

Teaching at ISU

Building Communities of Teaching

by Corly Brooke
Director, CELT

Because for so long teaching was an isolated, closed-door experience, a primary goal of the Center for Excellence in Learning and Teaching is to build communities of support for the enhancement of learning. This fall CELT is sponsoring several faculty learning communities that meet over a sustained period to address different teaching and learning issues. These communities vary from Miller Fellows collaborating on scholarship of teaching and learning to teaching partner teams, teaching and learning circles, and a cohort of faculty working to enhance teaching in large classes. By connecting with others we can share our successes, challenges and experiences, and can gain the expertise to implement more effective teaching strategies.

One of the best collaborative learning experiences for me has been to observe colleagues in class. I always take away new ideas that I can use in my own classroom. CELT encourages peer observations, but it is difficult to coordinate schedules, and faculty time is already burdened with professional responsibilities. However, this fall, I invited a faculty learning community to observe my first day of teaching a large class, and ten colleagues took up the offer. I always experience excitement and jitters on the first day, but this time I wondered why I had put myself under the added pressure of being observed. However, the experience provided a rich interchange of ideas as colleagues offered constructive comments on what they had seen and heard. Much of what I had done was reinforced as good teaching; however, I was challenged to

think deeply about why I use certain strategies and was presented with exciting alternatives for improvement. My colleagues also had the advantage of observing the students from a different viewpoint that offered insights and in-depth discussion about student behavior in a large classroom setting. Together we shared our experiences and thought critically about ways to improve the learning environment.

As our discussion was ending, one of my colleagues said that she was impressed with how I tell the students that I feel it is an honor and a privilege to teach them and to learn with them. It struck her that my stating that on the first day created a sense of community for the semester. She expressed her intent to state something similar to her students and thanked me for sharing that idea.

The challenges and opportunities of teaching are complex, but by building connections with each other we can continue to share and learn. I hope you take the opportunity to join ISU colleagues through the variety of programming that CELT offers (see p. 4 for details). CELT welcomes your participation!



CELT's central campus home, Morrill Hall, now features Albert Paley's work, *Transformation*, 2007. See more information at left. Photo by Bob Elbert.

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ISUComm Implemented

This fall Iowa State officially begins ISUComm, a curriculum designed to improve students' skills in written, oral, visual, and electronic communication. ISU is running 105 sections of English 150, Critical Thinking and Communication, and English 250/250H, Written, Oral, Visual, and Electronic Composition (formerly English 104 and 105/105H.) The program has also pioneered a comprehensive, long-term assessment plan.

The next phase will focus on collaborative work by faculty in all majors to adapt WOVE learning to specific disciplines.

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Albert Paley (*American*, b. 1944), *Transformation*, 2007
In the Art on Campus Collection, University Museums, Iowa State University, Ames, Iowa. This project is funded in part by the Class of 1956, Iowa State University; Iowa Art in State Buildings Project for Morrill Hall; University Museums, Iowa State University; Rebecca Klemm; Martha LeBuhn Allen; The National Endowment for the Arts; and Ruth and Clayton Swenson.

Q&A with Hubbard Award Winner Holly Bender

Holly Bender, Associate Professor of Veterinary Pathology, received the Sesquicentennial Hubbard Teaching Award this spring. This \$18,000 award was presented in conjunction with Iowa State's 150th anniversary. Here, Holly shares some ideas about teaching and learning.

Q. What do you see as essential elements of outstanding teaching at the university level?

A. According to my observations, most university teachers do a great job of transmitting information. However, in order to create outstanding teaching, our challenge is to help students find relevance, deep understanding, connections and application with the knowledge that we impart. All faculty members are specialized in our various fields, which makes us experts and therefore of value to students in the educational process. Sometimes it is easy to forget how we thought before we had a working knowledge in our fields. There is so much information available that it is easy to get caught up in the race of just transmitting large amounts of content to our students in our courses. I struggle with this too. My field, like so many others, is expanding exponentially.

