

Substitute Teacher Handbook

Rochester School Department

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Position Guide for Substitutes

A minimum standard of a high school diploma or its equivalent is necessary.

School Board Policy now requires that all substitutes under the age of 21 be enrolled in a post secondary educational program. This may be a two-year college, four-year University, or another institution of higher learning, which leads to a diploma or degree. To establish your participation in such a program, we request that you provide us with a copy of your letter of acceptance to the program, your most recent grade report, or other document (school ID, etc) which will establish your participation

The substitute assumes the position, prestige, and consideration accorded to all staff members. The substitute also assumes and is expected to perform the duties of the absent staff member unless excused by the Principal or Assistant Principal.

The substitute wage schedule for 2007-2008 (as of 7/1/2007) is as follows:

- Non-Certified - \$60 per day
- Certified - \$80 per day
- If a substitute worked in the district the previous year more than 90 days - \$65 per day
- After 20 consecutive days, a certified sub is paid a daily rate at the BA level on the teacher contract (\$169.20 for school year 2007-2008)
- A Certified sub for a long-term absence (pre-approved for 6 weeks or longer), is paid based on the salary schedule with experience or education, from the first day of the absence.

Time Commitment

1. Please be prompt: an elementary day runs from **8:15am to 3:30pm**.
The middle school and high school day runs from **7:00am to 2:45pm**.
2. Substitutes must arrive to their assigned school on time! Please remember to leave yourself enough time to check in with the front office and review assigned lesson plans and duties.

Following Lesson Plans / Duties

1. Please review lesson plans that the classroom teacher has left for you when you arrive.
2. Please be aware of any duties you may be covering for the day.
3. **It is critical that you follow lesson plans left by the classroom teacher. If there are no lesson plans, please ask a neighboring teacher, department head (high school), and aide or office staff for help. The office often has back-up plans.**
4. **It is critical that you fulfill your assigned duties. Please refer to the duties schedule in your sub folder if the classroom teacher does not specify duties. Coverage for all duties is very important.**

Taking Attendance and Lunch Count

Taking attendance and lunch count is an important part of the start of your day. Each school may do these things a little different. Below is a summary of the general procedure. **Please remember to ask the students for help with the process if you have forgotten how it is done, they are always eager to assist.**

Elementary Schools – Attendance and Lunch/ Milk Count sheets will be provided in the classrooms. Please complete these forms and have “student helpers” bring these forms to the office / kitchen by 8:45 am.

*** You do not have to take lunch count at the middle school or high school.**

Classroom Management

The best way to assure that a teacher has few discipline problems in his / her classroom is for the teacher to be proactive and to anticipate in advance potential problems. The following suggestions are meant to remind teachers of ways to keep students on task and cooperative.

1. Have carefully planned lessons, which offer challenging activities. As a substitute it is important to remember to follow the lesson plans left by the classroom teacher. If no plans have been left, remember to ask a neighboring teacher, department head, aide, or office staff for help.
2. Provide activities, which involve the students as doers, thinkers, creators as well as studiers and reciters.
3. Encourage questions and responses from students rather than having them sit, passively listening and taking notes.
4. Offer and expect good scholarship.
5. Be an active, interested participant in your classroom.
6. Learn students' names quickly and acknowledge each student daily.
7. Research the background of any student posing regular problems. Ask administration for help on how best to handle the student.
8. Demonstrate respect and fairness of each student's personality.
9. Avoid sarcasm and humiliation of students.
10. Maintain poise and self-control in the face of inattention, disorder, minor infractions, lack of preparation, etc.
11. Keep a sense of humor.

Discipline must be firm, fair and consistent. Teachers should try to handle their discipline problems within the classroom unless intolerable circumstances arise such as obscene language, disrespect, or anything more severe.

Remember that classroom control is the most important single factor or a substitute. Composure, positive action, and self-confidence are the keys to a successful day!

Elementary – Follow 1-2-3 Magic technique (refer to attached sheet). Most classrooms have rules posted in the classroom. If all else fails, ask the students for help learning the rules. It gives them great pride to teach you what they know. This also helps you learn the language of the classroom so that you can provide consistency to the students.

