

# NINE SKILLS

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## A CERTAIN AMOUNT OF TIME

is required to continually grow and develop as a practicing educator. When we consider the number of individual tasks, decisions, and responsibilities that teachers meet on a day to day basis, strengths and weaknesses become quickly apparent. An effective educator will take note of those qualities and work to hone his or her strengths and improve on the weaknesses. This can be done through observations of master teachers or being observed by colleagues; through attending conferences or reading blogs, articles, and journals. There is no one best method of growth, and though this document highlights important pieces of writing which have affected my growth, it is not exhaustive.

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My journey into teaching is similar to many of yours. I was an average student, mildly interested in science, who had the fortune of meeting exceptional science teachers. My interest in teaching was piqued in 9th grade with Mr. Brown and solidified in 11th grade by Dr. Alan Smith. I entered undergrad as a declared education major and earned my degree in Biology and Secondary Education in 2008. I took my first job in Seoul, South Korea as a chemistry teacher. Being a new teacher in a new country was about as clean a slate as you can get when you're starting a career.

Much of my growth during that first year is due to colleagues, my administrative team, and the professional development program. Many of the skills I highlight in this document are drawn from those early experiences...learning compassion, awareness, and balance in particular. What I really want to capture through this narrative are the non-tangible, yet completely essential, skills of teaching. As you begin reading, I would like you to keep a few questions in mind:

- Which attitudes direct my actions?
- Are there biases (conscious or subconscious) I need to address?
- What considerations do I often look over which affects my teaching?

These items will not be answered overtly, but are all things I've had to deal with at one point or another. Many times, we do not even realize we're ignoring areas of potential growth. In writing, I've been able to reflect on each question and still find deficiencies which need to be addressed. Be honest with yourself...this is not necessarily a public exercise. In some cases, an action might not even be necessary.

Another thing you might notice is that the skills I outline (Balance, Compassion, Task Management, Awareness, Communication, Savvy, Conviction, Information Management, and Continual Assessment) are not the typical "educator skills" outlined in texts and pedagogy courses. **This was done intentionally.** The purpose of this document is not to re-write any number of education practice textbooks or research articles. These nine skill areas are summations of various actions and mindsets which I believe are essential in an effective teacher. My spin on each skill may differ from yours, but based on my research, reading, and most importantly, experiences, any teacher needs to consider each area in their own professional practice.

The article selection process was very difficult, mainly because I am a poor record keeper of poignant articles and books. As I reflected on each skill and thought about which resources I should point readers to, I was able to reconsider my own practice. Though I am not currently in the classroom, I still remember what it feels like to struggle...to question everything I had done that day. I know the feeling of frustration when students just don't "get it," and the sense of inadequacy after teaching the same lesson for the fifth time. Each article, book, or blog post connected with my experience personally. I try to give the personal context under each title, but in reality, they were personal experiences. I do not expect your reaction to be the same as mine. What I hope for, at least, is to get you interested in learning more. Perhaps Dan Meyer's writing doesn't resonate with you, but he mentions another writer who does. I would consider that a success at the end of the day.

Teaching is at once an incredibly personal and relational experience. We have the opportunity to work with fantastically unique individuals in profound ways. We need to constantly be looking to surround ourselves with people smarter than us so we can improve. Without revision, there can be no growth, and that is especially true in a profession that seems to change daily. Articles included now may disappear in the future as I learn more and gain experience. Conversely, articles which have not yet been written will surely be added as I come across them.

Furthermore, beyond the lists of materials in this document, I want to tell my story...my journey of growth. In the left margin of each section, I will share a brief summary of its inclusion and its significance in my own career. Manifestos are meant to share personal convictions with the reader. Rather than splitting the rationale from the lists, I want to merge the two in an effort to add context to the content.

**Before we jump into the nine skill areas,**

I would like you to read this blog post from 2009. It is adapted from a talk given to the incoming freshman at Stanford University by William Deresiewicz. Pay particular attention to the section on “moral imagination.”

**What Are You Going to Do With That?**

Consider the part of the girl he spoke with at the Harvard panel near the middle of the article. He tells the story of challenging her to look for the third option. Life is not a matter of binary choices. You do not *have* to do one thing over another. Society, friends, professors, colleagues...they can push you one way or another, but in the end, the decision is yours to make.

