



Invisible Skills of Great Teachers

You are probably familiar with the idea that great teachers are born, not made. It is a sentiment that is prevalent in the media and even in some courses purporting to teach teachers. Doug Lemov, however, is turning that idea on its head. As a young teacher he was determined to find out what makes a good teacher good at his or her job. By videotaping the lessons of teachers who had proven outstanding achievement in the classroom, he was able to break down the individual skills that they displayed (sometimes without even knowing they did so) into teachable parts. He compiled his observations into a set of notes that eventually became *Teach Like a Champion 2.0: 62 Techniques That Put Students on the Path to College*.

While his techniques are aimed mostly at teachers of elementary and high school, teachers of all grade levels and subjects can learn valuable lessons from his research. Try one (or all) of the techniques below:

- Move around the classroom, noting the places where you can best see your students' faces. Continually scan the class so that students know you are watching what they are doing. This promotes better behavior and lets students know that you are aware of what happens in your classroom.

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Tips for Keeping Your Class on Track

Sometimes it can feel like an impossible feat of superhuman willpower to keep your students on track and learning. Distractions can come from anywhere—sometimes you have control over them and sometimes you do not. Focusing on the things you can control (at least to some extent) will help keep your class on track and make it easier to deal with unexpected interruptions.

A class can be quickly thrown off its course if you have to stop frequently to help students who are struggling to catch up with the rest of the class. This takes away from instruction time and creates space for other students to get bored and cause even more distractions. Addressing the needs of students who are falling behind is critically important to their education and should be done as early as possible. Try some of these ideas to keep your class on track:

- Conduct a short survey on the first day of class to give you an idea of where students are in the subject area. You will inevitably have students who have a lot of experience with the subject, some who have no experience, and some who fall in the middle. Getting an idea of each student's starting place will help you determine how much extra help is needed.
- Use cold calling in class. *Cold calling* is the practice of calling on students who do not raise their hand when you ask a question. This is a good way to gauge whether or not students understand the material. Ask questions of two low-performing students, two-middle performing students, and two high-performing students. If they all get the answer right, you

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PTEC Supports Educators in the Training of Pharmacy Technicians

by Kara Schotter, PTEC Report

As a pharmacy technician educator, it can be difficult to locate teaching supplies, create engaging assignments, and manage on-the-job training experiences for students. If managing all of these responsibilities is not enough, it is even more



difficult to find continuing education courses geared toward furthering one's development as an educator. The Pharmacy Technician Educators Council (PTEC) is here to help. PTEC is a non-profit organization, and its mission is to unite, support, and empower educators in the training and education of exemplary pharmacy technicians.

From the Publisher

In preparing this fourth issue of *Tech Teaching Tips*, we paused to reflect on the growing literature devoted to effective teaching. New books, news stories, and websites appear at a steady rate and illustrate the work and research being done on what makes effective teachers and teaching. The total of this outpouring of books and new stories serves to remind us great teachers are made, not born.

In each issue of *T3* we highlight some of the many books that are now being published on effective teaching. We hope that you have found our articles useful in your day-to-day work in the classroom. As we said in our first issue, instructors in pharmacy technician training programs have a unique set of challenges. Teaching the technician curriculum to students with a variety of backgrounds, encompassing a range of ages, learning styles, cultural identities, and language differences is rarely easy. We are amazed at the work you do in preparing new pharmacy technicians for the constantly evolving healthcare system.

We welcome your comments and suggestions. Please feel free to share this issue with colleagues. Thank you for your continued interest in *Tech Teaching Tips*.

Jack Bruggeman
Director, ASHP Special Publishing

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PTEC has a lot to offer for seasoned, as well as new, pharmacy technician educators. The organization's membership is 508 strong, and the years of membership vary from 1 to 25 years. The varying years of membership provide a strong foundation for the organization. PTEC recently honored 19 of its members who celebrated 10 or more years of membership in the organization. Many of PTEC's members work in community college settings, while others serve as pharmacy technician training personnel in retail chains, such as Walgreens.

