

Lesson Plan Topic

My Teacher Persona

Learning Objectives

Rising educators will be able to:

- Explain what a persona is and describe different types of personas they inhabit as students, friends, teammates, community members, employees, etc.
- Describe the roles that teachers play including and beyond teaching itself (e.g., that of content experts, role models, leaders, collaborators, ambassadors, advocates, etc.).
- Name and describe characteristics of a teacher persona, including why these characteristics are important.
- Practice inhabiting and presenting a teacher persona.

Essential Questions

- What does accomplished teaching encompass?
- How do I best reach, motivate, and inspire students?
- What expectations should I have for myself as a rising educator?
- Why are educational professionals important to society?

Lesson Title & Overview

Day 1: Teaching Persona and the Role of Teachers

Rising educators will define persona and identify how their personas change in different situations. Rising educators will compare and contrast their personal personas to their positive teacher personas. Rising educators will reflect on their own traits by using a personality inventory. The teacher leader will encourage discussion and sharing of various and valuable qualities for positive teacher personas.

Preview the resources for these lessons [here](#).

Procedure

Day 1:

- *(Prior to class)* Rising educators will watch the following [TED Talk](#) about what makes an effective teacher. As they watch, they will note the teacher's habits and public personality traits. Rising educators will describe whether they think these habits and qualities make her a more or less effective teacher.
- *(Five minutes)* The teacher leader will share the following prompt with students:
 - o How would you define the word persona?

Rising educators will write down their answers and then share with their neighbor. The teacher leader will conduct a brief discussion about the definition of the word persona and how it relates to the video students watched prior to class.

- (10 minutes) The teacher leader will pre-make a few large [circle maps](#) to hang around the room. At the center of each map, one of the following words will be written: student, friend, teammate, community member, employee, child/son/daughter, and sibling.

The teacher leader may choose which words to use. Rising educators will be given a number of sticky notes. They will write words and phrases that define their personas in each situation. They will place the sticky notes at the appropriate circles around the room and the teacher leader will lead a discussion about how personas may change as situations change.

- (10 minutes) Rising educators will independently reflect on their personal personas and positive teacher persona qualities. Rising educators will write down their ideas on a [Double Bubble Thinking Map](#) and then consider which qualities cross over (personal and professional) on the middle column of the map.

Teacher leaders should then allow time for students to pair and share their graphic organizers. Questions may include:

- o *What personal qualities do you anticipate will translate easiest to when you are teaching?*
 - o *Which will be the most challenging? Why?*
 - o *What qualities of how great teachers present themselves will take the most work for you to master?*
 - o *What can you do to take steps to get there?*
- (10 minutes) Teacher leaders should have rising educators read through the [color category traits](#). Once completed, rising educators can select the color which they feel represents their personality the best and then will move into groups based on their specific color: gold, orange, blue or green.
- (15 minutes) Teacher leaders will provide each group with a poster and set of markers to answer the following questions: What are your values, joys, strengths and needs? What causes you stress or frustration? Teacher leaders should allow groups to organize themselves with as much freedom as possible. Notice how different groups, based on personality, will work together to complete a task. This can be part of the discussion when they present their findings. Rising educators will present their attributes, qualities and the responses from their posters in a whole-class setting.
- (Five minutes) **Formative assessment:** Rising educators will perform a whip around to present their attributes, qualities and the responses from their posters in a whole class setting.

Extension/challenge

- Have rising educators read "[Six Myths About a Teaching Persona](#)" and post their thoughts in a classroom blog, poster, or short journal entry.
- Have rising educators read pages 34-39 (Proposition Five) in the National Board for Professional Teaching Standards' "[What Teachers Know and Should Be Able To Do](#)." Have rising educators use the [Snapshot Summary Strategy Sheet](#) to chunk the sections of this proposition.

Educators Rising Cross-cutting Theme(s) Alignment

- ☒ Cultural Competence
- ☒ Fairness, Equity, and Diversity
- ☒ Reflective Practice
- ☐ Ethics
- ☒ Collaboration

- ☐ Social Justice and Advocacy
- ☐ Self-Efficacy

Educators Rising Standard(s) Alignment

- ☒ I: Understanding the Profession
- ☐ II: Learning About Students
- ☐ III: Building Content Knowledge
- ☐ IV: Engaging in Responsive Planning
- ☐ V: Implementing Instruction
- ☐ VI: Using Assessments and Data
- ☒ VII: Engaging in Reflective Practice

Resources

Day 1:

- TED Talk. (n.d.). *Getting at the heart of teaching: Lisa Lee at TEDxCrestmoorParkED*. [Video File]. Retrieved from <https://www.youtube.com/watch?v=YJM6WUNDnhA>
- Google Drawings - Thinking Maps Template [Circle Thinking Map]. Retrieved from https://pdkmembers.org/members_online/academy/L01-CircleMapTemplate.pdf
- Google Drawings - Thinking Maps Template [Double Bubble Thinking Map]. Retrieved from https://pdkmembers.org/members_online/academy/L01-DoubleBubbleMapTemplate.pdf
- True Colors. (n.d.) What is True Colors? Retrieved from <https://truecolorsintl.com/what-is-true-colors/>
- Shadiow, L., & Weimer, M. (2015, October 26). *Six myths about a teaching persona*. Retrieved from <http://www.facultyfocus.com/articles/philosophy-of-teaching/six-myths-about-a-teaching-persona/>
- National Board for Professional Teaching Standards. (n.d.) *What Teachers Should Know and Be Able To Do*. Retrieved from http://www.nbpts.org/sites/default/files/what_teachers_should_know.pdf
- Snapshot Summary Strategy Sheet. Retrieved from https://pdkmembers.org/members_online/academy/L01-SnapshotSummaryForm.pdf

Teacher Leader Notes

Common misconceptions

- Beginning teachers should emulate a favorite teacher to be successful.
- A positive teacher persona is the same as a personal persona.
- A teaching persona will come naturally and does not need to be considered by a future teacher.
- Teachers should always act “tough” in the first days of school.

Academic language

- Persona
- Collaborator
- Advocate

Tips

- There are many personality inventories. If you have a preferred method not mentioned, please augment, as necessary.

- Students are often energized at learning new details about themselves. Be prepared for them to ask for extra inventories to share with friends and family members.
- The Double Bubble Thinking Map might also be replaced with a Venn diagram graphic organizer at the teacher leader's discretion. The Circle Thinking Map might be replaced with lists.

Did you enjoy this lesson? Educators Rising Beginning to Teach Academy Curriculum offers over 50 lessons aligned to the Educator Rising standards. Visit <http://educatorsrising.org/edrisingacademy/> for more information.

SAMPLE