“Outstanding university-level courses are designed for maximum engagement, application, and helping the students to deepen their understanding.”

However, university-level education is not just about transmitting information. Books are much more efficient in this process than we are in the classroom. Outstanding university-level courses are designed for maximum engagement, application, and helping the students to deepen their understanding. The face to face time in class is better used for building relevance and excitement than for just information transfer.

The fields of study at the university level are highly complex. We need to strive to reach the higher levels of Bloom's taxonomy, such as application, analysis, synthesis and evaluation. To quote one of my favorite Virginia Tech faculty members, Dr. John Burton, “Memorization is essential but not sufficient.” Large amounts of information without application, relevance and synthesis can be overwhelming and just downright boring to students. In my opinion, nothing is worse than turning off students by boring them. I would rather encounter a student who is impatiently and even impolitely challenging my rationale than one whose mind has checked out, is sleeping or thinking about a grocery list. I think it is very important to do our best to make the subject material real to students, to relate it to their daily lives, and make it tangible. It helps immensely for students to apply the information to well-designed prob-



Holly Bender, Associate Professor, Veterinary Pathology, accepts the Sesquicentennial Hubbard Teaching Award in April.

lems. These problems need to be ones that students are likely to care about, problems that they are likely to encounter in their daily lives or career. I am really fortunate to have bright and highly motivated students, although I think that most faculty have this luxury to a great degree in a university setting. I also have a very practical and useful subject of high intellectual and emotional impact. However, there is so much essential information to transmit. Just for a survival strategy, students are tempted to learn the information on the surface, just to get through all of it. My job is to show students why topics that I choose are important and relevant to them.

Q. How do you balance the demands of both productive research and effective teaching?

A. In my early career, I performed benchtop laboratory work concerning free radicals and the antioxidant system. However, I found teaching extremely compelling, so I switched my focus to research on teaching. Fortunately, I found a group of brilliant people who shared my vision. We formed a multidisciplinary research team from individuals with the highly varied backgrounds of veterinary clinical pathology, instructional design and evaluation, informatics and computer science. We designed, created, and implemented a software program called the Diagnostic Pathfinder. I assign students 71 cases as homework on the Pathfinder and assign many more cases in class to apply and connect concepts learned in lectures. A demonstration movie can be found at <http://www.vetmed.iastate.edu/pathfinder/birg/DP.html>.

The Diagnostic Pathfinder has been implemented at six colleges of Veterinary Medicine in North America. We have evaluated learning in multiple sites and demonstrated highly significant learning gains at all sites. We have spoken about our work

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Visiting Professor Speaks about Good Teachers

by Peter G. Beidler

In conjunction with CELT's move to Morrill Hall and to celebrate 150 years of teaching and learning at Iowa State, CELT invited students to nominate for recognition a memorable ISU teacher. Many of the nominees were recognized at a luncheon in March, at which Peter G. Beidler, Lucy G. Moses Distinguished Professor of English at Lehigh University and recipient of multiple national teaching awards, spoke on what makes a good teacher. An edited copy of his remarks appears here.

An unfortunate fact of the teaching profession is that we are seldom thanked. Since we work for non-profit organizations, we don't get thanked in financial ways. Our students rarely thank us because they are afraid of being thought to be brown-nosers, and besides, they themselves are rarely thanked except in the impersonal currency of good grades. Our chairs are so busy doing their duty by urging us to do even better next year that they rarely thank us for what we did this year. So events like this are an important way to celebrate the work good teachers do and to say thanks.

