

TEACHERS: THE REAL MASTERS OF MULTITASKING

1,500

EDUCATIONAL
DECISIONS MADE BY
AN AVERAGE TEACHER
EVERY SCHOOL DAY



4

EDUCATIONAL
DECISIONS MADE BY
AN AVERAGE TEACHER
EVERY MINUTE

The average classroom teacher will make 1,500+ educational decisions every school day. In a 6-hour school day, that's more than 4 decisions every minute. How multitasking is that? :)

A TEACHER IS EXPECTED TO BE:

INFORMATION PROVIDER

Teaches the students on a particular subject, through lessons that build on students' prior knowledge and moves them toward a deeper understanding of the subject at hand.

DISCIPLINE CONTROLLER

Teaching is impossible without effective group management and control, as it is the key to all children learning to their full potential.

ASSESSOR

Teachers must assess each student's growth and mastery of the lesson objectives. This assessment can happen informally through classroom observation or through formal methods like quizzes and tests.

ADMINISTRATOR

Most administrative work is surely done by teachers outside the classroom. However, taking attendance, announcements, distributing and collecting papers, bus duty, hall duty, or cafeteria duty, are always there.

ROLE MODEL

Students look to teachers as exemplars of professional adults, so it's important for teachers to always reflect a positive image and teach children things like respect, trust, and responsibility.

FOSTER PARENT

Most parents are working many hours and are unable to be with their children. As a result, certain students lean on you for support and come to you for advice or to share their good news.

FACILITATOR

Modern teachers' role is more than just knowledge providing. They engage, lead, inspire students to take lead in their own learning.

WHAT'S THE NUMBER-ONE TIME ROBBER?

DISCIPLINE!

MORE THAN **15%** OF AN AVERAGE HIGH SCHOOL DAY IS DEVOTED TO DISCIPLINE OR STUDENT BEHAVIOR MATTERS.

HOW MANY OF US CAN MULTITASK EFFECTIVELY?

2%

40%

MULTITASKING
LEADS TO A 40%
DROP IN
PRODUCTIVITY.

10%

MULTITASKING
CAUSES A
10% DROP
IN IQ.

50%

MULTITASKERS
MAKE UP TO
50% MORE
ERRORS.

HOW TO SURVIVE IN A MULTITASKING ENVIRONMENT?

1 BE ORGANIZED.

With the shuffle of papers, the mountains of paperwork, and other distractions, the classroom and files can become disorganized quickly. Create procedures for everything in your classroom, from sharpening a pencil to having things for early finishers to do.

2 BE PREPARED.

Your activities are prepared, copies have been made, a nice warmer chosen.

3 ANTICIPATE QUESTIONS.

Put yourself in your students' shoes. By anticipating questions, you can have different ways of answering the questions "on deck" rather than being surprised.

4 DISCIPLINE SILENTLY.

Students that need to be focused can be redirected by tapping their desk, asking a question, or even saying something outrageous to pull students back in. For chatterboxes, you can write out a warning while teaching and place it on their desk.

5 DELEGATE.

Even very young kids can distribute and collect papers.



Teachers Make Decisions

Jicheng Xie



Teachers Make Decisions:

Exploring classroom assessment practices and teacher decision-making Dennis Alonzo, Chris Davison, Chris Ann Harrison, 2023-05-25 **Teacher Decision-making in the Classroom** John Eggleston, 1979 *Teacher Decision-Making in the Classroom* John Eggleston, 2018-10-03 Making decisions is one of the main activities of the teacher's work. Considered or apparently unconsidered, these decisions significantly affect the lives of all who work in classrooms: both children and the teachers themselves. Originally published in 1979, the aim of this collection of papers was to achieve greater understanding of classroom decision making and its consequences, to identify and map existing knowledge, and to indicate where it might be augmented. The contributors were researchers and teachers from schools, universities, and colleges at the time, and they examine the process of teacher decision making from sociological, psychological, economic, and other perspectives. The book includes a detailed analysis of life in the classroom from a phenomenological perspective, explorations based on microeconomic techniques, and structural perspectives on the role of the teacher in the school. The concluding papers examine the possibilities for social change given the constraints on the work of the teacher. Instructional Decision-making Thomas M. Sherman, 1980 **Empowering Teachers** Joseph Blase, Jo Blase, 2001 Updated Edition of Best Seller Heartwarming and motivating. Strategies are brought to life by teachers' descriptions of specific principal behaviors and how their principals helped them grow as professionals. Educational Leadership Should be read by all practicing principals. An extraordinary perceptive account of how a principal can influence teachers and make an impact on school culture. Richard R. Tranter, Principal, Murray High School, Murray, Utah. New insights into creating willing and motivated teachers from the teachers' point of view. Joseph and Jo Blase provide a unique opportunity for principals to learn what really works in empowering teachers to be their best. Based on interviews with over 800 teachers who describe in detail what their principals do on a daily basis to influence and empower them, the authors show the transformative effects principals can have on teachers' work both in the classroom and in the wider school setting. And now an expanded and updated edition makes this critically acclaimed book more valuable than ever. In this considerably expanded second edition, the Blases have added recent data and insights from research literature and national reports. New figures, models, tips, and reading lists. New emphasis on instructional leadership as it relates to facilitative, democratic leadership. Learn what successful principals do. The authors present descriptions of what successful principals do from teachers' actual experiences that leads to such impacts as improved self-esteem, confidence, commitment, innovation, autonomy, and reflection. Relevant concepts, models, and strategies from the literature help practitioners think through their approach to implementing shared governance. For both the practicing and prospective principal who want to construct meaningful ways of working with teachers, this book offers critical reflection about leadership using a relevant knowledge base: the teachers themselves. Joseph Blase is professor of educational leadership at the University of Georgia. He has published widely in the areas of teacher stress, principal-teacher relationships.

and shared governance leadership Blase earned the Memorial Award given by the University Council for Educational Administration and in 1999 he was recognized by the American Educational Research Association as an elite scholar Jo Blase is professor of educational leadership at the University of Georgia and a former public school teacher middle and high school principal and director of staff development She has published widely in the area of preparation for and entry to educational and instructional leadership as it relates to supervisory discourse Blase is winner of the 1997 University of Georgia College of Education Teacher Educator Award and the 1983 American Association of School Administrators Outstanding Research Award

International Handbook of Mathematics Teacher Education: Volume 1 ,2019-12-02 This second edition of the International Handbook of Mathematics Teacher Education builds on and extends the topics ideas in the first edition while maintaining the themes for each of the volumes Collectively the authors looked back beyond and within the last 10 years to establish the state of the art and continuing and new trends in mathematics teacher and mathematics teacher educator education and looked forward regarding possible avenues for teachers teacher educators researchers and policy makers to consider to enhance and or further investigate mathematics teacher and teacher educator learning and practice in particular The volume editors provide introductions to each volume that highlight the subthemes used to group related chapters which offer meaningful lenses to see important connections within and across chapters Readers can also use these subthemes to make connections across the four volumes which although presented separately include topics that have relevance across them since they are all situated in the common focus regarding mathematics teachers Volume 1 Knowledge Beliefs and Identity in Mathematics Teaching and Teaching Development edited by Despina Potari and Olive Chapman examines teacher knowledge beliefs identity practice and relationships among them These important aspects of mathematics teacher education continue to be the focus of extensive research and policy debate globally Thus as the first volume in the series it appropriately addresses central topics issues that provide an excellent beginning to engage in the field of mathematics education through the handbook Contributors are Jill Adler Mike Askew Maria Bartolini Bussi Anne Bennison Kim Beswick Olive Chapman Charalambos Charalambus Helen Chick Marta Civil Sandra Crespo Sean Delaney Silvia Funghi Merrilyn Goos Roberta Hunter Barbara Jaworski Kim Koh Esther S Levenson Yeping Li Niamh O Meara JoengSuk Pang Randolph Phillipp Despina Potari Craig Pournara Stephen Quirke Alessandro Ramploud Tim Rowland John Zig Siegfried Naiqing Song Konstantinos Stouraitis Eva Thanheiser Collen Vale Hamsa Venkat and Huirong Zhang