The PTEC Annual Conference is held

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- Leave enough time after you ask a question so that students who are shy or slow to respond have time to answer the question. Try repeating the question during the "wait time" so that you don't lose the momentum of the lesson.
- Try using nonverbal interventions to bring a student whose attention is wandering back to the lesson, without stopping teaching. A small hand gesture, eye contact, or simply moving close to the misbehaving student can correct behavior without disrupting class time.
- When giving directions to the class, stand in one place. If you give directions while you are moving about the classroom, it gives the impression that what you are saying is of no

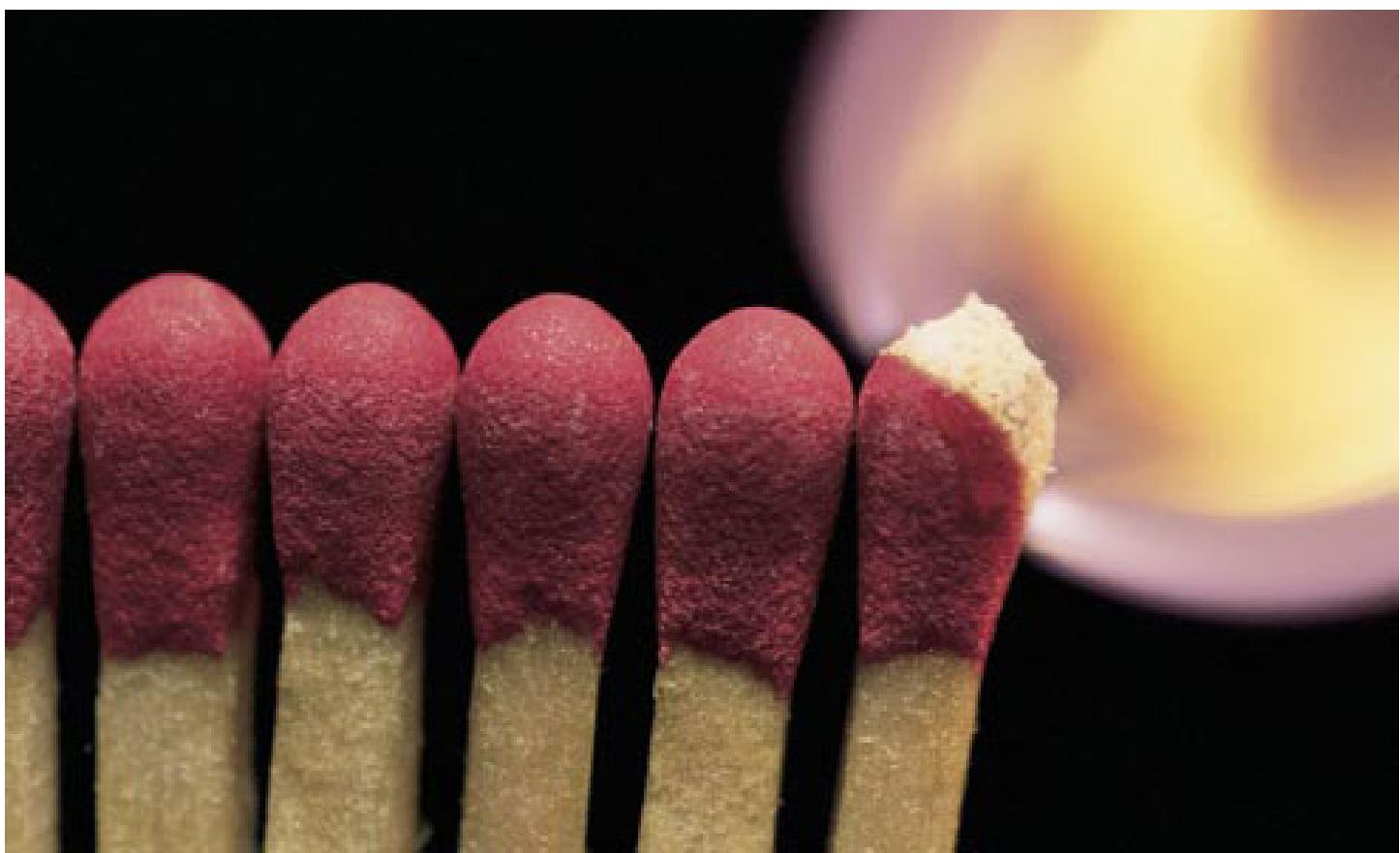
more importance than anything else going on in the room. Standing still while giving out directions will focus the students' attention on you and will signal to them that what you are saying is important to hear.