I give you this article to read first because I consider this document the “third” option. I could have written about grading practices, seating charts, classroom management, and proper questioning. Instead, I challenged myself to think about the bigger issues in teaching and try to articulate the importance of the attitudes or mindsets below.

I want to challenge you to do the same as you read through each section. What third options do you have, or, which have you passed over? How can you begin to reconsider your growth approach? Which of the nine skills below are the hardest for you to follow?

You might just be surprised by what you discover.

## Skill: Balance

### If time management is a

professional skill to develop, Balance is a personal skill which acts as a complement. Teaching is too often an all-or-nothing endeavor. You are *always* a teacher. This is neither productive nor healthy. Considering that 50% of all new teachers leave the profession in the first three years, balancing your work and professional life is one way to avoid burnout.

This may have been the hardest skill for me to develop; it felt like I was a bad teacher when I left school with ungraded papers on my desk. I had set an unrealistic expectation for myself, and as a result, my health and my personal relationships suffered. It finally took my wife sitting me down for a discussion about the amount of work I brought home for the truth to sink in: It's okay to set boundaries.

Finding a good mix of the teacher-you and the you-you is difficult and will take work. You also need to be aware of your limits and communicate those limits to your colleagues and students when appropriate.

### [Setting Boundaries Can Mean a Happier Teaching Career](#)

This is an older blog post from the popular education-culture site, [Edutopia](#). But, because it is old does not mean it is irrelevant. This is a simple reminder - from a teacher - that expectations on teachers have been super-human since the 1800's. Your first year of teaching will feel overwhelming because of the multiple expectations on your shoulders. Very early mornings and late evenings will be tempting, and at times, necessary. It is an unfortunate truth, and when done in moderation, can be beneficial in the long run. The problem comes when early mornings and late nights become the norm. You need to be comfortable with your job life, home life, and social life in order to be effective. It isn't easy, and it requires boundaries to be in place, but once they're there, you won't crash and burn.

### [Managing Oneself](#)

Peter Drucker is no stranger in the business world. As one of the most well-written and well-respected authorities on workplace development and growth, companies pay attention to when he speaks or writes. Educators, on the other hand, tend not to pay attention to the "private sector," myself included. I chose this piece because of a line on page two of the article (emphasis mine): "**It is equally essential to remedy your habits - the things you do or fail to do that inhibit your effectiveness and performance,**" (Drucker 2005). In the context of education, if you do not take breaks from school, you will be an ineffective teacher, likely because of burnout. On the other hand, if you don't focus enough on planning and other tasks, you will be ineffective. Colleges do a good job of preparing teachers to be planners, but they do not put enough emphasis on maintaining a healthy lifestyle, physically or mentally. "Managing Oneself" is one of the better pieces to cross the boundaries of business and schools which can help a new (or veteran) teacher find balance in their life.

## Skill: Compassion

### In my first year of teaching,

I attended an AP Chemistry summer institute to prepare for the upcoming semester. I had landed a job as a chemistry teacher, even though my degree and student teaching experience were in Biology. It was at a private school located in Seoul, South Korea. Generally, international schools can be very selective over new hires because of the volume of applicants and level of expected experience in international programs. I had already been turned down from two other international schools, and I took the interview earlier that spring. Much to my surprise, I was given the job, and my first task was to prepare for the AP course.

The course was very well taught, and I had a great opportunity to get materials ready and have a refresher on my chemistry. But, it was lacking one thing: compassion. AP students are self-selecting, so I prepared to be *rigorous*. What I really did was forget that they are still *students*, and that compassion can go a long way, especially when you're struggling in a course designed to make you struggle.

Finally, remember to give yourself leeway. You will make mistakes. Have compassion on yourself, learn from your mistake and it won't be a lost opportunity.

### [Angela Maiers - TEDxDes Moines](#)

If you're not familiar with Angela Maiers, she is an education and technology consultant from the Des Moines, Iowa area. Her focus on growth is around two words: "You matter." Her TED talk is a powerful reminder that sometimes, we can go through an entire day and not feel appreciated or empowered. It isn't to make everyone feel good all the time. The idea is that everyone has ideas and students, in particular, need to be affirmed of their worth, and teachers have an enormous opportunity to do that every day. Consider this: how often are you affirmed on a day to day basis? How many days have you taught in which a kind word would have worked wonders? You may be the only person in a student's life who has anything positive to offer. That is a major responsibility. Angela's point is that affirmation does not need to be profound (though all of our students are profound in their own way), it simply needs to be present in your relationships with students. Her short talk made me think about positivity, which is too oft saved for the "easy" students, much more seriously.