Middle School – Teachers are expected to address the majority of student behavior issues. If a student's behavior becomes a major disruption to the learning process or a safety issue, please complete a Discipline Referral form and send the student(s) to the office. Examples of behavior that would warrant immediate referral to the office could include: fighting, verbal harassment/bullying, profanity, gross disrespect or insubordination, threatening a student or adult, using or being in possession of tobacco, alcohol, or drugs, or theft.

High School – If an intolerable situation arises, send student(s) to the main office or to the crisis room. Please buzz the main office or crisis room to alert them that you are having trouble with a student(s) and that they have been sent to meet with an administrator or crisis room teacher.

Dress Code

Dress in a professional manner. Jeans are discouraged.

- Dress for your assignment whenever possible. Wear clothing that is comfortable and appropriate. For example, wear athletic clothes if you are covering a physical education class. Wear comfortable, less dressy clothing if you will be covering an aide position that is one with a busy or challenging student.

Teachers are expected to dress appropriately and follow the guidelines of the dress code policy.

1. Clothing, jewelry, or accessories with decorations, patches, lettering, advertisements, etc that may be considered disruptive, distracting, destructive, obscene, or offensive shall not be worn to school. Accessories having drug emblems, tobacco, or alcoholic beverage references are not permitted.
2. Shirts, blouses, and wide-strap tank tops must cover the entire torso at all times. Bare middles or the exposure of cleavage shall not be permitted. Crop tops, tube tops, halter tops, spaghetti strap tank tops, and basketball shirts are not acceptable unless covered by a non-transparent outer shirt.
3. The length of the skirt or dress must be approximately knee length. Short shorts and spandex are not allowed.
4. Except for religious purposes, head coverings may not be worn or visibly carried in school during school hours.
5. Outerwear must cover underwear at all times.

6. Dress and grooming shall be clean and in keeping with health, sanitary, and safety requirements. All clothing shall be neat, clean and free of holes that could be considered obscene or provocative.

Cell Phone Use

Use of cell phones is not permitted in the classroom by teachers or students.

Teachers may use cell phones during breaks or in case of emergency.

Computer Use

Rochester School District Computer & Communications Policy Statement

Introduction

The Rochester School Board recognizes the value of computer and other electronic resources to improve student learning and enhance the administration and operation of its schools. To this end, the Board encourages the responsible use of computers, computer networks, including the Internet, and other electronic resources, in support of the mission and goals of the Rochester School Department and its schools

Because the Internet is an unregulated, worldwide vehicle for communication, information available to staff and students is impossible to control fully. Therefore, the Board adopts this policy governing the voluntary use of electronic resources and the Internet in order to provide guidance to individuals and groups obtaining access to these resources on School Department-owned equipment or through School Department-affiliated organizations.

School Department Rights and Responsibilities

It is the policy of the Rochester School Board to maintain an environment that promotes ethical and responsible conduct in all computer and communications equipment activities by staff and students. It shall be a violation of this policy for any employee, student, or other individual to engage in any activity that does not conform to the established purpose and general rules and policies of computer/communications equipment use. Within this general policy, the School Department recognizes its legal and moral obligation to protect the well being of students in its charge. To this end, the School Department retains the following rights and recognizes the following obligations:

1. To monitor the use of computer network and the communications network activities. This may include real-time monitoring of Internet access and/or maintaining a log of Internet activity, or attempted activity, for later review.
2. To provide internal and external controls as appropriate and feasible. Such controls shall include the right to determine who will have access to School Department owned equipment and, specifically, to exclude those who do not abide by the School Department's acceptable use policy or other policies governing the use of school facilities, equipment, and materials.
3. To restrict on-line destinations, including in-coming signals, through software or other means.
4. To remove a user's access, a device, or connection to the network that is not approved and secure.
5. To provide guidelines and make reasonable efforts to train staff and students in acceptable use and policies governing on-line, wide-area, and local use of computers and communication equipment.

6. Prior to allowing user access, a signed statement of compliance will be executed, certifying that the user understands and agrees to comply with Rochester School District policy.
7. School district reserves the right to “block” at any time any sites or services that could cause bandwidth issues that affect the overall stability of the network.

Staff Responsibilities

1. Staff members who supervise students, control electronic equipment, or otherwise have occasion to observe student use of said equipment shall make reasonable efforts to monitor the use of this equipment to assure that it conforms to the mission and goals of the Rochester School District.
2. Staff should make reasonable efforts to become familiar with the Internet and its use so that effective monitoring, instruction, and assistance may be achieved.

