



A Newsletter for Beginning Teachers in NC

Reflection is an important practice for educators and it's included in Standard 5 of the NC Teacher Evaluation Process. Reflecting on student data is imperative because it should drive future instruction. Here are a few other questions to reflect upon as you complete this school year.

Do I love my subject content?

Do I read? Do I regularly access articles from journals, newspapers, and magazines about my subject matter to share with my students or colleagues?

Do I have a deep and broad understanding of my subject content?

Do I practice my subject matter?

Do I make my subject matter explicit?

Do I talk about how I learn and what I must do to learn?

Do I use an educational design when I prepare my lesson plans?

Do I use research-based instructional strategies when I teach?

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A Message from : North Central Region Teacher of the Year-Jeremy Tucker



What's your song? With over half of the school year under your belt, you undoubtedly have established routines to deliver your curriculum in a meaningful way to your students. You have attended PLTs and meetings which have helped you establish relationships with your colleagues. You know which colleagues to ask for help and which colleagues have the best interest of the school community at the heart of their teaching practices. You have realized now that teachers are more excited about snow days than students! You now know that you need to rewrite your college essay that addressed your philosophy of teaching. You have adapted your lessons to reach every child in your classroom, yes-even the most challenging students that make you question if you chose the right career, to teach. Really, I should say inspire. You question whether you are inspiring your students, as you were inspired as

a student. You and I chose this career because we wanted to inspire others! I don't have to travel far in my region to learn that most teachers chose this career because they were inspired by teachers. You know their names and you know their songs! Now you have a song, and you want each of your students to hear the music and to be inspired. Guess what? First, you have to be inspired! You have to feel valued and energetic now! Your students need you to be inspired and to stay inspired! You have to take responsibility for being inspired. There, I said it! YOU have to take responsibility for being inspired. Your students are counting on you. Teaching isn't just delivering instruction; it's an art form! When I started teaching elementary music 13 years ago, I realized that I had the ability to inspire any student through music, but I had to be inspired first! I have taught elementary music for 7

years and high school choral music for 6 years. I have purposefully surrounded myself with positive and driven professionals. They have changed my song and my art of teaching. They have helped me realize that teaching is not a delivery service but a creative art form. You and I share a common thread; this is my first year at Green Hope High School in Cary. I was intimidated and insecure about joining one of NC's top high schools as a choral music teacher. Well, who wouldn't be? I immediately sought out teachers in my building that were inspiring to students! I found teachers who know how to develop effective relationships with students to the extent that the kids have no fear in learning because of the trust and respect they have for them. My song has changed. Truthfully, it changes weekly. So, what is your song? How will you help every child feel like he/she has the leading role in his/her production? Don't just deliver-teach to inspire!

[Jeremy Tucker - Green Hope High School - Wake County Schools - Choral Music](#)

5 Beginning Teachers, 10 Great Tips - James Davis (www.amle.org)

James Davis, Associate Professor of Education at High Point University convened five BTs and with their help, developed the following ten tips to help novice teachers with strategies and maintaining sanity. 1. Make time to talk to students about topics unrelated to school. Connect with them in the hallway, cafeteria, or recess. 2. Don't make comparisons between yourself and veteran teachers or other teachers. Strive for excellence, model the best you

see, but be yourself. 3. Stay caught up by abiding by the "touch once" rule. If something can be completed as soon as it's received, do it then. 4. Never underestimate the power of the exit pass for assessing mastery of a lesson. 5. Make friends fast. Smart teachers befriend the custodians and secretaries, as well as administrators, parents, and volunteers. 6. Get comfortable with data within your classroom (attendance,

grades, referrals). 7. Fall in love with the subject or topic you like the least. Make it a priority and the students will, too. 8. Devise a bag of tricks. Throughout the year write down ideas or websites you come across and revisit them often. 9. Embrace the circumstances. Students come from all socioeconomic backgrounds and situations. 10. Know the ins and outs. Know what is expected of you as a beginning teacher in your school.