Teach Like a Champion 2.0 has a multitude of examples of invisible skills of great teachers and includes video clips of teachers using these techniques in real classrooms. For more information visit www.teachlikeachampion.com.

Sources

Lemov, Doug. *Teach Like a Champion 2.0: 62 Techniques That Put Students on the Path to College*. San Francisco, CA: Jossey-Bass; 2015.

Leslie, Ian. The revolution that could change the way your child is taught. *The Guardian*. March 11, 2015. <http://www.theguardian.com/education/2015/mar/11/revolution-changing-way-your-child-taught>. Accessed March 17, 2015.





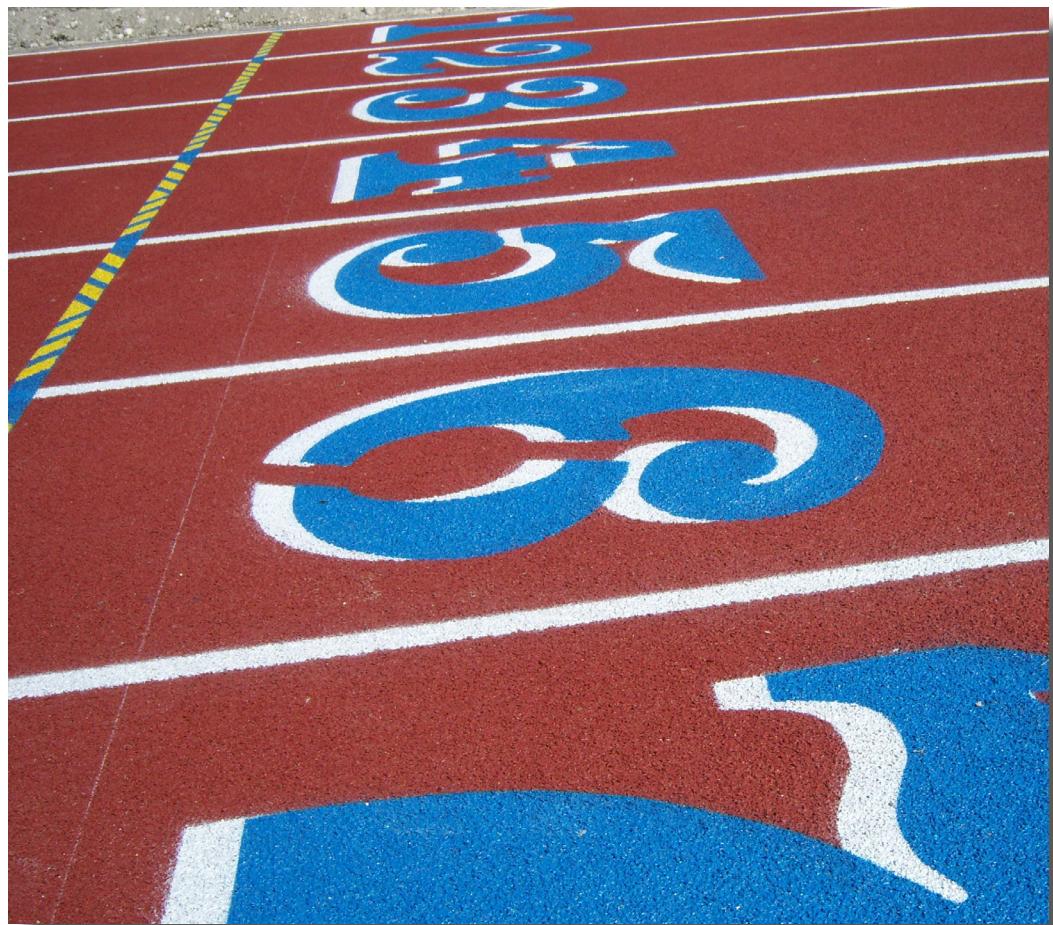
"Keeping Class on Track" continued from page 2

can move on. If not, you know you need to spend more time on the topic.

