



Teacher Tip of the Week

New Teacher Support Program 2009-2010

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

H1N1 Flu 101: Schools Get Ready!

HOW TO DO IT— CHECKLIST



Preparing to Leave at the End of Class

Have a signal for when students may prepare to leave the class. For most students, the bell means it is time to drop everything, stuff it all in their backpacks, and leave for their next class, lunch, or home. You can ask students not to leave until you have signaled that class is over. Request that they not pick up their backpacks or other bags until they are dismissed. Allow time for closure, clean-up, and clarification of assignments. Then give your dismissal signal.



Getting back to school is a stressful time for both students and teachers. Preparation is the name of the game when it comes to getting off to a good start. But this fall, teachers are preparing for a new element in the classroom: the unpredictable threat of a swine flu epidemic. Researchers are rushing to develop a swine flu vaccine, but the advent of flu season will likely outpace the release of an effective vaccine. "With a flu pandemic starting possibly in early to mid-September, and the protection through injection not available until December at the earliest, we have several months of coverage that we have to figure out how to get around," said Jerald Newberry, Executive Director of the NEA Health Information Network.

That means that teachers, as well as parents and school administrators, need to be on high alert during the notoriously hectic back to school season. Wondering how teachers can prepare? Here are 10 ways that teachers can ready classrooms and students for swine flu this fall:

- **Wash Hands.** "The tools in our toolkit are fairly limited," said Newberry, but hand washing is still the best way to keep the flu virus from spreading. Teachers should encourage children to wash their hands frequently and thoroughly throughout the day, and should follow suit themselves. "Hand sanitizer would certainly not be a bad idea," added Anatoly Belilovsky, M.D., director of a pediatric practice in Brooklyn, NY.
- **Keep Coughs and Sneezes Covered.** The flu virus is spread through droplets from sneezes and coughs, so students should be taught how to cover their mouths correctly, and teachers should model proper

technique. Sneezing or coughing into your hands or a tissue is good, but it's even better to use the crook of your arm. Remember to always wash hands afterwards!

- **Send Sick Students Home Immediately.** "There is some evidence that swine flu may be more virulent than the ordinary flu," said Joseph Bellanti, M.D., Professor of Pediatrics and Microbiology/Immunology at Georgetown Medical Center. However, he urges that people be sensible and follow the same protocol as with ordinary flu. "Body aches, fever, sore throat, cough, runny nose and headache" are all symptoms of the flu, said Bellanti, and indicate that students should be sent home as soon as possible.



- **Give Allowances for Absenteeism.**

Parents and students alike may feel pressure to avoid sick days, but sending kids to school with even a hint of flu symptoms is a dangerous idea. Teachers should stress that taking sick days when a child is actually sick is not only okay, it's imperative to prevent the spread of the illness.

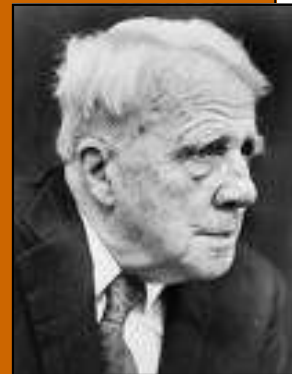
"Respect the parent's decision of when to send kids to school and when not to," urged Belilovsky. Make it clear that homework allowances will be given and student will have the opportunity to make up class work when they return to school.

- **Keep Classrooms Clean.** Surfaces such as desks and doorknobs get a lot of traffic in classrooms, and can be a magnet for germs. "Work with the school custodian to keep the room extra clean," advises Newberry, saying that teachers will likely need to take on more cleaning duties in the classroom.
- **Experiment with Social Spacing.** The CDC recommends that

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H1N1 Flu 101 (continued from page 1)

- teachers devise ways to keep students further apart from one another, whether it means moving desks, holding classes outside, or otherwise experimenting with social distancing. However, Amy Garcia, President of the National Association of School Nurses, says social spacing may be a challenge this year due to increased over-crowding in classrooms. That means that teachers may need to get creative when it comes to keeping students a safe distance from one another.
- **Be Aware of Your Own Health.** Teachers come into contact with scores of students every day. “There’s a very good chance that some of our members will be exposed and many will get sick,” said Newberry, of the NEA. Keep your immune system healthy by getting lots of sleep and taking vitamins, including vitamin D, and don’t try to soldier on if you feel the beginnings of flu-like symptoms: go home and stay home until 24 hours after symptoms have disappeared.
- **Develop Strategies for Homework.** “As much as possible, continue the lesson plan that’s going on at school with homework assignments that students can do at home, and have makeup activities to help catch kids up,” advised Newberry. Whether it’s making class assignments and materials available online, or developing an action plan with parents for getting homework home, establish a system for getting materials to sick students before school starts.
- **Stay Organized.** Teachers know how to stay organized, but keep in mind that substitute teachers may need to pick up mid-lesson if principle teachers get sick. Make sure that your lesson plans will be legible to a sub, and keep class materials centralized or filed in an organized fashion so that they will be easy to find and follow.
- **Prepare an Info Packet for Parents.** Swine flu sounds scary, and it’s easy for parents to panic without knowing all the facts. Prepare your students’ families by putting together a packet full of information and recommendations, to be sent home on the first day of school or on back to school night. Be sure to include a list of flu symptoms, and tips for what to do if children get sick.



