



Teacher Tip of the Week

New Teacher Support Program 2008-2009

Terry Edwards, Program Coordinator

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Teacher Tip of the Week
New Teacher Support
Program
Wilson County Schools
615-453-7282

E-mail Etiquette for Teachers

How to Professionally Reply to Parent or Colleague Messages

Email is a popular communication method. There are some simple rules to follow to keep the email professional and appropriate when sending to parents or colleagues.

Email is a popular tool for sending both personal and professional messages. Personal messages can have a casual tone, but professional messages should be written conservatively and with careful attention paid to accepted etiquette rules. As more teachers correspond with each other and parents through email, it is advisable to become familiar with email etiquette.

short and to the point since reading a message on a monitor is more difficult than print on paper. Second, use the subject line to identify the subject of the message and do not leave it blank, since some email servers might identify it as spam. Also, use proper grammar, punctuation and spelling, since these mistakes are common ones teachers expect students to correct. Finally, read the message once more before sending to proof read the message for mistakes.

When responding to messages, be prompt to answer any questions or, if an answer is not readily available, inform the sender that the problem is being addressed. Then, follow up with another response as soon as information is available. Delaying the initial response gives the sender the impression that the message was either not received or is being ignored. Also, keep the original subject and do not use

“Reply All” when responding to only one person, especially if the response is not necessary for all of the original recipients to receive.

Overall, email is an effective and convenient tool for teacher to teacher or teacher to parent communication. By paying attention to details and considering email a similar tool to written notes teachers can maintain a professional tone and image.

LESSON AND ACTIVITY PLAN FOR STUDENTS IN NETIQUETTE

OBJECTIVE: Understanding proper behavior when communicating online

INSTRUCTIONS: Have students read the following articles:

Why Use Email Etiquette



Professionalism is the primary reason for using proper etiquette. When messages are written to parents or colleagues without regard to tone, spelling and other etiquette rules, they come across as unprofessional and unconcerned. If students are expected to use correct grammar and spelling then parents expect teachers to do the same. Colleagues may find it concerning when another does not hold himself or herself to the same standards of written communication to which a student is held.

Another reason is liability. Electronic communication does not convey facial expressions or tone of voice. It is important to be aware of how what is written could be misunderstood, similar to when a note is written to be sent home. Misunderstandings can be time consuming and difficult to reconcile.

Basic Etiquette Rules

When writing the email message, there are several important etiquette rules to keep in mind. First, keep the message

HELPFUL WEBSITE FOR TEACHERS



<http://www.gradebook.org/Bulletin%20Boards.htm>

BULLETIN BOARD IDEAS FOR THE CLASSROOM

A number of websites dealing with creative approaches to the classroom bulletin board.



Cutting Corners

ABSENT STUDENTS

When a student is absent put a “We Missed You, Here’s What You Missed!” folder on his/her desk. These are fun to make. Decorate a file folder with the words and stickers. The student who sits next to the absent person is in charge of filling the folder with whatever is passed out during the day.

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E-Mail Etiquette for Teachers & Students (continued from page 1)

ARTICLES:

NETIQUETTE

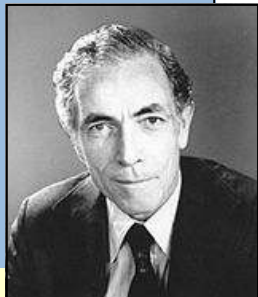
[http://
www.learnthenet.com/
english/
html/09netigt.htm](http://www.learnthenet.com/english/html/09netigt.htm)

E-MAIL ETIQUETTE

[http://
www.learnthenet.com/
english/
html/65mailet.htm](http://www.learnthenet.com/english/html/65mailet.htm)

SMILEYS

[http://
www.learnthenet.com/
english/
html/25smile.htm](http://www.learnthenet.com/english/html/25smile.htm)



“The strength of the United States is not the gold at Fort Knox or the weapons of mass destruction that we have, but the sum total of the education and the character of our people.”

Claiborne Pell

DISCUSSION:

- What are the rules of the road you should keep in mind when online?
- What are some good things to do in your online communication?
- What are some things to avoid?
- What are some useful abbreviations to use in your messages?
- How can you convey emotions in an electronic message?
- What are FAQs and why are they important?