User Responsibilities

Use of the computer and communication equipment provided by the School Department is a privilege that offers a wealth of information to improve research and productivity. Where it is available, these resources are provided to staff, students, and other patrons at no cost. In order to maintain the privilege, users agree to learn and comply with all of the provisions of this policy.

1. The School Department reserves the right to monitor, review, and copy any communications at any time.
2. Failure to report breaches of this policy is itself a violation.
3. Users will be individually responsible for their own behavior and violation of this policy may result in discipline actions in the form of written reprimand, suspension, expulsion, termination of employment, or others forms decided by the school board and superintendent.
4. Staff will be responsible for maintaining their own systems for reliability, integrity, availability, and for physical protection.
5. Disciplinary or legal action including, but not limited to, criminal prosecution under appropriate local, state, and federal laws. Violation of local, state, and federal laws will be reported to the proper enforcement authorities.

Acceptable Use

1. All use of the computer and communications equipment must be in support of educational and research objectives consistent with the mission and objectives of the School Department.
2. Proper codes of conduct in electronic communication must be used. All users are representing the Rochester School District and must use polite and respectful language in any dealings through this equipment.
3. Use network etiquette which includes being polite and using it in a safe and legal manner.
4. Use of the network is a privilege, not a right.
5. Confidential information will be sent under a secure medium.
6. Protecting your own data.
7. Users will use extreme caution to verify messages go to the correct address/user.
8. Any software/hardware must be pre-approved by the CIC Staff.

9. Immediate notification of a system compromise to CIC Staff (Virus, Trojan, hackers, unauthorized access, etc).

Unacceptable Use

Prohibited activities include, but are not limited to, the following:

1. Users will not obtain, or provide to others, illicit copies of copyrighted software or documents. Only software provided by or approved by the Rochester School District may be installed on a School District computer. Users will not download or install software, or upgrades to approved software already installed, unless directed to do so by the Superintendent or his designee(s). Users will not download or install any unauthorized software, including freeware and shareware, on School District computers.
2. Users will not use the computer network to attempt to gain unauthorized access to any computer or communications system.
3. Users will not use the computer or communications equipment to give out any personal information about another person.
4. Any use of the computer or communications system for commercial, advertising, profit, or political purposes is prohibited.
5. Users shall not intentionally seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users, or misrepresent other users on the network.
6. No use of the network shall serve to disrupt the use of the network by others. Hardware and/or software shall not be destroyed, modified, or abused in any way.
7. Malicious or mischievous use of the network to develop programs that harass other users or infiltrate a computer or computing system and/or damage the software components of a computer or computing system is prohibited.
8. Hate mail, chain letters, harassment, profanity, obscenity, racist and other antisocial behaviors are prohibited on the network.
9. Use of the network to access or process pornographic material, inappropriate text files (as determined by the system administrator or building administrator), or a file dangerous to the integrity of the network is prohibited.
10. Use of the network for any unlawful purpose is prohibited.
11. Playing games is prohibited unless specifically authorized by a teacher for instructional purposes.
12. Establishing network or Internet connections to live communications, including voice and/or video (relay chat) is prohibited unless specifically authorized by a teacher and a system administrator.
13. Sending offensive email (racist, pornographic, or otherwise inappropriate).
14. Harass, intimidate, threaten, or engage in any illegal activity.
15. Sending proprietary or confidential information to any unauthorized person.
16. Allowing other users access to your password or account.
17. Make changes to the operating system or networking settings.
18. Open up devices for repairs, etc.
19. Use of gambling, pornographic, or on-line actions sites/programs.

20. Use of Home/Personal equipment or software for use on the school network.
21. Use of dial-up networking or other technologies to bypass the firewall.
22. Tampering with any communications devices, i.e.; computers, phones, etc.
23. Changing of wiring, connections, or placement of computers resources is prohibited.
24. Use of school resources for any cheating or academic dishonesty.
25. Use of any hacking, cracking, password cracking, scanners, or any other hacking or network discovery tools.
26. Attempting to circumvent any security.
27. Starting any denial of services attacks.
28. Any unauthorized access to include wireless devices or any other communication devices.
29. Use of email systems or accounts other than one's approved by the CIC staff and Superintendent.