I want to express my appreciation of the broad definition of "teacher" that informs this event. The call for nominations included not only classroom teachers but also advisers, counselors, and so on – the large galaxy of university people who make a difference in a student's life. In any good university, almost everyone who deals directly with students is a teacher. Indeed, in most professions, the really good people, the men and women who rise to the top of their professions, are almost invariably good teachers. To rise usually means to manage people through creativity, caring, and communication – in short, through good teaching. I have spent my life observing



Pete Beidler and LeAnn Faidley, Assistant Professor, Mechanical Engineering, celebrate her recognition as one of ISU's "memorable teachers."

good teachers – my own teachers, my colleagues, teachers at conferences on pedagogy. I have drawn from that life of observation to make a list of ten qualities that most of the really good teachers I have known share.

1. You feel that everyone deserves to be here except you. You look around, embarrassed because you feel that you are outclassed by all those really good teachers in the room. But you *have* made a difference in someone's life. Revel in that wonderful fact. On the other hand, though you may feel insecure about your teaching, you really want to be a good teacher. You see teaching as your number one job. Knowing that the road to success is paved with the rough rubble of failure, you stay on the road.

2. You never have enough time. As a good teacher, you are eternally busy. You work an eighty-hour week. Because you are good and strive always to be better, you draw the most students, do the most research, and work the most diligently to prepare your classes. You spend time outside class grading papers and exams, and you write grants and letters of recommendation. For you, the work of teaching expands to fill all the available hours. But you don't complain. Indeed, you rather like being busy for so noble a cause.

3. Somewhere along the line you had a great teacher. Some man or woman changed your life, made you realize that you want to help others the way that person helped you. My own favorite English teachers, Mrs. Bryant in high school – I never knew her first name – Wayne Booth in college, and J. Burke Severs in graduate school, showed me the way. They thought they were teaching me writing and literature, and they were. But what they really taught me was how to live my life.

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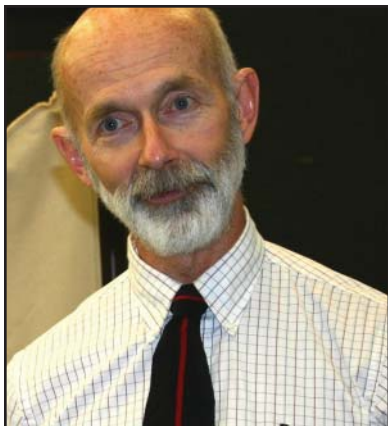
Pete Beidler speaks on campus in March to ISU faculty and staff who were recognized as "memorable teachers."

CELT Programming Set for Fall Semester

With the transition to WebCT GOLD nearly complete and with more tools for teaching with technology available almost monthly, CELT is offering a full slate of Learning Technologies programming for this fall.

WebCT GOLD sessions, held in 1230 Communications, will include workshops on managing course content, managing students and grades, and using quizzes, surveys and self-tests. In addition, CELT's Learning Technologies staff will present a session on personal response system, or **clicker, pedagogy**, Wednesday, September 19, from 12-1 p.m., and **Using TurningPoint Clickers to Engage Students in the Classroom**, Thursday, November 29, 12-1 p.m., both in 1230 Communications. Sessions on **Teaching and Learning and Social Software, PowerPoint** and more are also on tap; check the CELT website, www.celt.iastate.edu, for details.

A CELT Faculty Forum will also feature teaching with technology, as the WebCT Show and Tell moves to the Memorial