ACTIVITIES:

1. Divide the class into pairs. Have one person send a message to his or her partner that violates e-mail etiquette. Ask the recipient to correct the message and return it to the sender.
2. Have students use a search engine to find some online FAQs. Review them with the class to get a general idea of the content.
3. Have students test their knowledge with an interactive Netiquette Quiz:

[http://
www.learnthenet.com/
english/flashtest/
netiquette.htm](http://www.learnthenet.com/english/flashtest/netiquette.htm)

NOTABLE BOOKS ON E-MAIL ETIQUETTE

[E-mail Etiquette Made Easy](#) by Judith Kallos

[E-Mail: A Write It Well Guide--How to Write and Manage E-Mail in the Workplace](#) by Janis Fisher Chan

[The Bliss or "Diss" Connection?: Email Etiquette for the Business Professional](#) by Cherie Kerr and Jim Doody

[Email: The Manual: Everything You Should Know About Email Etiquette, Policies and Legal Liability Before You Hit Send](#) by Jeffrey Steele



December 2 is Special Education Day!

We mark the anniversary of the nation's first federal special education law--December 2, 1975 as a day to reflect and reform.

Where were we when President Gerald Ford signed the ground-breaking legislation? And, where are we now? *We have come a long way and now provide access to education for all children, including children with disabilities.*

And, where do we need to be tomorrow? We take the day to honor progress and celebrate students with disabilities--and their parents, teachers and schools.

New Teacher Support Participants:



Charlie Seaton

Mt. Juliet High School

Economics & World History

WHY DID YOU BECOME A TEACHER?

"I became a teacher partly because I love learning, but I also love having the opportunity to help others see things that I did not see when I was in their shoes."—Charlie Seaton



Kameron Carden

Watertown Elementary

Speech-Language Pathologist

WHY DID YOU BECOME A TEACHER?

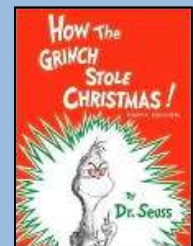
"I became interested in the field of speech-language pathology because of my sister. She was born deaf and attended a school for the deaf for eight years to learn to talk. I was always impressed by the speech-language pathologists who worked with her. They all did a fantastic job, because she is totally oral today. I decided to go to graduate school for speech-language pathology to help kids like her. Because I wanted to work with as many children as possible, I decided to work in a school as opposed to a private practice or clinic. I'm glad I did, because I love my job, and I love Watertown Elementary."—Kameron Carden

From the Bookshelf:



School : The Story of American Public Education
by Sarah Mondale

This text is a companion volume to the four-part PBS documentary series of the same name. Essays by five historians of American education examine the history of the American public school system, from colonial times to the present. They consider a variety of issues faced by educators, parents, politicians and voters over the decades, including state versus local control, educating non-English speakers, specialized vocational tracks, approaches to school integration, the use of intelligence and standardized tests to assess academic potential, the challenges to providing the same quality of education to districts of varying socio-economic levels. Serious writing, but accessible to general readers interested in public education.



How the Grinch Stole Christmas

By Dr. Seuss

4-8 years of age

Checking Up on Learning

If you want to find out whether you got your latest lesson across to your students, try this suggestion:

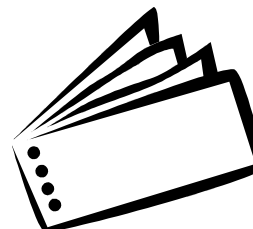
At the end of the class period, ask your students to write down the three most important things they learned that day.

Their responses can let you know whether or not you have been successful that class period. You can refer to this assignment as

their "ticket out the door."

There are several side benefits to this daily activity. First, you can use this for a daily grade each day. Second, writing down these three things reinforces what the students have learned. Third, it can help with closure of the class period and effectively use those last 10 minutes of class when so many students become restless for

the bell. And fourth, it can serve as a starting point of the next day's class by knowing what concepts to review.





Master Teacher Tips... Student Relationships

Some days we may feel off balance. Our day may have started poorly or students may not have arrived in class with the attitudes we expected. As a result, we may get crabby. Unfortunately, students will pay the price for our mood if we do nothing to change it. The next time you find yourself feeling out of sorts, try this strategy. Take a few minutes to refocus and consciously start to think more positively. Pinpoint something you feel good about in the class and with students. And listen closely and consider what some of your students may be facing in their lives in and out school. Thinking about a student's troubles can put ours into better perspective. When you feel out of sorts, it also helps to make it a point to improve a student's day, perhaps by giving an encouraging comment or by showing consideration through a small gesture. You will find such action automatically improves your day—and builds good relationships with students in the process.

If you want superb relationships with students, never refer to anything you do for students as “your job.” Students want you to do what you’re doing for them because you want to, not because you think you have to. Make no mistake: Students do not want to be part of your job—even though the reality is that they are.



Upcoming Events

Universal Human Rights Month

Tolerance Week
December 1-7

Special Kids Day
December 3

Extraordinary Work Team
Recognition Day
December 4

For a Laugh!