Language Assessment for Classroom Teachers Lyle Bachman,Barbara Damböck,2018-01-25 This book provides teachers with an entirely new approach to developing and using classroom based language assessments This approach is based on current theory and practice in the field of language assessment and on an understanding of the assessment needs of classroom teachers The following key questions are addressed Why do I need to assess What beneficial consequences do I want to help bring about How can my assessments help my students learn better and help me improve my teaching When and how often

do I need to assess What decisions do I need to make to help bring about these beneficial consequences What do I need to assess How can I define the abilities that I want to assess How can I assess my students What kinds of assessment tasks should I create How can I score my students responses to these tasks The authors guide the reader step by step through the process of developing and using classroom based assessments with clear explanations and definitions of key terms illustrative examples and activities for applying the approach in practice Extra resources are available on the website www.oup.com/elt/teacher/lact Lyle Bachman is Professor Emeritus of Applied Linguistics at the University of California Los Angeles He serves as a consultant in language testing research projects and in developing language assessments for universities and government agencies around the world and he conducts courses and training workshops in language assessment Barbara Damb ck was Director of Studies of the English Department at the Teacher Training Academy in Dillingen Germany from 2003 to 2011 From 2003 to 2017 she supervised the training of oral examiners for the certification examination for elementary school English teachers in Bavaria She has extensive experience as a classroom teacher teacher trainer and teacher of teacher trainers She conducts courses and workshops for teachers and teacher trainers around the world

Data-based Decision Making in Education Kim Schildkamp, Mei Kuin Lai, Lorna Earl, 2012-09-17 In a context where schools are held more and more accountable for the education they provide data based decision making has become increasingly important This book brings together scholars from several countries to examine data based decision making Data based decision making in this book refers to making decisions based on a broad range of evidence such as scores on students assessments classroom observations etc This book supports policy makers people working with schools researchers and school leaders and teachers in the use of data by bringing together the current research conducted on data use across multiple countries into a single volume Some of these studies are best practice studies where effective data use has led to improvements in student learning Others provide insight into challenges in both policy and practice environments Each of them draws on research and literature in the field

Training Teacher Leaders in a PLC at Work® Jasmine K. Kullar, 2024-06-11 Teacher leaders play an integral role in the success of the professional learning community PLC process which cannot be executed successfully without leadership skills Learn ten key leadership skills to help develop teacher leaders enabling them to impart PLC knowledge in a way that influences their collaborative teams to advance student achievement and contribute to lifelong learning This book helps K 12 principals and teacher leaders Learn ten essential teacher leadership skills and how to develop them Use case scenarios and other activities to develop and strengthen leadership skills Understand shared or collaborative leadership and its importance to a successful PLC Examine what might be holding teacher leaders back from fulfilling their potential Draw on chapter ending reflections and next steps to help move forward Contents Introduction Part 1 Chapter 1 Why Principals Need Teacher Leaders Chapter 2 Overcoming Barriers to Teacher Leadership Chapter 3 How to Select Teacher Leaders Part 2 Chapter 4 Developing Self Confidence Skills Chapter 5

Developing Courage Skills Chapter 6 Developing Conflict Resolution Skills Chapter 7 Developing Lifelong Learning Skills Chapter 8 Developing Emotional Intelligence Skills Chapter 9 Developing Change Leadership Skills Chapter 10 Developing Innovation Skills Chapter 11 Developing Decision Making Skills Chapter 12 Developing Problem Solving Skills Chapter 13 Developing Communication Skills Epilogue References and Resources Index *Designing Instructional Systems* A. J.