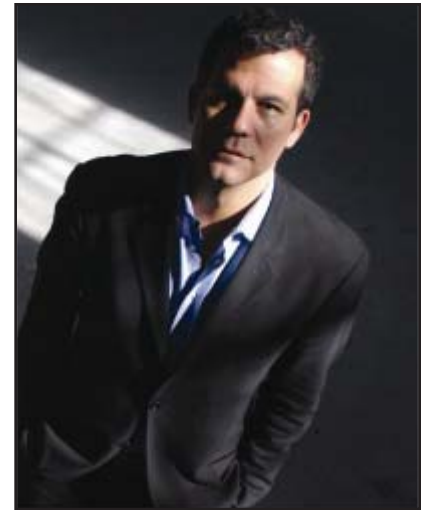


Educator Ed Sobey will speak at September's Faculty Forum

Union Campanile Room on Wednesday, October 31, from 12-1:30 p.m. Another **Faculty Forum, on Student Innovation: Inventing to Learn**, will be held Tuesday, September 18, 12-1:30 p.m. in the Gallery Room of the Memorial Union. In this session, educator Ed Sobey will explain how faculty can engage students in learning through the process of invention. He will discuss how students working in small teams can apply their creative and critical thinking skills to complex tasks, as well as the psychology of innovation and suggestions for managing open-ended classroom projects.

Two linked **brown-bag discussions** will be held before and after **Richard Florida's** visit to campus. Florida, who is this year's Helen LeBaron Hilton Chair in Human Sciences honoree, is author of *The Rise of the Creative Class* and *The Flight of the Creative Class*. Florida is a world leader in thinking about economic and demographic trends, as well as cultural and technological innovation. Background readings on Florida's ideas about the creative class, and the implications of his ideas for college-level teaching, will be the foundation of these discussions. They will be held on Friday, September 14 and Friday, September 21, both from 11:30 a.m.-1 p.m. in Morrill 2030.

Another opportunity to think about the implications of new approaches to teaching and learning is **Learning Connections and Student Learning**, Wednesday, October 3, 3:30-4:30 p.m. in the Parks Library Learning Connections Center (first floor, Parks). David Baldwin, Associate Dean, Parks Library, will introduce faculty to this new center and discuss how collaborative workspaces can contribute to effective teaching (see separate article, p. 5).



Richard Florida is the 2007-08 Helen LeBaron Endowed Chair.

Bloom's Taxonomy of levels of student learning, and ways to help students learn at these levels, will be the focus of a workshop on Thursday November 1, from 3:30-5 p.m. in Morrill 2030. Ann Marie VanDerZanden, Associate Professor, Horticulture, will facilitate.

For graduate students and TAs, Donna Kienzler, CELT Assistant Director, will facilitate sessions on **Going on the Academic Job Market** (Sept. 20), **Preparing for Academic Interviews** (Oct. 4), and the **ABCs of Grading** (Oct. 25), all on Thursday afternoons from 3:30-5 p.m. in 1115 Pearson. Karen Bovenmyer, Program Assistant for CELT's Preparing Future Faculty Program, will coordinate a **Teaching and Learning Circle** for graduate students on W. J. McKeachie's *Teaching Tips*. This Circle will meet on Fridays, October 5, 12, 19, and 26, from 10:30 a.m.-12 noon.

Donna will also facilitate a **Teaching and Learning Circle** on Robert Boice's book, *Advice for New Faculty Members: Nihil Nimus*. In this book Boice offers wise and useful advice aimed at new faculty (but useful for anyone). Advocating moderation in everything and "*nihil nimus*" (nothing in excess), he shows faculty how to balance their teaching, research, and service work. For all Teaching and Learning Circles, register for details and to receive the readings.

Details on these and other sessions are on CELT's website. Register online via AccessPlus - for instructions, see www.celt.iastate.edu/events. If you have difficulty, contact celt@iastate.edu or 4-5357. Specify event title and date, your name, position, department, and phone number.

Upgrades Bring Additional Features to WebCT GOLD

By Travis Kramer,
Program Coordinator, CELT

The summer months found the WebCT Support Team making significant upgrades to Iowa State's learning management system, WebCT GOLD. This major software upgrade, along with the addition of hardware resources to the system's infrastructure, has paid dividends, solving literally hundreds of issues discovered by the campus community. Use of the learning management system continues to grow: 1273 course accounts are registered in WebCT GOLD for Fall 2007, serving well over 31,000 users.

