



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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Teaching Respect in the Classroom

Respect is your most powerful management tool for instilling good classroom discipline. But you have to do it right.

IT STARTS WITH YOU

You are the leader in the class and if you do not have respect then it will not happen elsewhere.

RESPECT YOURSELF

Respect starts within you. It requires that you first respect yourself (it is surprising how many people do not). Self-respect can be very hard, especially for those who have not been respected in the past (and especially their childhood).

Do you respect your body? Do you eat moderately and take exercise? Do you respect your mind? Do you keep learning and challenging yourself? When you make a mistake do you accept your error and seek to improve? Or do you excuse or berate yourself?

Many people tell themselves off in the voice of a parent or former teacher. Then they turn that voice on others. If necessary, get help to straighten out your self-image. This can seem scary but can also pay dividends.

RESPECT THEM

This is also hard, especially when your students act in ways that frustrate and annoy you. It is easy to see them as not deserving respect. Yet, if you can transcend this position, a teacher's respect of their pupils is a most powerful tool.

Most certainly, if you do not respect them, then they will be unlikely to respect them, and the more disrespect you show them the more disrespect they will show you. Respect is a reciprocal thing.

Just as your respect of the children needs that you respect yourself, so also does this apply to the children. Those who do not often lack self-respect, and if you do not respect them it can only make things worse. Teach them to respect themselves first by respecting them.

A simple rule is to start each lesson afresh. Put the past in the past and assume that each child that walks through the door

deserves your respect. Sure, respect can be earned and lost, but starting with disrespect is a road to classroom torture.

IT REACHES BETWEEN THEM

Respect is not just a thing between you and them. They should respect one another. If they respect one another, then this is a platform for respecting you and for a disciplined classroom.

Disrespect is one of the roots of bullying, and if you hear children destructively criticizing one another or abusing their bodies or property, then there is likely little respect going on there.

Those who do not respect others often do not respect themselves. The seek respect by demanding it, yet it is never enough when that internal voice denies it. This is frustrating and can boil over into anger at others and they may seek to 'steal' respect. This of course only seeks to reduce the overall respect in the classroom making teaching more and more difficult.

Make respect an important classroom rule. Expect them to respect one another and respond when they do not. Engage them in an early conversation about what respect is, and how it is a basic right (and *is* right). Everyone wants to be respected and this is an easy first step to wider respect.

IT ENDS WITH YOU

When you respect yourself and them, and when they respect one another, it is a small step for them to respect you.

The opposite of respect is contempt, which is a powerful poison. Drive it out by with relentless respect and expectation of respect. The result will be respectful class in which true learning can happen.

Act as if you deserve respect. When you do not get it, require it. Do not let it pass you by. Never accept lack of respect, let alone any form of contempt. When respect is the rule, you are both the model and the ultimate subject.

HELPFUL WEBSITE FOR TEACHERS



<http://eleaston.com/quizzes.html>

Great set of links to other web resources that allow teachers to create puzzles, exercises, quizzes and other classroom materials.



Cutting Corners

SEND A REGULAR NEWSLETTER HOME:

Whether it be a weekly report or a monthly newsletter, establish a vehicle for regular communication with parents. Parents are busy folks, too. They may also need frequent reminders about upcoming events. Have students write a letter to their parents as an end of the day activity for example. There is no such thing as too much communication.



Part Two: Rudolf Steiner and the Waldorf Schools

Notable works by Rudolf Steiner

1. **Education: An Introductory Reader**—A Collection of relevant works by Steiner on education.
2. **The Education of the Child, and early Lectures on Education**—Includes Steiner's first description of childhood development
3. **The Foundations of Human Experience**—these fundamental lectures on education were given to the teachers just before the opening of the first Waldorf school in Stuttgart, Germany in 1919.

PART TWO: RUDOLF STEINER AND THE WALDORF SCHOOLS

Steiner divided children's development into three stages: to age seven, children learn primarily by imitation; from seven to fourteen, feelings and emotions predominate; and after age fourteen, the development of independent reasoning skills becomes important. Waldorf education tends to emphasize arts and crafts, music, and movement, especially at



younger ages, and textbooks are eschewed in favor of books the students make for themselves. Waldorf theories also maintain that the emphasis should be on developing the individual's self-awareness and judgment, sheltered from political and economic

political and economic aspects of society until well into adolescence.



Waldorf school teaching method

Next week: [Montessori and the Prepared Environment](#)



“The direction in which education starts a man will determine his future life.”—Plato

Organizing Corrected Work



Getting graded papers home to parents is simple when you have a filing system so easy your students can be in charge of it. Label a hanging file folder for each student, along with two additional ones that read, “To Be Filed” and “No Name Papers.”

Store the files in a crate or other container that students can easily move around the room. After you've graded a set of papers, stick them in the “To Be Filed” folder, and train two student helpers to file the papers in the individual children's files at set times of the day/week. Any papers that appear not to have a name on them (or which the filers can't read) go into the “No Name Papers” file for you to check over at a convenient time. When you're ready for papers to go home, have the filers place the contents of each child's hanging file into individual folders with a form for parents to initial and return along with the emptied folder. Have students return their emptied folders to the crate and you're ready to go for next time!