- Set struggling students up with more successful students as tutors. (Don't forget to thank the tutors with extra credit, a thank-you note, etc.)
- Schedule longer and more in-depth conferences with struggling students.
- Check in with struggling students more frequently, especially if they are working on a large project.

Use email to communicate with them outside of class, so they know that you are available for questions.

Identifying struggling students early on and keeping tabs on them throughout the semester will help you catch them up more easily. The less ground you have to cover to get them up to speed with the rest of the class, the easier it will be for you to get them there. It will also allow you to focus on instruction during class time and allow each student to get more out of the class.



Reference

Spalding, Dan. *How to Teach Adults: Plan Your Class, Teach Your Students, Change the World*. San Francisco, CA: Jossey-Bass; 2014.





"PTEC Supports Educators" continued from page 3

every year in July, and many of the presentations focus on the development of teaching skills. For example, some of this year's topics include interdisciplinary learning activities, teaching sterile compounding and aseptic technique using active learning models, active and engaged learning techniques, teaching distance education courses, test writing, teaching professionalism, and organizing and teaching foundational courses in pharmacy technician programs. In celebration of the 25th anniversary, the organization is hosting its Annual Conference in New Orleans, Louisiana. The conference will be held July 9 – July 11. Registration for the conference is available on the PTEC website, www.pharmacytecheducators.com.

All PTEC members also have the option to join an online listserv. Via the listserv, members can get questions answered from other technician educators. Recent topics of discussion that focused on teaching

included textbook adoptions, HIPAA and OSHA training, creating investigational drug labs, teaching medication reconciliation, and teaching total parenteral nutrition basics. Messages from the listserv are sent directly to a member's email so responses to important questions can occur very quickly. The listserv has served as an invaluable resource for PTEC members as discussion and sharing occurs on a daily basis.

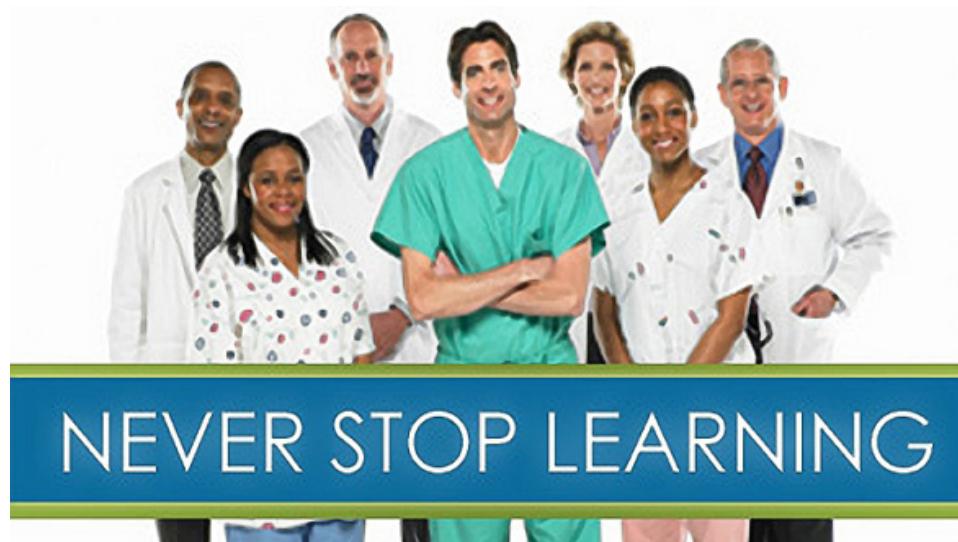
In addition to the benefits of the annual conference and the listserv, the organization produces a quarterly newsletter. The newsletter serves as an additional platform to assist members in staying up to date with current trends in technician education. The newsletter includes a "Member Spotlight" as well as a "Vendor Spotlight." Members are encouraged to share their own personal stories via the "Member Spotlight" and to write articles on topics of interest to other technician educators for the newsletter.