The transfer of teaching and learning activities to WebCT GOLD from WebCT Cardinal is nearly complete, and CELT, in partnership with Information Technology Services, is excited to share the advanced teaching tools of the latest version. Instructors have access to many student-centered learning components and improved course management features with WebCT GOLD.

WebCT GOLD makes it easier to navigate and perform tasks in the system. New ActionLink shortcuts provide users with more direct access to common tasks. In addition, Web Links can be

categorized and configured to allow students to contribute with annotated links of their own.

Discussions within WebCT GOLD have been updated and include communication tools – such as blogs, journals, and peer reviews – that are familiar to today's highly tech-savvy students. These changes give students new opportunities to express themselves and reflect on their experiences. They can also interact and collaborate with their peers using these new tools and offer relevant contributions to their courses.

Assessments have been improved with the addition of Grading Forms (rubrics), which help instructors to establish expectations for assignments and discussions. Now instructors can let students know grading criteria beforehand and more easily follow course policies when grading assignments.

CELT Learning Technologies is available to provide support and training for instructors as Iowa State University transitions to WebCT GOLD. If you would like more information about WebCT GOLD, or would like to schedule an in-house departmental training session, contact a CELT Learning Technologies staff member at 294-5357 or webctgold@iastate.edu. You can also register for workshops through AccessPlus.

Parks Library, Durham Offer New Learning Spaces

Two new sets of learning space for students are open this semester. One is the Learning Connections Center, located in the former reference area on the first floor of Parks Library. A grant from the Roy J. Carver Charitable Trust allowed this transformation of traditional facilities and services into collaborative and new media workspaces with expert assistance nearby.

This center is designed to support small group study and research, with space devoted to collaborative work areas, multimedia production studios, and research and technical assistance. Computer workstations allow groups of 3-5 users to share a computer and workspace for team-oriented projects. Multimedia production studios offer state-of-the-art hardware and software to create media products for classes, and a presentation practice room provides a place for individuals and small groups to practice classroom presentation. The center's space and services are available for use by faculty and staff as well.

A second set of media-equipped spaces for learning is located on the first floor of the Durham Center. Six rooms can accommodate from four to a dozen students working on group projects or presentations. Each room is equipped with whiteboards, computer and internet access, video projector and screen, and other materials. Students can reserve these spaces for up to four hours a day.

A workshop on how faculty can encourage effective use of collaborative workspace, "Learning Connections and Student Learning," will be held Wednesday, October 3, from 3:30-4:30 p.m. in the Parks Library Learning Connections Center. David Baldwin, Associate Dean, Parks Library, will facilitate. Register for this workshop via AccessPlus.



The new Learning Connections Center is located on the first floor of Parks Library. Photo courtesy of Jody Graden.

Outcome Centers Invite Consideration of Learning Goals

One of the best-known instances of outcomes-focused education is Alverno College in Milwaukee, WI. There, faculty teach not only within a discipline, such as biology or nursing, but also in a specific learning area, such as critical thinking or global awareness, that cuts across many disciplines.

This cross-disciplinary interest in student learning outcomes was the inspiration for “outcome centers,” an informal, grassroots initiative of faculty interested in student learning in five areas. These include communication; ethics; problem-solving and critical thinking; creativity; and visual aesthetics.

Faculty working to build these “outcome centers” see a need to build a community of people on campus who are involved in these areas and who wish to improve how student learning outcomes are developed and implemented at Iowa State. The idea, according to Craig Ogilvie, Associate Professor, Physics, is to gather people from different departments and colleges, from student affairs, and from the student body who all work towards similar goals, but rarely have a chance to meet each other. The group members can discuss current and future methods to develop these learning outcomes in ISU’s students.

For each of these five areas, work groups will meet early this semester and then reconvene two to three times per semester on an ongoing basis. The initial meetings will focus on com-

munity building, discussing what is happening on campus in specific courses and effective pedagogies for developing each outcome. In later meetings, members of the group may present more details on what they are doing and will then decide on specific projects or initiatives to develop.

