



Teacher Tip of the Week

New Teacher Support Program 2008-2009

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Teacher Tip of the Week
New Teacher Support
Program
Wilson County Schools
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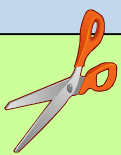
HELPFUL WEBSITE FOR TEACHERS



www.mathplayground.com



This is an action-packed website for elementary and middle school students. Practice your math skills, play a logic game, and have some fun!!



Cutting Corners

ASSIGNMENT ALERT:

After grading a set of papers, fill out an "Assignment Alert" form for each student who does not have a grade—even if the student was absent.

When you return the papers, everyone gets something. If students get an Alert, they must find the missing paper, staple the form to the corner, and return it. Points are deducted for late work, but the work is accepted as long as the deadline is met. This system places the responsibility back on the student.

Learn student names (quickly!)

Having trouble learning the names of your students? Try one of these recommended techniques:

- ◆ Let students prepare their own "passport". On a note card, ask them to place a photo, information about their interests, and any other information you consider vital. Use the cards to "study" your pupils outside of class.

- ◆ Name tags or Name tents. During the first two weeks of school ask students to pick up a name tag you have made for them and wear it in class. Alternative: students create name tents—paper folded in half—and place them on their desks for a few days.



- ◆ Ask students to create a memory Device to remember them by. Pupils can be encouraged to create a mnemonic device or creative visual to assist in "setting them apart".
- ◆ My Unforgettable Neighbor. Pair students. Let the partners interview each other. Next, they introduce their new friend by telling something about the person that will be hard to forget.
- ◆ A Kodak Moment. Assign pupils to groups and take group photos. Label students by names for outside study. If possible, take each student's photo separately and post on a bulletin board in the seating arrangement.
- ◆ Have students give their name each time before they speak. This can be

continued until everyone (instructor and the students) feels they know the people in the room.

- ◆ Strive to memorize a row of students per day. In the few minutes before class begins, review what you've already memorized and then add another row of students to that list.

- ◆ On a note card students write the name they prefer to be called in class. Below their name they are asked to write one sentence which will make them memorable. The sentence could be used in a variety of ways: to share a favorite quote, to describe a hobby, to tell about where

they grew up, or to let the instructor know something about their classroom "style."

- ◆ Have a short quiz at the beginning of class over students' names.

If, after struggling to learn your students' names, you find yourself forgetting your own, remember:

- It's OK to not know everything! Instructors are human too, and they can make mistakes just like anyone else.
- Think positively! A good attitude will help anyone. Most of us can remember 5-6 names at a time. Keep reminding yourself that you CAN learn a few names at a time, and work to build on this skill.
- ◆ Be honest with your students! Let them know that you may have trouble remembering who they are. Ask them to be patient. Most students will be happy to help you learn if you are up front with them from the beginning.

The First Days of School are Critical

The first days of school can make or break you. Based on what a teacher does or does not do, a teacher will either have or not have an effective classroom for the rest of the school year. What happens on the first days of school will be an accurate indicator of your success.

Nearly every teacher goes out to teach with no instruction or knowledge and no experience on what to do on the first day of school. Yet there is over-

whelming evidence that the first two to three weeks of school are critical in determining how well students will achieve for the rest of the year.

The effective teacher establishes good control of the class in the first week of school. Control does not involve threats or intimidation. Control means that you know (1) what you are doing, (2) your classroom procedures, and (3) your professional responsibilities. It is urgent that your stu-

dents know that you know what you are doing.

Everyone strives to become an effective teacher. An effective teacher establishes good control the first week of school, does things right, consistently, and affects and touches the lives of their students daily. Effective teachers know how to open the door and invite their students to learn.—Harry and Rosemary Wong, *The First Days of School*



Congratulations!

Mt. Juliet High School

New Year, New Home, New Dreams



“The dream begins with a teacher who believes in you, who tugs and pushes and leads you to the next plateau, sometimes poking you with a sharp stick called ‘truth’”.

—Dan Rather

What makes a class of concerned students?

We want our students to be concerned about what they are learning. A well-organized class period contributes to effective teaching and aids in motivating students. If we want a motivated class, we, as teachers, need to foster concern and interest in our students. A very low level of concern results in limited learning. Here are several ways to raise the level of concern among your students.

1. **MAKE EYE CONTACT.** Look directly at the person or persons you are addressing.
2. **KNOW AND USE THE POWER OF YOUR PHYSICAL PRESENCE.** The level of concern rises then the

teacher gets out from behind the desk and walks around the classroom. Walk down the aisles and stand close to students’ desks while you



3. **USE APPROPRIATE QUESTIONING TECHNIQUES.**
 - Address questions to all students.

