz questions.
13. They do not address the “transience factor.”
14. They seldom review test data on individual students throughout the year.
15. Seldom collaborate with colleagues on test taking strategies.
16. They never form that personal relationship with children that would cause the students to “not want to let them down.”

# **SUMMARY OF 20 OBSTACLES FACING “AT-RISK” STUDENTS ON STANDARDIZED TEST DAY THAT IS DIFFERENT FROM THEIR NORMAL TEST DAY**

1. More pressure
  2. Format of the test is different
  3. Vocabulary of the test is different
  4. Experience questions that make you think
  5. Physical endurance is an issue
  6. More writing is required
  7. More emphasis on reading comprehension
  8. Much of the material was covered long ago
  9. Manual dexterity
  10. “Bubble sheets”
  11. Not knowing how to eliminate answers that are obviously are incorrect
  12. Not knowing how to deal with unknown test items (teach thinking skills)
  13. Usually experience a higher frustration level
  14. Afraid of the test – no confidence (above normal test anxiety)
  15. Spending too much or too little test time per item
  16. Easily distracted
  17. The test is NOT in my regular classroom.
  18. Never been able to understand these standardized tests
  19. Little nuances of the subject show up that have never been an issue before.
  20. Nervous about not being able to go back to previous sections.
- \* Bonus: Too much information piled on recently.

# **ACTIONS PERCEIVED AS DISCIPLINE PROBLEMS THAT MAY BE CULTURALLY BASED, AND HOW TO DEAL WITH THEM**

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# EFFECTIVELY DISCIPLINING ACROSS CULTURES

## TWELVE WORDS

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Twelve words that trip up the “at-risk” student on standardized tests.

Part I: Convert these words into short, “at-risk” friendly phrases your students can identify with and remember.

Word	Short, “at-risk” student friendly phrases
1. Trace	
2. Analyze	
3. Infer	
4. Evaluate	
5. Formulate	
6. Describe	
7. Support	
8. Explain	
9. Summarize	
10. Compare	
11. Contrast	
12. Predict	

Part II: List ways teachers can make these a part of every child’s vocabulary.

Personal Reflection:

Here are the three ways I will use these words in my classroom:

- 1.
- 2.
- 3.

What other words in your subject area trip up students?

# READING STRATEGY MNEMONIC

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**U** nderline title

**N** ow predict passage

**R** un through and number the paragraphs

**A** re you reading the questions?

**A** re the important words circled (write down their meaning)

**V** enture through the passage

**E** liminate

**L** et the questions be answered, and write the paragraph # where you found the answers

✓ **Double check your work**

- |                      |                  |
|----------------------|------------------|
| 1. Brent Grimes      | 5. Paul Paschal  |
| 2. JeJuana Collins   | 6. Kristen Bowen |
| 3. Angela Buzzetti   | 7. Darcy Ellette |
| 4. Diana Keeler-Deak |                  |

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## UNRAVEL READING

**U** Title: \_\_\_\_\_

**N** Prediction: 

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**R**

Paragraph #	First few words...

**A** Question? \_\_\_\_\_

**A**

Important word	Meaning

**V** Summarize the selection:  
Who?  
What?  
When?  
Where?  
Why?  
How?

**E** The "*silly*" answers I choose to eliminate are:

**L** The correct answer is: \_\_\_\_\_

I know this because it can be found in paragraph \_\_\_ line \_\_\_.

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# NOTES

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