Conveners for the outcomes groups include:

- Don Payne, (donpayne@iastate.edu), Associate Professor, English, and Sue Ravenscroft, (sueraven@iastate.edu), Professor, Accounting, for **communication**
- Craig Ogilvie, (cogilvie@iastate.edu), for **problem-solving/critical thinking**
- Alex Tuckness, (tuckness@iastate.edu), Associate Professor, Political Science, and Krishna Athreya, (ksa1@iastate.edu), Program Manager, Engineering Academic/Student Services, for **ethics**
- Suzanne Hendrich, (shendric@iastate.edu), Professor, Food Science and Human Nutrition, for **creativity**
- Jean Parsons, (jparsons@iastate.edu), Associate Professor, AESHM, and Debra Satterfield, (Debra815@iastate.edu), Associate Professor, Art and Design, for **visual aesthetics**.

Everyone interested in the long-term goal of developing these vital skills in Iowa State’s students is invited to contact the conveners and to attend the groups’ inaugural meetings.

2007 University Teaching Seminar Is Largest Ever



In August, the University Teaching Seminar welcomed many tenure-eligible faculty, lecturers, clinicians, and TAs new to the Iowa State University classroom. At left, Steve Freeman, CELT Assistant Director, discusses classroom assessment techniques. Right, Cheryl Achterberg, Dean of the College of Human Sciences, offers the keynote address for Wednesday, August 15, a day of programming especially for TAs. Photos by CELT staff.

Q&A with Hubbard Teaching Award winner Holly Bender

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extensively on the local, state and national level and published our results in peer-reviewed journals. Leading this team to improve instruction has been extremely rewarding. It has also led to wonderful partnerships and collaborative activities at Iowa State as well as other universities in North America.

Q. How do you know when you've done a good job in the classroom or lab?

A. There are many great ways to receive valuable feedback. I am a big fan of the “clickers” that allow students to give feedback in class. After about 10 minutes of lecture, I insert a few multiple choice questions that are designed to probe student understanding of a concept just presented. Students sometimes surprise me concerning their level of understanding. This creates great opportunities for learning. I also give many quizzes, several per week, where students solve case problems. I am very fortunate to have a colleague in my research group, Dr. Jared Danielson, who is a specialist in assessment. He helps me design formal assessments that lead to valuable insights. Of course, there is nothing that substitutes for students' faces lighting up in “aha” moments.

I have spent my career mentoring veterinary students and residents. Recently I have been also mentoring faculty on innovative ways to engage students. It is very rewarding to see my faculty colleagues' eyes light up when they design an effective teaching strategy. These collaborations have led to many interesting and rewarding friendships and projects at Iowa State University as well as our partner universities.

Q. You have emphasized group learning in your courses for the past few years. Why? Have you found it successful?

A. Well-designed team-based learning is a fantastic way to increase student understanding. Of course, many of us have been subjected to team learning where it was not well designed. I design the team learning so that students first think the problems through individually and commit to an answer. The students then debate their answers with their team members and try to convince each other of the validity of their rationale. This is where the best learning happens. I have based much of my team learning on Dr. Larry Michaelsen's work and designed it in collaboration with my research team. Larry and colleagues have created a website with many wonderful resources at <http://www.ou.edu/pii/teamlearning/wmp.htm>.

Early in my course, we talk about the benefits of students teaching each other vs. learning as individuals. It is well known that the process of teaching someone can greatly increase one's own understanding and retention. This makes sense to most students. So if their courses are well designed, instructors can

encourage students to help each other, and in doing so, help themselves. During a team-based learning exercise this week, I observed intense conversations about the concept of mean corpuscular hemoglobin concentration. A debate about bone marrow regeneration that started in class continued in the hallways well after class with a number of students. It just doesn't get any better than this! I can remember many times before I implemented team-based learning when students snoozed as I lectured about these same complex concepts. Three 6-minute videos of ISU CVM students commenting about team-based learning, my clinical pathology course and the Pathfinder are found at <http://www.vetmed.iastate.edu/pathfinder/birg/testimonial.html>.