- Don’t call the name of the student first.
 - Don’t call the name of the student immediately after asking the questions—pause first.
 - Call for paper and pencil responses frequently.
 - Call for silent hand-signal responses occasionally.
4. **MAKE USE OF FREQUENT QUIZZES AND TESTS.** Short quizzes and tests during the grading period help to hold students accountable.

Next week: What makes a class of interested students?

New Teacher Support Participants:



Kathryn Horn

Lakeview
Elementary

5th grade/
Language Arts/
Reading

WHY DID YOU BECOME A TEACHER?

"I went back to school after having several other jobs and I realized that I really had a desire to teach and work with children. I have been teaching for 1/2 year and I enjoy it more than any other job I've ever had."—Kathryn Horn



Lori Dedmon

Tuckers
Crossroads
Elementary

6-8th grades
Inclusion/
Reading/Math/
Language Arts

WHY DID YOU BECOME A TEACHER?

"After working with children for several years and raising three boys of my own, I realized that all children grow and learn differently. They'll have potential for success, no matter what their abilities or disabilities. I hope that I can help children that I teach reach their individual best."—Lori Dedmon



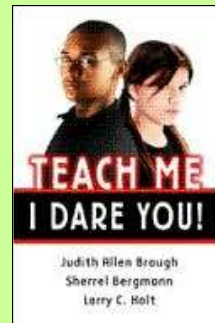
Meet Mr. James M. (Mike) Davis Director of Schools

Mike Davis is a life-long educator and a life-long learner. He has been a classroom teacher, K-12 principal, and superintendent/director of schools for the past thirty-five years. Mr. Davis began his career in education in 1972 in the Knox County, Kentucky, School System where he taught math and science in grades 5-8 for four years. In 1976 he was named Principal of the Barbourville City School consisting of grades K-12. Mr. Davis moved to the Superintendent's position of the Barbourville Independent School System in 1987 where he served for eight years. In 1995, he was selected to lead the Knox County School District, from which he retired in 1999 and moved to Tennessee to become the first appointed Director of Schools for Scott County, TN. On May 17, 2007, Mr. Davis was selected by the Wilson County Board of Education to serve as the Director of Schools for the Wilson County School System and began his 20th year as a superintendent/director of schools with a total of 35 years in elementary and secondary education.

In 1998, Mr. Davis was presented the Superintendent's Leadership Award (Superintendent of the Year) by the Kentucky Educational Development Coop, which represents fifty-one school districts and Morehead State University. He was also presented with the award of merit from the Kentucky School Media Association that same year. In 2007, Mr. Davis received a National Laureate Award from Computer World for his leadership in implementing distance learning throughout the Scott County School System.

Mr. Davis served in the Kentucky National Guard for 32 1/2 years and retired at the rank of Colonel in 2004. Several of the units that he commanded have or are presently serving in Iraq.

From the Bookshelf:



Teach Me, I Dare You!
By Brough, Bergmann and
Holt

This book provides practical tools for educators who work with disenchanting and disengaged youths. It offers clear, research-based, and explicit strategies for motivating, connecting, and intervening with these students. The practical wisdom in this book demonstrates what you can do to connect these students to their schools and to a promising future.



The Giving Tree
by Shel Silverstein

A classic parable of selfless love and devotion. A poignant, unforgettable tale for people of all ages.



Master Teacher Tips... Discipline

Taking a student back into class after a bad incident can be used to the advantage of the student and the rest of the class—if you handle the situation professionally. Your goal should be to send a message to all students that this is a good place to be—and “I’m glad we are all here.” if you readmit a student reluctantly or convey that the readmission is done because of an “order from the office” or it is something you “have to do”, you lose this advantage. When you talk to the student, try to get a request from him or her and give one in return. Likewise, give the student a promise and get one in return. Then, sit back graciously as you send a positive and enthusiastic message to all students about you and the classroom.

When you are experiencing misbehavior in a student, don’t worry so much at first about changing him or her. Rather, worry first about changing your reaction to the student. Then, see what techniques you can employ to get him or her to change the behavior. Remember, your reaction is as important as the technique you employ. You should be prepared—because when your reaction is under control, you will be amazed at how much better students accept your advice.



Teacher FAQ

Q: WHAT IS THE MOST COMMON MISTAKE NEW TEACHERS MAKE?

A: New teachers often make the mistake of trying to build rapport with their students by attempting to be their “best buddies”. This strategy backfires when the teacher must place demands on the students and they become resentful and rebellious. To avoid this ugly scenario, it is best for the new teacher to cultivate a respectful and business-like approach toward students. Once the teacher has developed his own distinctive teaching style (usually after the first year), he may choose to relate to his students on a more personal level.

For a Laugh!