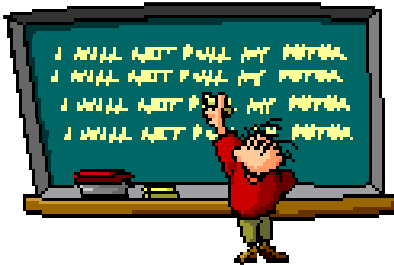
“Education is hanging around until you’ve caught on.”

—Robert Frost

Handle your own discipline problems

It is often said that 90 percent of a school’s referrals come from 10 percent of the teachers. Can it be that the 10 percent have all of the “problem” students? Not likely. What is more probable is that the remaining 90 percent of the teachers are handling their own discipline problems. They know that students respect teachers who are both capable of, and willing to, maintain a posi-

tive, active, and safe learning environment. They know that students respect teachers who are in control. (Not controlling, but rather in control.) this is not to say that effective teachers



never have to refer student discipline problems to the office, but these incidences are rare and are thus taken seriously by both the administrator and the students. Common misbehaviors such as talking, inattentiveness, attention

seeking, and teasing should be handled by the teacher.—
Annette Breaux

***82% of teachers and 74% of parents believe “parents’ failure to teach their children discipline” is the number one cause of students’ bad behavior in U.S. schools.**

'09-'10

NEW TEACHER SUPPORT PROGRAM PARTICIPANTS



Joan Richman

Lakeview Elementary

3rd grade

WHY DID YOU BECOME A TEACHER?

"I decided to become a teacher because I wanted to make a difference in the lives of others, while sharing my enthusiasm and love of learning."—*Joan Richman*

REQUIRED INSERVICE OPPORTUNITY: "Teaching in the Block for Middle and High School Teachers" on Thursday, September 10 at TTRC 4:00-6:00 pm—sign up on AVATAR

First of only 2 opportunity dates

TEACHER WEBSITE of THE WEEK:

<http://www.amnh.org/ology/>



American Museum of Natural History

The American Museum of Natural History has created this site to teach kids about various "ologies" in science. Designed for children ages seven to twelve, topics include marine biology, archaeology, paleontology, biodiversity, and astronomy. Each section includes interactive games and opportunities to ask questions of experts in each field. Check the After-School Educator's Guide for ideas on how to use the materials on this site in your classroom.



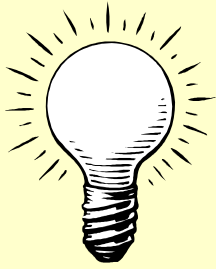
OFF THE BOOKSHELF



Literature for Today's Young Adults
by *Kenneth L. Donelson, Alleen P. Nilsen*

Now in its eighth edition, *Literature for Today's Young Adults* offers a comprehensive, reader-friendly introduction to young adult literature framed within a literary, historical, and social context. Renowned authors Alleen Nilsen and Kenneth Donelson provide teachers with practical criteria for evaluating books of all genres, from poetry and nonfiction to mysteries and graphic novels. The authors also include timely issues, such as pop culture and mass media, in order to help teachers connect with students' lives beyond the classroom.

The authors provide teachers with criteria for evaluating books of all genres, from poetry and nonfiction to mysteries, science fiction, and graphic novels. Coverage of timely issues such as pop culture and mass media have been added to help teachers connect with students' lives outside the classroom.



Strategies for New Teachers . . .

GRADING PAPERS

SUMMATIVE ASSESSMENTS. If the assignment measures mastery of a concept or skill, collect and grade it. These assignments are “summative” and are often given at the end of instructional segments. Included here are: formal tests and quizzes, essays and other writing assignments, reports, and creation of products (brochures, pamphlets, posters, etc.)

FORMATIVE ASSESSMENTS. Assignments given to practice a new skill or to reinforce a developing concept are “formative,” and you shouldn’t grade these. They are designed to provide practice and to give informal feedback on students’ progress towards acquiring new skills and concepts.

BUT THEY WON’T DO IT IF THEY DON’T GET A GRADE FOR IT!

CLIPBOARD CHECK-SHEET. Use this for assignments that you check regularly. Create a roster with columns for specific tasks (warm-ups, class work, homework, etc.). Put the roster on neon paper—picking up the “Neon Green Clipboard” is a great way to alert students that you are checking work. As students finish an in-class assignment, place a check to note completion. You can record a week’s worth of grades this way. Convert checks to points and then transfer them to your grade book weekly. *(to be continued next week...)*



MARK YOUR CALENDAR

APPLE MONTH

COLLEGE SAVINGS MONTH

NATIONAL WAFFLE WEEK
September 6-12

V-J DAY September 2

OATMEAL DAYS
September 4-5

LABOR DAY
September 7
NO SCHOOL TODAY!!!

GRANDMA MOSES DAY
September 7



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Back to school

Mother: Why did you get such a low mark on that test?
Joe: Because of absence.
Mother: You mean you were absent on the day of the test?
Joe: No, but the kid who sits next to me was.