“I am a big fan of the ‘clickers’ that allow students to give feedback in class.”

Q. What advice would you give to beginning college teachers?

A. I have been a faculty member for 27 years. Every year, I get up in front of a new class of students and they look at me as if to say, “Who is this person and how will she try to hurt me?” It is not just new faculty who get this treatment. There is a period of trust-building that must occur each year. Those critical first days are essential to building that relationship. The advantage of having a few years under your belt is that you know it is temporary and as long as you have integrity and good intentions, you will ultimately gain their trust.

It is essential to communicate passion about your subject. All subjects can be fascinating, or you can squeeze the life out of them. Presumably the reason that you teach is that you have found a great interest in your subject. Try to remember what first sparked your interest. Why should students care about the subject? You will not stay interested in your job for very long if you bore people. Find the excitement. Apply your concepts to real life situations. Most people know this intuitively, but I see instructors talk themselves out of strategies like this in order to make more room for content.

ISU has a very progressive Promotion and Tenure document as far as supporting the scholarship of teaching and learning. It is not necessarily understood fully by all parties involved in the process. Drs. Susan Carlson and Corly Brooke have been active in helping faculty and administrators learn about the ISU tenure process.

Q. Is there anything else you would like to add?

A. I would like to express my deep gratitude to Dr. Joseph Walder for generously sponsoring the Hubbard Award, and to Corly Brooke, Susan Yager, Amy Slagell, the CELT staff and CELT Advisory Board for creating this wonderful opportunity.

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Educator Pete Beidler on What Makes Good Teachers

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4. As a teacher, you try to listen at least as much as you talk. You try to ask questions at least as much as you answer them. You know that if you give answers, students tend to write them down and forget them. You know that if you can lead your students to give you the answers, they may not write them down, but they will remember them and remember how they found them. Even in really large classes, you find ways to challenge your students individually.

5. Your favorite teaching is outside the classroom. You like talking to students one-on-one in your office. You like taking them or sending them to do research off campus or just outdoors. You like them to get internships in industry or to do research in the bus station or in a soup kitchen to help them to understand that life is wider than a college campus.

6. In class, you are enthusiastic. Or you pretend to be. Good teachers learn soon enough that part of teaching is faking it, knowing how to convince your students at 8 a.m. that there is no place you'd rather be. I'll bet that you rarely sit when you teach – except perhaps in seminars – since you have learned that you are peppier when you stand and move around. Walking out of a classroom, you feel depleted and far less peppy than when you walked in because someone has sucked the energy from you, but you don't mind because you know that your energy served an important function.

7. You don't quite trust student evaluations. You pay

far more attention to the one negative comment than to the twenty-nine positive ones, and that one makes you wonder why and how you failed as a teacher. You pay more attention to mid-course than end-of-course evaluations because those can help you to reach these students, not just some future ones.

8. Making money is not your goal in life. Rather, your goals are making people, making American and global citizens, making new knowledge. You take more pride in making waves than in making money.

9. You embrace change. You keep up not only with what is going on in your field but also with new pedagogies. Even so, you resist the temptation to think that technology is the solution to all pedagogical needs. What good is a fully wired classroom if you do not stay fully wired to individual students? You never forget that times and students change, and you resist the temptation to want them always to stay the same so your life stays simple. Rather, you celebrate change because it is the very nature of your profession. If teachers don't embrace change, why are they here?

10. You allow yourself to love. You believe in the now-outdated premise of *in loco parentis*. You think of yourself as a bit of a parent to at least some of your students. You come to care about them almost as if they were your own children. You want them to succeed, to become good people, to live good lives. It is hard not to feel both profoundly delighted when certain students graduate and profoundly sad when they leave.