### Modeling Compassion in Critical, Justice-Oriented Teacher Education

Hilary G. Conklin's 2008 article on compassionate education takes demographics, student teacher behaviors, and the practice of instructing student teachers into account as she argues for compassionate pedagogy to be practiced by college faculty. Drawing, in part, on Villegas and Lucas (2002) research into the cultural diversity gap which exists between teachers and students, Conklin lays out pragmatic steps to help prepare pre-service teachers to be culturally sensitive. What stands out to me is how strongly Conklin admonishes her colleagues in teacher preparation programs to not forget that the pre-service teachers in front of them need to be treated like *students*. She recognizes that modeling practice is difficult to do, which is why it must happen in pedagogy classes. Compassion can still only *really* come from being in a classroom with students every day; spending time with your classes and learning about their likes, dislikes, dreams, fears, and ambitions. But, preparation before these pre-service teachers even reach the classroom can only serve them in being better prepared to take that journey.

## Skill: Task Management

### Managing a calendar as a

teacher is something I thought about, but not something I really took seriously until I was in the classroom. Plan periods are a good time to catch up on grading, communication, and getting materials together, but it is very difficult to prioritize which piece needs to happen next. Often, I found myself in my classroom late in the evening working on things I should have done much earlier in the day.

Being able to effectively manage your time is something you need to work out on your own. Others can give tips on their methods, but ultimately you need some kind of method that's suited to your strengths.

As I became more comfortable in the classroom, managing a calendar became less of a priority as a focused on other, more "important" tasks. I didn't see an immediate, tangible benefit to managing a calendar until it caught up with my teaching. Missing a worksheet or not having materials ready for an activity can take the wind out of your sails and throw you off during class. My calendar is now a major part of my routine and though it is one more thing to do during the day, that task puts my mind at ease in the long run, which allows me to focus on teaching.

### The Pomodoro Technique

Creating and maintaining a calendar is only the first step in the process. You need some way to manage your day-to-day tasks. When should those copies be made? How far ahead do you make revisions to the test for the next chapter? What about grading and phone calls? I'm a fan of simplicity: I don't want to have to do *more* work to make sure I do my normal work. I'm also a fan of regularity. I want to be able to anticipate my next actions as much as possible. The Pomodoro Technique is a simple, consistent way to tackle day-to-day task management. In a nutshell, you work on a task for 25 minutes straight, then take a five minute break. Repeat this cycle three times and then take a 15 minute break. The focus isn't time on task anymore, it is *focusing* on that task for periods of time. Simple and effective, this was a real turning point in my day-to-day productivity.

### Any.do and Cal

Your calendar is only as good as your access to it. In other words, if you're doing paper-and-pencil management of your schedule, make sure you carry it with you. It doesn't do you any good on your school desk when you're working at home in the evening. Even though I use some software to track my calendar and to-do lists, I still carry a [Moleskine](#) notebook for jotting down quick notes, reminders, and observations during the day.

For my day-to-day management, I use two apps together: Any.do and Cal (which is made by the Any.do team). In short, [Any.do](#) is a to-do list and [Cal](#) is a calendar. The great thing about them is that they tie in to Google and Outlook calendars as well as with one another. I can set a task in Any.do and it will show up on my calendar. Any.do goes even farther and will integrate with your Gmail to allow you to easily set reminders to send emails or follow up on other correspondence.

Task management apps and extensions come in all shapes and sizes. Again, keep it simple and make sure they integrate if you're going that route.

## Skill: Awareness

### In college, I had a professor

constantly talking about “withitness.” The idea is that as the teacher, you are constantly aware of things happening in your classroom. This was introduced very early, and was really put to the test in our Classroom Management class as well as during student teaching. “Withitness” has been a difficult topic to study, given the number of variables in play. It is not the end-all be-all of good classroom management. You also need to be aware of cultural and personal needs of each of your students. You need to *know* your students in order to be aware of their educational needs.