PTEC also fosters leadership. The organization is led by members who volunteer to serve on the board of directors. The organization holds elections for various members of the board of directors

each year. The board of directors includes the following positions: president-elect, president, past-president, vice-president, secretary, reporter, and treasurer. In addition to these positions, the organization

also has an Executive Director and a webmaster.

If you are interested in more information about PTEC or in becoming a member, please contact Kara Schotter, PTEC reporter, at kara.schotter@kctcs.edu or visit the website www.pharmacytecheducators.com.





In Case You Missed It

In case you did not receive all of the previous issues of *Tech Teaching Tips*, here is a list of the books and articles we have referenced in our newsletter.

Books

- Bain, Ken. *What the Best College Students Do*. Cambridge, MA: Harvard University Press; 2012.
- Barkley, Elizabeth. *Student Engagement Techniques: A Handbook for College Faculty*. San Francisco, CA: Jossey-Bass; 2010.
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- Whitaker, Todd. *What Great Teachers Do Differently: 17 Things That Matter Most*. Larchmont, NY: Eye on Education; 2012.
- Whitaker, Todd and Whitaker, Beth. *Teaching Matters: How to Keep Your Passion and Thrive in Today's Classroom*. Larchmont, NY: Eye on Education; 2013.

Articles

- Lage MJ, Platt GJ, Treglia M. Inverting the Classroom: A Gateway to Creating an Inclusive Learning Environment. *J Econ Educ*. 2000;31(1):30-43. <http://www.jstor.org/stable/1183338>. Winter, 2000. Accessed December 16, 2013.
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- McLaughlin JE, Roth MT, Glatt DM, et al. The Flipped Classroom: A Course Redesign to Foster Learning and Engagement in a Health Professions School. *Acad Med*. 2014;89(2):e8. http://journals.lww.com/academicmedicine/Abstract/publishahead/The_Flipped_Classroom__A_Course_Redesign_to.99241.aspx. Accessed December 16, 2013.
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Tech Teaching Tips

Advice for Pharmacy Technician Educators



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We want your ideas!

Have an idea for a story? Have a teaching tip, suggestion, or technique to share? Send your ideas and suggestions to:

Amberly Hyden, T³ Managing Editor, at

ahyden@ashp.org.

If you haven't seen the previous issues of *Tech Teaching Tips*, please email Amberly Hyden.



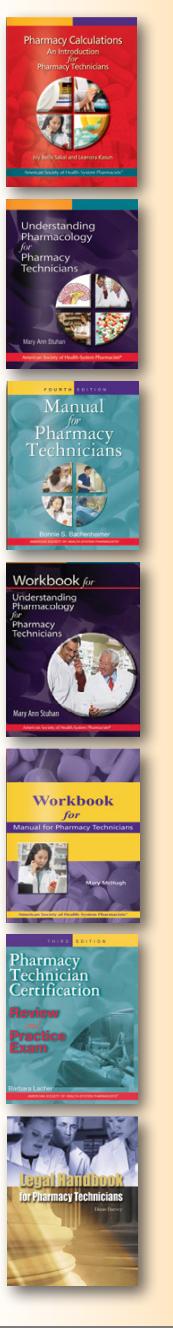


ASHP Pharmacy Technician Education and Training Resources

For information on these and other resources for technician training go to: www.ashp.org/menu/InformationFor/Technicians.aspx.

To review an exam copy for adoption consideration, contact Chris Jezowski at cjezowski@ashp.org or go to: [Request an Exam Copy](#).

The new third edition of *ASHP's Model Curriculum for Pharmacy Technician Education and Training* can be found [here](#).



Pharmacy Calculations: An Introduction for Pharmacy Technicians

Print and ebook, Instructor's Manual

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