Romiszowski,1981 First Published in 1984 Routledge is an imprint of Taylor Francis an informa company **Social Interaction and Teacher Cognition** Li Li,2017-02-06 Investigates language teachers thoughts beliefs and knowledge through the lens of social interactionIn the past decade there has been a surge of interest in the study of language teacher cognition what language teachers know think and believe and of its relationship to teachers classroom practices Social Interaction and Teacher Cognition is the first book to use a discursive psychological perspective to examine teacher cognitions Informed by conversation analysis CA the book offers a close examination of cognition in interaction in three distinctive aspects learning to teach novice and expert teachers cognition and interactive decision making The book views cognition as a socially constructed and contextual process and treats interaction as a framework that deals with psychological matters in a public and visible way It will be of particular relevance to those researching teacher cognition in EFL contexts and will appeal to anyone interested in the study of classroom interaction Features a three part structure of survey analysis and application Takes a discursive psychological approach to teacher cognitions Uses conversation analysis to examine cognition in interaction Provides detailed examples of language in interaction in EFL contexts Ethical Problem-Solving and Decision-Making for Positive and Conclusive Outcomes Keough, Penelope D.,2019-01-25 Strategies for effective problem solving and decision making are efficient ways for professionals to solve the moral dilemmas that confront them in their daily practice Feelings of wellbeing and positive outcomes often impeded by the failure to make decisions can result when strategies are developed from psychological theories and positive mindsets Ethical Problem Solving and Decision Making for Positive and Conclusive Outcomes is a pivotal reference source that synthesizes major psychological theories to show that any moral dilemma can be solved by using the correct positive mindset based on psychological theory and superimposing a basic ethical template to reach a conclusive decision While highlighting topics such as cultural identity student engagement and education standards this book is ideally designed for clinical practitioners psychologists education professionals administrators academicians and researchers **Elementary Teacher Decisions and Effects of Years of Experience** Debra DeAnn Collins,2012 Author s abstract A wide range of decisions must be made in schools every day Many of these decisions are made by administrators however teachers can and should be involved in decision making at the school level Teachers are professionals and should be provided the autonomy to make decisions that they believe are in the best interest of their students schools and profession This research study surveyed certified elementary teachers to determine which types of decisions they desired to participate in making and to determine if years of teaching experience impacted

teachers willingness to participate in certain types of decisions This study provides elementary school administrators with insight into the types of decisions that can be delegated to teachers that engage them in decision making practices This is a quantitative non experimental study using a survey instrument Teacher Decision Survey Teachers clearly want to participate in decisions at the school level however they have varying decisions they desire Evaluation instructional coordination and rules and discipline are decision types that teachers desire to participate in making Findings indicate that there is a relationship between a teacher s years of experience and the types of decisions he she desires to participate in making

Becoming a Metacognitive Teacher Roya Q. Scales, Thomas DeVere Wolsey, Seth A. Parsons, 2020 How can early and preservice teachers master the complex practice of teaching This clearly written research based guide shows how to successfully navigate coursework build relationships with mentors and negotiate fieldwork and student teaching while developing metacognitive thinking skills These are skills that allow teachers to continuously reflect on instructional practices and adapt them to fit their own teaching context and their students diverse needs Metacognitive teaching requires higher level thought processes that for teachers include making connections among each segment of the teacher preparation program as well as deciding how these experiences directly and effectively apply to their classrooms The authors argue that this kind of support is needed early in the journey of a teacher if they are to succeed and remain in the classroom To foster metacognitive thinking among our students teachers must have sophisticated metacognitive skills themselves This unique and well grounded text demonstrates the critical role of metacognition in developing the craft of effective teaching for preservice and novice teachers William Brozo professor of literacy School of Education George Mason University Comprehensive and practical this text provides an artful and thoughtful blend of strategies for prospective teachers personal and professional development The goal of developing thinking teachers who keep their students at the forefront is supported with the author s discussion of their and others personal and research histories rich vignettes and access to multiple digital resources e g TED talks blogs instructional videos A text for both teacher educators and prospective teachers Victoria J Risko professor emerita Vanderbilt University