Being aware can mean a few different things. First, are you aware of who is in your room? Which students are present or absent on a given day? Along with who is there, what do each of your students need individually? Do you know their personal strengths and weaknesses? Third, what is happening during the class period? What interests do your students have? Do you have the means or the flexibility to allow for authentic learning to occur?

All of these considerations need to be made if you want to be truly effective in instruction and support of your students on any given day.

### Sages and Lunatics

A narrative exploration of the roots of teaching and learning, *Sages and Lunatics* (Spencer 2009) is another bit of writing from John Spencer. As a first year teacher, I stumbled on this book as I was exploring Twitter. To be completely honest, a lot of what he wrote went straight over my head because of the metaphor and distant reality John wants to see. Now that I’m older and more experienced, revisiting this book has been well worth my time. In the very first chapter, John writes: “What I yearn for is the freedom to teach – to develop my lesson plans based upon what works best for my students, to allow students to express their creativity, to make learning more authentic.” John is reaching for a level of education awareness which will allow him to meet his students needs through authenticity. It isn’t a program, it isn’t a checklist, it’s relational, and the hard part is knowing when we drift from awareness into “withitness.”

### [If They Are Going to Change the World, Don't They Have to be In It?](#)

This blog post from Paul Bogush is coming at awareness from a different angle, and that’s partially why I selected it for this section. Education is full of fads. 20% time, Genius Hours, and Edcafes are becoming more popular ways of making learning “authentic” for students. Part of being aware in the classroom is knowing what student’s interests are and working to encourage those interests. Paul asks a different question: instead of bringing in different experts and different programs to let kids explore, why don’t we get them out of school? Are we working for an impossible end because we cannot change the means to get there? As a teacher, you need to be able to recognize and rationalize your beliefs around difficult questions around student learning. There is no single correct answer, but if you fail to even recognize the question, you’re failing your students in the long run.



## Skill: Communication

### **It's not secret that teaching**

relies heavily on both verbal and nonverbal communication between you and students. Clear communication skills are essential when setting expectations, giving directions, or teaching a lesson. Tone and word choice are also important.

In addition to clearly communicating during class, communication with parents is imperative in creating and maintaining a well-run classroom. Again, like many other skills listed in this document, communication is taught in the undergraduate classroom, but rarely put into practice until you've reached your first job after graduation. Communicating with parents can be daunting, especially when the communication isn't positive.

Because of the fear of writing or calling home, I tried to make it a habit to begin the school year with positive reports for my students. Rather than having my first interaction with parents be about the behavior issues, I can begin a relationship sharing positive things their son or daughter is doing. This opens the lines of communication on the right foot and can lead to a more positive interaction later in the year if it becomes necessary.

### **Josh Stumpenhorst: Parents in the Classroom**

Josh and I have never met face to face, but like John Spencer from the section on *Savvy*, he's someone I've followed on Twitter for a long time, and someone I've learned from as I've read his blog. A practice of his is to make every effort to include parents in the learning process and in the positive actions of their students. One thing I've tried to emulate is calling home for each student within the first few weeks of school to initiate a positive relationship. More importantly, he works to maintain that relationship...it doesn't end with a phone call. The post I've linked to for this section details a parent day in his classroom. Students prepared learning games on ancient Egypt to play with their parents. I love this post in particular because Josh highlights the interactions he sees during the day and reflects on what more he can do to build those relationships. He has hosted other parent days and reflected on his blog, so I encourage you to read the follow up posts.

### **Graham Johnson: Using Video to Communicate with Parents**

Each year, most schools host a parent back-to-school night so they can meet their student's teachers. These evenings are usually filled with parents filing into a room and listening to a teacher talk for 15 minutes about the class, and then take five or 10 minutes of questions. Graham does his parent introduction a little bit differently. Rather than explaining his class in the classroom, he created an interactive video which students take home to watch with their parents. That way, the open house is focused on discussion and getting to know one another. This video is not something he did on year one, but something he worked toward over a number of years. Even so, the idea of using technology to communicate with parents before the face to face meeting is something that can help form positive relationships for the rest of the school year.

## Skill: Savvy

### To paint a simple picture of

savvy in the classroom, think about a time when students asked, “When will we ever need to know this?” The process you go through in that split second is your *savvy*. It’s how we approach motivation, the “stuff” of teaching, relationships, etc. Savvy is everything that makes you a more nuanced teacher.