Disclaimer

1. The School Department cannot be held accountable for the information that is retrieved via the network.
2. Pursuant to the Electronic Communications Privacy Act of 1986 (18 USC 2510 *et seq.*), notice is hereby given that there are no facilities provided by this system for sending or receiving private or confidential electronic communications. System administrators have access to all mail and will monitor messages. Messages relating to or in support of illegal activities will be reported to the appropriate authorities.
3. The School Department will not be responsible for any damages you may suffer, including loss of data resulting from delays, non-deliveries, or service interruptions caused by our own negligence or your errors or omissions. Use of any information obtained is at your own risk.
4. The School Department makes no warranties (expressed or implied) with respect to:
 - The content of any advice or information received by a user, or any costs or charges incurred as a result of seeing or accepting any information;
 - Any cost, liability or damages caused by the way the user chooses to use his or her access to the network.

The School Department reserves the right to change its policies and rules at any time.

Confidentiality and Anti-Harassment Policies

Please refer to the attached notices for this information.

*** Important Facts to Know ***

Where should substitute teachers park?

- **Annex** – In the staff lot along the side of the building.
- **Chamberlain** – In the parking lot next to the school.
- **East Rochester** – In any spot not marked reserved
- **Gonic** – In either the front or back parking lots.
- **McClelland** – In the parking lot behind the building
- **Maple** – In the front parking lot
- **School Street** – In the parking lot or in front of the school. Not on the sidewalk or you will be ticketed!
- **William Allen** – In front parking lot
- **Middle School** – Any spot not marked “visitor” or “handicapped”, unless you have handicapped plates.
- **High School** – In the last row in the parking lot in front of the Technology Center. Spaces marked 103-110.

Which door should substitute teachers use when they arrive?

- **Annex** – The door closest to the staff parking lot
- **Chamberlain** – The side door next to the parking lot
- **East Rochester** – The front doors
- **Gonic** – The front door
- **McClelland** – There is a door to the teacher’s room next to the back parking lot where the two school wings come together. There is a buzzer at the door.
- **Maple** – The front door
- **School Street** – The front door
- **William Allen** – The front door
- **Middle School** – The front door
- **High School** – The front door

Where should substitute teachers put their coats and lunches?

- **Annex** – Coat in the classroom, lunch in the staff room refrigerator
- **Chamberlain** – Coat in the classroom, lunch in the staff room refrigerator
- **East Rochester** – Coat in the classroom, lunch in the staff room refrigerator
- **Gonic** – Coat in the classroom, lunch in the staff room refrigerator
- **McClelland** – Coat in the classroom or on the coat rack in staff room, lunch in the staff room refrigerator
- **Maple** – Coat in the classroom, lunch in the staff room refrigerator
- **School Street** – Coat in the classroom or office, lunch in the staff room refrigerator
- **William Allen** – Coat in the classroom, lunch in the staff room refrigerator
- **Middle School** – Coat and lunch in the classroom
- **High School** – Coat in the classroom, lunch in the staff room refrigerator

Contact People

Audra Lurvey

Professional Development and Recruitment Coordinator

(603) 817-2922

Lurvey.a@rochesterschools.com

High School

Kate Zacharias
Assistant Principal
(603) 332-0757

Gonic School

Martha Wingate
Principal
(603) 332-6487

Middle School

Chris Foley
Assistant Principal
(603) 332-4090

Maple Street

Barbara McDowell
Teaching Principal
(603) 332-6481

Annex

Nancy Loud
Teaching Principal
(603) 332-6486

McClelland

Arlene Walker
Principal
(603) 332-2180

Chamberlain

Stephen LeClair
Principal
(603) 332-5258

School Street

Nancy Booth
Teaching Principal
(603) 332-6483

East Rochester

Teresa Bailey
Principal
(603) 332-2146

William Allen

Rob Hanson
Principal
(603) 332-2280

Reading Materials

1 - 2 - 3 Magic

1. "That's 1. I need..."
 - first cueing / redirecting (like a warning but avoid negative words)
 - then a brief statement of the expectation / appropriate behavior.
 - examples: "I need your eyes up here please." "We are writing in our journals." "It is time to do the math worksheet."