New Teacher Support Participants:



Angie Pulley

Southside
Elementary

6th grade
Reading



Kristy Zale

Mt. Juliet Middle
School

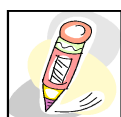
7th grade
Language Arts

WHY DID YOU BECOME A TEACHER?

"I've always wanted to be a teacher. Why? I guess I was born that way. My favorite playtime was "playing school", and I had many wonderful teachers throughout the years. I mimicked each one of them and have very fond memories of my days at Southside and LHS. Now that I am older, I realize that I want to be a teacher because teachers can make a difference. Teachers give hope to children who otherwise have none. I want to be the person that can touch a child's life and change the direction in which he/she may be going. I am teaching to make a difference."—Angie Pulley

WHY DID YOU BECOME A TEACHER?

"I have always enjoyed exploring thoughts, ideas, and issues with young minds! Everyday is exciting and interesting." — Kristy Zale



Sentence Structure Game a Hit!

Here is a game packed with learning, laughter, and a little grammar.

Teacher Cecille Brant of Delaware, teaches students to expand their sentence structure by playing the game, "Create a Classic Sentence."

In the game, students go to the board in groups of five. The five students are given a core sentence of two or three words. For example: "The boy laughed."

The students are

given one or two minutes to expand this core sentence by adding adjectives, adverbs, phrases, clauses, etc. Then the teacher goes to the board and reads aloud the sentences to a "studio audience".

Students in the audience are given a couple of seconds to judge which sentence they believe has been expanded the best. Then they vote, using a tally grid on another board, on which sentence each person thought was the "most classic."

The winner of that round proceeds to the finals where all the previous

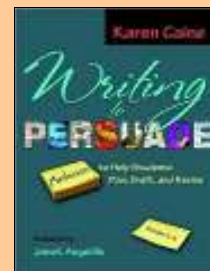
round winners compete.

The winner of that round proceeds to the finals where all the previous round winners compete. The above voting procedure is repeated to determine who wins the game.

Since the sentences are rarely perfect, the teacher picks one or two samples at the end of the game to correct the grammar, spelling and usage with the class as a group.

Source: Better Teaching Tips and Techniques

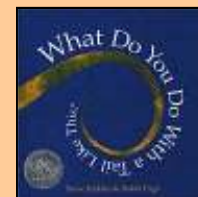
From the Bookshelf:



**Writing to Persuade:
Minilessons to Help Students Plan, Draft, Revise,
Grades 3-8**
by Karen Caine,
Janet Angelillo

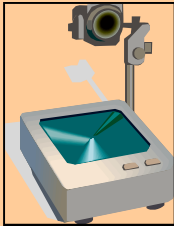
Writing to Persuade is your no-nonsense guide to teaching persuasive writing. It's filled with ready-to-use teaching for each stage of the writing process. Karen Caine packs her book with 6 units and 59 minilessons—and great advice on how to use them. Dive into an entire yearlong persuasive-writing curriculum. Pick out a favorite unit. Or dip in for minilessons that slot neatly into your existing units of study.

No matter how you use *Writing to Persuade*, you'll find well-structured, teacher- and student-friendly lessons. From topic selection, to research, to writing, to editing and revising, you'll find effective instruction for every stage of helping students create successful persuasive writing.



What Do You Do With a Tail Like This?

Ages 4-8



Master Teacher Tips... Mastering Meetings

Here are five tips for creating an effective visual aid for teaching a lesson: First, keep it simple. If you can't keep it simple, don't make a visual aid; make a handout. Second, use phrases; never use whole sentences in a visual aid. Third, always use overlays for complex points. Fourth, use actual objects whenever you can. If you are unable to display the actual object, use a picture. Fifth, know that the worst visual aid is a black and white transparency of a typewritten page in small type. It should never be used except as a handout.

Next time you have to talk to a student about a personal mistake he or she has made and you are dreading the conversation, consider this approach. First, think about an error you made and how your supervisor reacted to your error. Then, talk to the student about your experiences, including what you did and the feeling you had. Next, relate what the boss said and how you felt. You may find communicating with some students about certain kinds of mistakes is much easier if you use this approach—especially if the student is extremely upset.



Teacher FAQ

QUESTION: How should a new teacher who's having difficulty with behavior management deal with the situation?

ANSWER: First, new teachers must understand that behavior management is a challenge to all teachers because many variables are involved; there are no pat answers to behavior management problems. To resolve those difficulties, a teacher must make an objective assessment of what's actually happening in the classroom by asking such questions as:

- Are my perceptions regarding my students' behavior correct?
- Am I misinterpreting developmentally appropriate or culturally different behavior as willful uncooperativeness?
- Am I overreacting at the first signs of minor student misbehavior and causing small incidents to escalate into major confrontations?
- Are my expectations appropriate for my students? Are they clearly stated? Do I consistently and fairly enforce them?
- Are my lessons appropriate for my students? Does the material seem too easy or too difficult? Is my pacing too fast or too slow? Do the activities I use address my students' learning styles?

For a Laugh!



"When writing your essays, I encourage you to think for yourselves while you express what I'd most agree with."