



# Steps to Success for New Teachers

Category: Teacher Essentials

## Workshop Overview

Following is a general overview of this workshop, including desired participant outcomes, an explanation of the workshop’s alignment with Learning Forward Standards for Professional Learning, and resources that are included in print and electronic form.

**Category:** Teacher Essentials

**Duration:** Full workshop – 3 hours

**Desired Outcomes:**

Participants will...

- Identify the essential objectives of the whole schooling process.
- Explain the importance of professional attitudes in becoming good educators.
- Apply strategies to establish order and control and gain respect in the classroom.

**Learning Forward Standards for Professional Learning:**

- **Learning Communities:** Occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
- **Leadership:** Requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.
- **Resources:** Requires prioritizing, monitoring, and coordinating resources for educator learning.
- **Data:** Uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.
- **Learning Designs:** Integrates theories, research, and models of human learning to achieve its intended outcomes.
- **Implementation:** Applies research on change and sustains support for implementation of professional learning for long term change.
- **Outcomes:** Aligns its outcomes with educator performance and student curriculum standards.

**Resources in This Binder:**

- Handouts:
  - Workshop Agenda
  - Attendee Notes
  - 3-2-1 Evaluation Form
  - Certificate of Completion
- “Think About It” Exercise
- Ready, Set, Go Planning Activity



## Topic Outline

Understanding the general flow of topics to be covered is an important part of giving a strong presentation. This allows the presenter(s) to lead effective group discussions and speak extemporaneously. Following are the main topics covered in this PowerPoint presentation. As you prepare to give the workshop, you may want to refer to this page often.



### Main Topics:

1. The Important Five
2. Educator's Choice
3. The CORE
4. Road to Successful Teaching
5. An Eight-Step Plan for the First Day
6. Cherish Your Profession

### Subtopics:

#### 1. The Important Five

- a. The Five Objectives
- b. The Five Relationships of Students

#### 2. Educator's Choice

- a. You Choose How Good You Will Try to Be
- b. You Choose to Be the Best Teacher
- c. Enhancing Probability for Success

#### 3. The CORE

- a. Control & Order
- b. Respect for the Educator

#### 4. Road to Successful Teaching

- a. Be Positive
- b. Be Flexible

#### 5. An Eight-Step Plan for the First Day

- a. Steps 1-3
- b. Steps 4-6
- c. Steps 7-8

#### 6. Cherish Your Profession

- a. Believe in Learning
- b. Be an Ambassador of Learning
- c. Rule of Thumb
- d. Professional Approach

## Presentation Outline



This outline is designed for you to see the PowerPoint presentation at a glance. Note that slide numbers and the approximate amount of time needed per slide are shown in the right two columns. **The times in bold print show the approximate total time needed for that topic, which includes the approximate times for the activities, shown in parentheses.** You might consider keeping this page within reach during the presentation.

Section of Presentation	Slide #	Timing (mins)
<b>Getting Started</b>		
Introduce self, co-teacher, participants	1-2	
Explain materials issued to participants		
Cover objectives (from Workshop Overview)	2	<b>20</b>
<b>Activity</b> – My Checklist	3	(10)
<b>Topic 1 – The Important Five</b>	4-7	<b>15</b>
<b>Topic 2 – Educator’s Choice</b>	8-11	<b>15</b>
<b>Topic 3 – The CORE</b>	12-18	<b>30</b>
<b>Discussion Point</b> – Establishing Respect	18	(5)
Break		
<b>Topic 4 – Road to Successful Teaching</b>	19-23	<b>25</b>
<b>Discussion Point</b> – Being a Successful Teacher	19	(10)
<b>Topic 5 – An Eight-Step Plan for the First Day</b>	24-27	<b>20</b>
<b>Discussion Point</b> – Additions or Changes to Eight-Step Plan	27	(5)
<b>Topic 6 – Cherish Your Profession</b>	28-33	<b>35</b>
<b>Activity</b> – Quick Write	33	(10)
<b>Closing Thoughts</b>	34	<b>5</b>
Total of 2 hours and 45 minutes (not including break)		

### Helpful tip!

**This workshop can be broken up into shorter sessions so that you can adapt the presentation according to your time constraints.**

## Slide 14

**PDXPERT**
**THE CORE**

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*Control & Order*

- Providing order is a teacher's responsibility—and duty.
- Order can't be forced or demanded, regardless of your desire.
- Order is best established by being orderly ourselves.