I’ll also note that I’ve seen very few first-year teachers with savvy. This is something you learn, oftentimes the hard way. I remember, on my very first day of school, trying to impress my students with my degrees, my background, and my intents for the year. Essentially, I spoke to them like they were a board of interviewers and not a room full of students. As a consequence, it took a long time to get students to open up to me. I lacked the know-how in that moment, and it’s something I never repeated.

Savvy comes from experience, but because we have mentors, we can learn to avoid their mistakes. Find someone in your building...your neighbor, a colleague in another department, a secretary; someone to help you navigate potential trip points. You will trip along the way, but you’ll be more experienced and have that much more wisdom as a result.

### [Dan Meyer](#)

This might be the most non-committal way to reference a giant body of work by a true leader in education nuance. Dan’s approach to math education revolves around one idea: perplexity. If we can get students to ask the questions, we can teach them anything. Even though I teach science, I read Dan’s blog frequently. His critical lens for textbook questions can be applied in many different situations, and I frequently find myself challenged by the points he brings up. I’ll also admit that many of those challenges are due to my traditional approach to teaching for many years. Dan also has a [TEDx](#) talk in which he outlines how to bring perplexity into the math classroom which is a good overview of his philosophy.

### [John T. Spencer](#)

I’ve known John for nearly four years, yet we’ve only met in person a handful of times. John is one of the first people I followed on Twitter and has since become a mentor through interactions online and through his writing. John shares the heartbreak and elation of teaching in an approachable way. His blog captures successes and failures alike, all through the lens of someone trying to be a better teacher, father, husband, and friend. Through the years, John’s writing has helped me to become more observant, more pensive, and more responsive to the needs of students on a personal level.

### [Pernille Ripp](#)

Pernille is a fifth grade teacher in Wisconsin who, like John, captures the human side of teaching in an incredibly effective way. Her observations of student interaction also highlight the seemingly minor moments which can give insight into the nature of teaching. Pernille is also willing to push against the grain when it comes to “connected educators.” She isn’t afraid to call out echo chambers or hypocrisy in an effort to improve teaching for everyone. I find myself challenged by her humility as I work to eliminate bias and unfounded expectations I place on my students.

## Skill: Conviction

### In reality, college can only

give you a certain amount of preparation for teaching. Student teaching, and ultimately, your first year of teaching on your own will teach you far more than you can learn studying education in a classroom. A danger of this truth is that often, your beliefs and convictions change fairly dramatically.

That being said, as a teacher, it is important to stick to your guns. *You* are ultimately responsible for the well-being of your students, and you are a professional.

One year, while cleaning out my desk at the end of the semester, I came across a printed quote left by the teacher before me. It said, “The single most important person in the classroom is the teacher, and we have come to realize that a master teacher is a consummate professional.” It has stuck with me and served as a reminder that I am a professional in education and my evaluations of students carries weight. Listen to evidence, but realize that your convictions should be leading your actions in your classroom.

### [Sir Ken Robinson - Changing Education Paradigms](#)

While not *directly* related to the idea of following your convictions, this animated TED talk from Sir Ken Robinson in 2010 requires that educators across America follow their convictions about what is best for children. Our education system is entrenched in old policy and poor accountability. While we cannot change everything at once, we can work to make our classrooms better places for learning, but it will take conviction and tenacity on your part.

### [The Independent Project](#)

I wonder how often teachers have convictions we do not follow. I’m fairly certain I’m not the only one who has shied away from following an idea for fear of retribution, dismissal, or embarrassment. Sometimes, we need to look at the courage of students who follow their convictions in the face of the education system. *The Independent Project* is a school within a school that was created - and run - by students. I first heard about *The Independent Project* in this [YouTube video](#) and I still am amazed by the conviction and commitment students show when it comes to their education. This was successful because, like in the opening essay, students and faculty considered the third option. I really love this video and white paper not only because of the conviction the students show, but because of the results that can be achieved when students and faculty work together collaboratively to improve education.

## Skill: Information Management

### Prepare for an overload.

School procedures, state education policy, testing schedules, professional development, student documentation. Information will begin flowing the day you walk into school and won't stop until you retire. Similar to *Task Management*, you will need to develop a reliable way to not only take in, but organize, reflect, and act on the various pieces of information that will be given to you.

