

Marko & Associates specializes in education consulting, including school in-service at all levels, corporate management training and education consulting in other fields.

MARKO
& ASSOCIATES

EDUCATION CONSULTANTS

NEWSLETTER

Please call us to discuss your staff concerns. We'll put together a program that will energize your staff and inspire passion in them.

"Inspiring Passion In Teachers"

FROM JANE

Welcome to our first issue of "Inspiring Passion In Teachers", our newsletter for administrators whose focus is developing a great staff. Each issue will provide a quick quality practice that can be immediately implemented by all your teachers and create results.

Marko and Associates is the result of a recognition that with small changes in teacher behavior, that learning increases significantly. In my 15 years of teaching experience I have observed many teachers in schools. The one thing that I've consistently noticed is that a good school is made up of committed and well trained teachers.

It's been an exciting Fall at Marko & Associates. I'm privileged to be teaching three sections at middle level reading at the University of Wisconsin Milwaukee. I'm also mentoring two new teachers at Bradley Tech High School from Cardinal Stritch University. I've worked at Tremper High School and Loyola.

I hope you enjoy this first issue and that it inspires and stimulates!

Jane Elizabeth Marko

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TEACHING TIP

THE THREE SECOND RULE

This newsletter's tip is on "Wait time". Teachers get excited about their material and the energy in the classroom and sometimes, (or a lot of times) forget about the all important "wait time". Simply defined it is the amount of time a teacher waits before calling on a student after asking a question. Most teachers wait about one second. The research suggests that a teacher should wait three to five seconds before calling on a student. When a teacher begins to use "wait time" effectively, many changes occur in the classroom. First, more students begin to

respond. It is not just the eager-beavers of the world answering all the teacher's questions, but perhaps the quiet child that you are not sure of yet or the child that needs just a bit more time to formulate a response. Secondly the quality of the

"When teachers enjoy their jobs, are enthusiastic about their subject, and touch the imagination of young minds, magical experiences emerge."

"A school is only as good as its administrators and teachers."

Jane Elizabeth Marko

answer improves. The students have more time to think and give clearer in-depth answers. Finally the quality of the discussion begins to develop in the classroom. It will no longer be teacher - student, teacher- student, but perhaps, teacher, student, student and then back

to the teacher. Improving a teachers wait time is a simply way to extend the thinking of your students and give more students a chance to participate.

Now, most teachers believe in their hearts that their wait time is great. They have been teaching for many years and haven't had too many problems. It is difficult to measure your own wait time while teaching. One second will feel like five seconds when you are in the middle of a lesson.

I have two suggestions to improve the wait time of your staff.

1. Team up your teachers and have them watch each other run a discussion for about 15 minutes. The observing teacher will measure the wait time. The teachers will trade roles, and then discuss their habits for wait time.
2. A teacher can video tape themselves teaching and measure they own wait time.

Once a teacher is aware of their wait time, they can either be very proud that it is 3-5 seconds or begin to focus on how to change it. Often, just being reminded and aware changes a behavior.

When I was student teaching many years ago, my cooperating teacher kept talking about wait time and how I needed to

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develop it. After three weeks of trying to teach me, she made me swing my arm slowly five times before I could call on a student. To this day if I feel a bit speedy or excited, I swing my arm five times before a call on a child. I was teaching at UWM the other day and a student asked me why I swing my arm and it became a wonderful teachable moment for my students. Everyone needs to be reminder of the good practices of teaching.

Please share this with your teachers and challenge them to evaluate and improve their "wait time."

TOP 10 WAYS TO MOTIVATE

10. Get new energy in the building
9. Visit the classroom as a coach
8. Know the knowledge
7. Refocus staff meetings
6. Compliment the teachers
5. Feed them well
4. Have fun each and every day
3. Require teaming
2. Develop strong mentoring
- 1.5 Support their crazy ideas
1. Feed them mentally

IN SERVICE

LA SECONDE RÈGLE TROIS

Ce bout de newsletter? s a lieu le temps de?Wait?. Les professeurs obtiennent passionnant'au sujet de leur matériel et l'énergie dans la salle de classe et parfois, (ou beaucoup de périodes) oublient le tout le temps important de?wait?. Simplement est définie lui la quantité de temps des attentes d'un professeur avant d'inviter un étudiant après avoir posé une question.

La plupart des professeurs attendent environ une seconde. La recherche suggère qu'un professeur devrait attendre trois à cinq secondes avant d'inviter un étudiant. Quand est-ce qu'un professeur commence à employer le temps de?wait? en fait, beaucoup de changements se produisent dans la salle de classe.

D'abord, plus d'étudiants commencent à

répondre. Elle n'est pas simplement les désireux-castors du monde répondant à toutes les questions de teacher?s, mais peut-être à enfant silencieux que vous n'êtes pas sûr d'encore ou l'enfant qui a besoin juste d'un peu plus d'heure de formuler une réponse. Deuxièmement la qualité de la réponse s'améliore. Les étudiants ont plus de temps pour penser et donner des réponses détaillées plus claires.

Enfin la qualité de la discussion commence à se développer dans la salle de classe. Ce ne sera plus professeur? étudiant, étudiant de professeur, mais peut-être, professeur, étudiant, étudiant, étudiant et puis de nouveau au professeur. L'amélioration d'un temps d'attente de professeurs est simplement une manière de prolonger la pensée à vos étudiants et de donner à plus d'étudiants une chance de participer.

Maintenant, la plupart des professeurs croient à leurs coeurs que leur temps d'attente est grand. Ils ont été enseignement pendant beaucoup d'années et le haven?t a eu trop de problèmes. Il est difficile de mesurer votre propre temps d'attente tout en enseignant.

Une seconde se sentira comme cinq secondes où vous êtes au milieu d'une leçon. J'ai deux suggestions pour améliorer la période d'attente de votre personnel. 1. L'équipe vers le haut de vos professeurs et les font s'observer courir une discussion pendant environ 15 minutes. Le professeur observant mesurera le temps d'attente. Les commerceront et puis discutent leurs.

"Your enthusiasm poured. You kept us involved."

"Jane Marko's session was very effective & practical. ...a great refresher for strategies that we can use!"

2003 Motivational Talks

- March 3 AWA
Tips for New Teachers
- March 3 AWA
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Tips for New Teachers

2003 Staff Development

- March 3 AWA
Tips for New Teachers
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Tips for New Teachers

EVALUATE YOUR NEW STUDENTS

Here's a short list of questions to ask yourself at 2 weeks to make sure potential problems are addressed early.

Is your new teacher organizing and implementing instruction effectively?

Is he developing productive relationships with students?

Is she communicating assignments clearly?

Are your new teachers struggling with classroom management?

AT-A-GLANCE

WHY TEACHERS LEAVE

- Poor working conditions
- Lack of administrative support
- Lack of resources for teaching
- Teacher input lacking

WHY TEACHERS STAY

- Teacher preparation
- Teaching programs
- Mentoring support