Explain that order and control are not one and the same. Indeed, there is a vast difference between the two.

*Before we tackle the difference, let's first talk about establishing order in the classroom.*

**Providing order is a teacher's responsibility—and duty.** *We owe it to students to provide order. If we can't establish order, we can't teach. And if we can't teach, students can't learn.*

**Order can't be forced or demanded, regardless of your desire.** *Experience will tell us quickly that we can't legislate order, even though we might like to. We can't insist on it, force it, or demand it, and then be effective as a partner with students in the learning process.*

**Order is best established by being orderly ourselves.** *The roots of good classroom order lie in lesson preparation—and our ability to relate lessons in a meaningful, interesting, and relevant way.*

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**PDXPERT** EIGHT-STEP PLAN

Steps 1–3

1. Promise students the biggest benefit of the class or course.
2. Elaborate upon this benefit in clear and specific ways.
3. Back all the statements you make with facts or proof.

THE MASTER TEACHER  
Building Support Class

1. **Promise students the biggest benefit of our class or course.** *First, we should openly, freely, and emphatically promise students the biggest benefit of our class or course. It should be the biggest advantage students can expect to gain during the year. And we should tell students that we intend to work hard to deliver this benefit to them.*
2. **Elaborate upon this benefit in clear and specific ways.** *Too often, we talk to students the very first minute about what they can't do or what they have to do—rather than what they get to do. We can relate, both in general and in specific ways, what they can expect to learn that will be of benefit to them personally. Do not believe, even for a moment, that these benefits are “understood” or “obvious,” or that students see how they will benefit from learning in your classroom. They do not.*
3. **Back all the statements we make with facts or proof.** *Do this so that students will find what we say believable. If we can, we should relate stories of former students—without giving names—and use state and national statistics that back our claims.*

*According to Evertson and Neal, research has shown that establishing norms and expectations for the year at the beginning of the course is very beneficial to students. It makes them more likely to feel comfortable and cooperate for the rest of the year.*

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**PDXPERT**
**CHERISH YOUR PROFESSION**

### Preparation Barometer

How prepared are you to welcome your students in terms of attitude, subject matter, and as an educator in general?

1-Awful	6-Average
2-Very Poor	7-Just Above Average
3-Poor	8-Good
4-In Need of Improvement	9-Very Good
5-Just Below Average	10-Excellent

**ACTIVITY: Quick Write**

**Activity: Quick Write**

Allow 10 minutes for this activity.

**Objective:** To end the session with an activity that is aimed at evaluating the knowledge that the participants gained from the presentation.

**Instructions:** Tell the participants to look at their checklist and see how close they are to being prepared for the beginning of the school year. Ask them to rate themselves from 1 to 10 based on the rating system in the slide. Have them write a paragraph or two describing why they gave themselves this grade. *In what ways are you prepared? In what ways could you use improvement?*

Have volunteers share their thoughts with the whole group.

**Future Use:** Now that you have assessed yourself as an educator when it comes to beginning the school year, use your answer on this activity to preparing yourself as you face your students at the beginning of the school year.

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## “Think About It” Exercise



Have staff complete this exercise to begin implementing what they learned during the workshop. Distribute this document to staff by attaching the file to the Next Day Follow-Up Email, or make copies for the staff.

1. Describe what you expect your first days of teaching to be like. What specific preparations are you going to make before the beginning of the school year?

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2. Are there any aspects of beginning the teaching career that the workshop did not cover? What are they, and how do you suggest addressing these aspects?

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3. How are you going to establish control and order in the classroom considering that you are still at the stage of adjusting to a new environment? How can you work out some ways to effectively gain the respect of your students?

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