2. "That's 2. I need... It is not appropriate (ok) to..."
 - second cue
 - Repeat expectation
 - Add brief statement of inappropriate behavior for clarification. Avoid "you/don't/stop"
 - Examples: "It is time to do the math worksheet. Please put the puzzle away" "I need your eyes here. Please close the book"

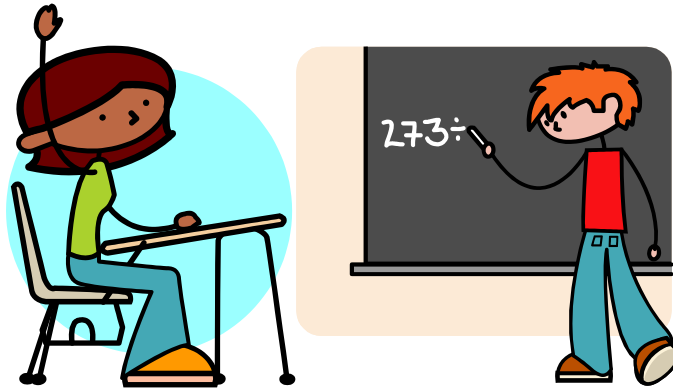
3. "That's 3"
 - Child goes to a pre-determined time out location for pre-determined amount of time, usually 3-5 minutes. Some type of timer is helpful.
 - Initially, if child does not go on "3" you might point to time out place.

Objectives:

- To cue students to appropriate behavior.
- To limit verbalizations that interrupt learning / teaching and that can escalate oppositional students.
- To lessen the personalization felt by some students.
- To pattern low-key approach, particularly helpful with challenging students.

Cooperative Learning Is...

An approach in which students work in small (2-5) heterogeneous groups toward a shared learning goal. Students understand that they can reach their learning goals if and only if the other students in their group reach their goals. Cooperative activities are carefully structured to ensure maximum participation, individual accountability, positive interdependence, and social skill development.



Cooperative Learning Models

Essential Attributes

1. Group Interdependence
 - * Shared Goals – Signing off
 - * Resource Interdependence
 - * Group Rewards

2. Individual Accountability
 - * Quiz
 - * Numbered Heads
 - * Individual Products

3. Face-to-Face Interaction
 - * Students are required to discuss the material.

4. Social Skills Training
 - * Using names
 - * Checking for understanding
 - * Sharing ideas and information
 - * Encouraging
 - * Checking for agreement
 - * Group Processing

5. Heterogeneous Groups
 - * High-Avg. – Low Performers
 - * Male - Female
 - * Racial or Ethnic
 - * Outgoing - Shy

Basic Elements Of Cooperative Teams

Positive Interdependence

Students perceive that they need each other in order to complete the group's task ("sink or swim together"). Instructors may structure positive interdependence by establishing **mutual goals** (maximize own and each other's productivity), **joint rewards** (if all group members achieve above the criteria, each will receive bonus points), **shared resources** (members have different expertise), and **assigned roles** (summarizer, encourager of participation, elaborator).

Individual Accountability

Assessing the quality and quantity of each student's contributions and giving the results to the group and the individual.

Face-to-Face Promotive Interaction

Students promote each other's productivity by helping, sharing, and encouraging efforts to produce. Members explain, discuss, and teach what they know to teammates. Instructors structure teams so that members sit knee-to-knee and talk through each aspect of the tasks they are working to complete.

Interpersonal And Small Group Skills

Groups cannot function effectively if members do not have and use the needed social skills. Instructors emphasize these skills as purposefully and precisely as job-performance skills. Collaborative skills include instructorship, decision-making, trust- building, communication, and conflict-management skills.

Group Processing

Groups need specific time to discuss how well they are achieving their goals and maintaining effective working relationships among members. Instructors structure group processing by assigning such tasks as (a) list at least three member actions that helped the group be successful and (b) list one action that could be added to make the group even more successful tomorrow. Instructors also monitor the groups and give feedback on how well the groups are working together.

Taken from: Circles of Learning: Cooperation in the Classroom (Revised Edition).

D.W. Johnson, R.T. Johnson and Edythe Johnson Holubec, Englewood Cliffs, NJ : Prentice-Hall, 1996.

57 Ways To Get Children In A Row

Line up if you can tell me...