Teacher Effectiveness Marjorie Powell, Joseph W. Beard, 2018-06-13 Originally published in 1984 the field of research on teaching had expanded dramatically in the 15 years covered by this bibliography 1965 to 1980 The expansion had included studies conducted for many purposes This bibliography contains relevant citations to the research which has been conducted for the purposes of increasing our understanding of the science art and craft of teaching The existence of research publications has been documented with relevant reference information and brief annotations there has been no attempt to evaluate the quality of the studies A brief perusal of the bibliography provides an indication of the range of topics addressed by these studies and also of the variety of studies within a single topic

Handbook of Data-Based Decision Making in Education Theodore Kowalski, Thomas J. Lasley, 2010-04-15 Pt 1 Theoretical and practical perspectives pt 2 Building support for data based decisions pt 3 Data based applications *The*

Autonomy Paradox: Teachers' Perceptions of Self-Governance Across Europe Wieland Wermke, Maija Salokangas, 2021-03-24 What do we mean when we speak about teacher autonomy How free are teachers to go about their work To answer these complex questions the authors asked thousands of teachers in four national contexts in Finland Ireland Germany and Sweden what they think autonomy looks like The resulting book examines teacher autonomy theoretically and empirically comparing teachers perceptions of their professional autonomy Utilizing a mixed method approach the authors combine data from a large scale questionnaire study teacher interviews lesson and meeting observations and workshops that brought together teachers from the four participating countries All this engagement with teachers revealed that simply increasing their professional autonomy might not lead to desired outcomes This is because from a teachers point of view increased decision making capacity brings further complexity and risk to their work and it may instead lead to anxiety self restriction and the eventual rejection of autonomy These surprising conclusions challenge the increasingly orthodox view that increased autonomy is a desirable end in itself This is what the authors call the autonomy paradox

Primary Education: The Key Concepts Denis Hayes, 2006-05-11 Presenting a balance of theoretical insight and practical advice this text is a clear and accessible guide to the key issues relating to primary education Alphabetically arranged and fully cross referenced to ensure ease of use entries include both curriculum specific terms as well as those that are more generic such as assessment objectives coping strategies differentiation behaviour special needs time management Written by an experienced teacher and lecturer this is a concise yet comprehensive text that takes into account the everyday realities of teaching Readable and user friendly it is a first class resource for the primary practitioner at all levels

The Journey from Music Student to Teacher Michael Raiber, David Teachout, 2022-07-29 The Journey from Music Student to Teacher A Professional Approach Second Edition helps prospective educators transition from music student to professional music teacher This textbook acknowledges that students must first reconcile their assumptions about learning and teaching before they can make thoughtful informed decisions about their own professional education Building upon personal experience is essential to an enhanced approach to the profession and the topics and activities presented here guide readers to think not as students but as professionals addressing the primary stages of teacher development In three parts Discovery of Self Discovery of Teaching and Discovery of Student Learning the authors connect readers to theoretical foundations and the processes of becoming an insider to the profession This updated Second Edition includes Integration of the 2014 National Core Arts Standards Discussion of NAFMEs Model Cornerstone Assessments Explorations of issues of equity access and inclusion for marginalized populations and new examples of culturally responsive pedagogy Added coverage of innovative practices including popular music technology for autonomous music making songwriting and composition Streamlined discussion of learning theory focusing on the basic foundations of behaviorism cognitivism and constructivism The accompanying companion website at www.routledge.com/cw/raiber provides revised and updated Connecting to the Profession features that help enhance

students understanding of the ideas presented in the text links to videos of K 12 music teaching and interviews with teachers and additional resources for instructors Featuring networking activities to aid in self reflection a glossary of terms and a wealth of online resources and tools The Journey from Music Student to Teacher is the culmination of more than 25 years of experience in secondary music classrooms providing a framework for establishing professional role identity among preservice music educators during their introduction to the field **Education at a Glance 2000 OECD Indicators**
OECD,2000-05-16 Education at a Glance OECD Indicators 2000 provides comparable and up to date information on the human and financial resources invested in education on how education and learning systems operate and evolve and on the returns to educational investments

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