Information is not limited to official communication with the school. You should also be learning from the body of knowledge on the Internet. There are rich communities of educators globally, and those groups of people will oftentimes be your first touch point on confusing topics or for feedback on situations in your classroom.

You will hear a lot about being a “connected educator.” Be sure to take these lessons with a grain of salt and really have a plan for how you will not only leverage that connectedness, but manage it so the time you spend with others is fruitful.

### [Alone Together: Why We Expect More from Technology and Less from Each Other](#)

This may be the most academic book I've ever read. Sherry Turkle is a leading expert on human-computer interactions reaching as back as the mid 80's. This book is reporting on 15 years of research, much of it with children, on how we act when we're with technology vs. other people. Much of the first half of the book is about interaction with artificial intelligence (AI), but she also explores our relationships with social media and other forms of digital communication. She insightfully points out in the book's introduction, “Technology is seductive when what it offers meets our human vulnerabilities.” Being a “connected educator” is something pressed upon teachers of all levels. While important to recognize, it is hardly a good barometer for what makes an “effective educator.” Turkle's writing will put our relationship with technology into a historical perspective which will help you shape your use of those tools professionally and personally.

### [Beyond Classroom Walls: Becoming a Connected Educator through Technology](#)

In an effort to provide context for connecting, this article from the Spring 2014 edition of *Reading Matters* covers some of the *why* along with places to begin. There are events throughout the year to highlight the benefits of connecting with others through education-based social networks. My journey began with Twitter in 2010, and while it has been extremely helpful in my own development, there are considerations to make. It is very easy to become so “connected” in the digital world, that we lose sight of our colleagues across the hall. It is also easy to feel like you're missing on out something if you're not connected all the time. The volume of information being delivered can also be overwhelming or intimidating. Remember, the point of connecting is to spread ideas; it is a democratic act in which anyone can share ideas with anyone else. Keep this in mind and you'll be on your way.

Another helpful resource as you begin exploring this area is the [Connected Educator Starter Kit](#), published for Connected Educator Month 2013 by Powerful Learning Practice.

## Skill: Diagnostics

### If we are not assessing our

students, how do we know they are learning? The word “assessment” can put a bad taste in many teacher’s mouths. It’s been hijacked...bastardized by the *testing* machine. I want to make a major distinction between *assessment* and *testing* because they are not synonymous. *Testing* is a verb; an action...a process which can be used for the purpose of assessment. *Assessment*, on the other hand, is a noun; a thing. It can take many different appearances, and it very well should look different from day to day, depending on the nature of its use. I propose a new term: diagnostics. Continual checks based on day-to-day evidence of learning from the student. I may be splitting hairs, but language matters, and I think *diagnostic* captures the purpose of assessment being used for or as learning.

In my first year of teaching, I relied too much on testing, and I learned some hard lessons. My students also looked at testing negatively. It was something to deal with rather than a diagnostic to help me do my job better. When I began flipping my instruction, I learned how to effectively use formative checks for understanding. These diagnostic checks gave insight to their needs *before* the testing cycle. Students also had an opportunity to check themselves which led to an opportunity for self-directed learning.

### Assessment and Learning: differences and relationships between formative and summative assessment

Before diving into the “how-to”, I wanted to make sure I really understood the pedagogical differences between formative and summative assessment. The end goals are different for each assessment, yet when woven together, they can provide a more holistic picture of the students and their learning in the course. One of the biggest takeaways is that formative assessment “is bound to be incomplete” (Harlen & James 1997, p 341). Summative checks for learning are also vitally important in the cycle of instruction, checking for learning, and remediation. Given the push against standardized assessment as of late, the incompleteness of formative assessment alone is a reminder that summative checks are still necessary. As a teacher, the way you merge the two methods will determine the success or failure of your assessment practices in the classroom.

### Formative Assessment: ‘There is nothing so practical as a good theory’

A point often forgotten about formative assessment is that it “gives teachers information for instructional decisions and gives pupils information for improvement” (Brookhart 2007). Too often. Formative assessment is used by teachers to design instruction, but not to help students improve. Clark takes the discussion deeper by exploring the growing use of computer software to give formative assessment to students and teachers. He gives an outline of the history of formative assessment, citing research as far back as the 1960’s, to build his case for the involvement of students in the formative assessment process. This may be one of the biggest shifts needed by the teacher in order to use formative mans more effectively on a daily basis.

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