1. what you would wish if you had one wish...
2. something people don't like: being late, sour milk...
3. something people do like: rainbows, picnics, hugs, good movies...
4. safety rule for home or school...
5. a health rule for home or school...
6. the name of a television character or show title...
7. the name of a state other than New Hampshire...
8. where your father or mother works...
9. name of a city other than Rochester...
10. the name of a country...
11. what you would like to be when you grow up...
12. your favorite subject in school...
13. your favorite place to visit, the woods, the ocean, the park...
14. a book title, author, character, illustrator
15. a type of fruit...
16. a type of vegetable...
17. a type of tree...
18. a type of flower...
19. the name of a movie star, rock group, singer...
20. Your favorite cereal...
21. a hobby or collection...
22. an animal in the zoo...
23. an animal on a farm...
24. where your family went on vacation...
25. the name of a school worker...
26. your address, phone number, birthday...
27. what you would do with a million dollars...
28. one thing you learned in school this week...



Line up if you have...

1. a tooth missing, two teeth, three, four...
2. aqua as your favorite color, violet, maroon, peach...
3. a T-shirt on, long sleeves, short sleeves...
4. a ribbon in your hair, a watch on your left hand...
5. a "z" in your name, a "b", an "i", a "q"...
6. a short vowel in your name, a long vowel...
7. a birthday in January, February, March...
8. been to a circus, a rodeo, the zoo...
9. sneakers on, boots, loafers...
10. two persons in your family, three, four...
11. a pet dog, cat, fish, turtle, horse...
12. seen the movie, Star Wars, Underdog, etc...
13. striped socks on, pink socks, brown socks...
14. taken dance lessons, judo, swimming, voice...
15. visited other states: California, Florida, Texas...
16. participated in a wedding as a bridesmaid...
17. flown in an airplane, a helicopter, an air balloon...
18. gone snow skiing, water skiing, snorkeling...
19. cooked: hot dogs, hamburgers, grilled cheese...
20. helped parents mow grass, wash the car, clean the kitchen...
21. performed in a recital, play, sports activity...
22. moved to a new neighborhood, town, city, state...
23. brought back your library books today, yesterday...
24. walked to school, rode the bus, drove with a parent...
25. been polite to a friend, teacher, parent today...
26. blue eyes, brown eyes, hazel, black...
27. been to a hospital for tonsils, broken bones, to visit a friend...
28. written a poem, story, song, play...
29. stood on your head, played tag, skipped rope, hung on a monkey bar...



Clothing by:

Kind of shirt
Colors of Socks
Jeans or non-jeans
Shoe styles or colors
Belted or unbelted
Collars or collarless
Stripes or no stripes
Short sleeves or long

Hero / Heroine Identifying :

Vowel sounds
Right and left
First and last
Numerically by
Before and after
Animal and insect sounds
Pennies, nickels, dimes...
Beginning and ending consonants

Alphabetically by:

Z to A
Last name
First name
Street name
Father's name
Mother's name

Numerically By:

Vowels in name
Symbols in name
Number of buttons
Consonants in name
Multiples of 2, 3, 5, 10
Last digit of phone number
Number of siblings
Ages of siblings

Favorites by:

Sport
Movie
Flower
Season
Animal
Ice Cream
Vegetable



Questioning Skills

One very important practice in teaching involves the ability to be skillful in asking questions. Checking for understanding requires much questioning of students. Understanding and using the following suggestions will improve lesson effectiveness.

The Art of Questioning

A “TRY-TO” list to help involve all students, not just a few, in class discussions is suggested here. These suggestions can promote both listening and discussion.

- Try to **pause after asking a question** The pause clearly indicates the question is meant for everyone, not just one or two thinkers. A pause of three to five seconds will enable the slow thinker to participate and give all students time to think carefully and answer with confidence.
- Try to **avoid answering your own questions**. Answering your own questions will turn a discussion into a lecture.
- Try to **follow up student responses with the question “Why”**. This will help the student who could not answer the question to understand how the answer was reached.
- Try to **limit the use of questions which rely almost completely on memory**.
- Try to **avoid frequent questions which require only a “Yes” or “No” answer**.
- Try to **avoid directing a question to a student for disciplinary reasons**. Firing a quick question at an inattentive student usually results in a response such as “What”? It only alienates that student.
- Try to **avoid repeating the student’s answer**. Repeating the answer allows students to listen only to the teacher.
- Try to **insist on attentiveness during questioning periods**.
- Try never to **call on a particular student before asking the question**. Calling on a student first causes other students not to listen. You want all students to listen.
- Try to **avoid “giveaway” facial expressions to student responses**. Try not to show disappointment when a student gives an incorrect answer. If a student has volunteered, at least the student has tried. A teacher’s reaction should not discourage the students from contributing to class discussions.

- Try to **avoid these types of questions:**
 1. How many of you understand that?
 2. Does everybody see that?
 3. Do you want me to go over that again?
 4. Did I go too fast for you?

Only a few students will have enough confidence to ask questions when they are confused. Few students, especially those with a lack of confidence or those who are not doing well, are going to confess in front of the entire class that they do not understand.

Dealing With Difficult Behaviors

Some strategies for dealing with difficult behavior

Effective management of student behavior is important in preventing the beginning, the continuance or spread of inappropriate behavior. These are some helpful techniques from The Aggressive Child by Dr. Fritz Redel and Between Parent and Child by Dr. Haim Ginott:

Purposeful Ignoring

If the teacher feels that certain misbehavior is not contagious and will stop soon of its own accord, the teacher may decide to simply ignore the behavior.

Signal Interference

The teacher signals a student through a gesture, a look, or a brief signal that she is displeased.

Proximity and Touch Control

The teacher comes closer to the noisy or restless student, or places his desk next to her. A gentle hand on the shoulder or a friendly pat may make a difference in helping the student control his behavior.

Emotional Drainoff

The teacher provides a transition period of drawing, singing, and etcetera that releases tension after an exciting or tense experience.

Counter Expectational Evidence

Sometimes a student may do something impulsively and is not sure what the teacher will do as a consequence. If the teacher reacts with humor and understanding, the student will be greatly relieved and assured of being accepted.

Hurdle Help

Sometimes a student cannot proceed with a task in which he is experiencing difficulty. The teacher may provide an explanation or a “hint” that enables the student to go on.

Diversion and Restructuring

When one activity has gone on too long, students get bored and restless. An alert teacher anticipates trouble and changes strategies even if it requires some flexibility in scheduling.

Regrouping

There are some students who stimulate each other to get into trouble. The teacher separates them immediately into other groups without comment.

Direct Appeal to Reason, Rules, or Interpersonal Relations

The teacher assumes that the student has a conscience and basically wants to do the right thing. The teacher reminds him of whatever standards are important to him without accusation or threat.

Bouncing

When a student is about to explode in anger, tears, or uncontrolled laughter, he may need to be removed from the situation so that he can gain control of himself. The teacher may use some pretext such as asking the student to run an errand, help with some task or get a drink of water.

Limitations or Props

Some props or situations are patent invitations to a student to get into trouble. When attractive nuisances such as water pistols, yo-yo's, or balls are confiscated, it is wise to tell the student that the situation is temporary and that the student can reclaim his possession later when it is not distracting to the class.

Defusing Statements That Avoid Power Struggles

- a) I'm disappointed that you are choosing to use such angry words even though I'm sure there is much to be angry about
- b) I am really concerned! It is very important that I understand why you are so mad. Please tell me later when I can really listen.
- c) I know there is a solution to this, but I don't know what it is right now. Let's meet later when we can really figure it out.
- d) Your words (actions) tell me you are bored. It takes a lot of discipline to hang in there when you are unsure about why we are doing certain things. Thanks for hanging in there.
- e) I know you are angry but there is no problem too big that can't be solved. Let's use words to solve the problem.
- f) You're just not yourself today and that must feel lousy.
- g) We both know there are other ways of telling how we feel while still being respectful. I look forward to hearing from you after class.
- h) Throwing chairs doesn't make problems go away. It only creates new ones. Let's use our words to say why we feel so mad!
- i) I really want to understand what I did to bug you. But swearing at me doesn't help. Let's talk later when we can be alone.
- j) Wow, you must be feeling awfully mad to use those words in front of everyone. Let's talk later when we can be alone.
- k) Wow, you must be mad to embarrass me like this in front of everyone. It makes me want to fight back, but then we'd never solve the problem. Later is the time to handle this.
- l) I'm glad you trust me enough to tell me how you feel and I'm concerned. Any suggestions for improvement are appreciated.
- m) There may be some truth to what you are saying but it is hard for me to really hear you when you use words that are disrespectful.

- n) That is an interesting opinion. Tell me more after class.
- o) When did you start (feeling, thinking, believing) that? Tell me after class.

