



What I Wish I'd Known My First Year of Teaching

*A Manual
Designed for
the Professional
Educator to
Enhance a
Teaching Career,
in Public or
Private Education.*



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Introduction

About This Book and Its Editors

This volume of solid teaching strategies is the best of many seasoned and successful teachers in many situations. These skills and strategies were observed, discussed, practiced, and honed by dozens of educators during our teaching careers. One of us was in supervision, the other in resource and learning disabilities. We were privileged to meet with, parents, teachers, principals, psychologists and social workers to plan and implement strategies.

Some strategies are also our personal experiences in teaching regular classroom. We taught over 3,400 students over our 35 year career, some who were emotionally and intellectually disadvantaged. Our careers of sharing, implementing and assessing classroom strategies spans from kindergarten through college.

This is a positive book to give you knowledgeable and practical information to enhance your teaching experience. It tells what's right about education and gives hands-on methods to make further improvements. It's an attempt to help students develop positive skills, strategies and confidence to solve their own problems. Any teacher, public, private schools, parent teaching in the home, principal, supervisor or superintendent, will greatly benefit from its wisdom.

This is a book to bring school faculties closer together. It is for parents to look inside the teaching profession and gain a penetrating understanding of the word "teacher." It is a book to be kept close at hand and used over and over again, to add your own notes year after year, then to be given to a treasured friend when you leave the profession.

To state an old cliché, "Teaching ain't for the faint of heart." The beginning or experienced teacher will be more bold-hearted to face her classes when she enters the trenches armed with, "I know the rules of engagement" confidence. With that confidence to inspire her/him to meet the challenges of teaching and consequently to become the master of self.

Every day of a teacher's professional life she, (male and female teachers will be referred to as "she"), is under the scrutiny of administrators, principals, other teachers, students, the school staff, parents, and the community in which she teaches. This volume can help a teacher present herself with self-assurance to those who observe her in school and within the community.

These skills and strategies will make a teacher's career highly successful, soul-satisfying, immensely valued by the school administration and glorious fun—guaranteed.

The skills and strategies presented herein are not the skills of teaching math and science — those you learned in college. The skills you will learn here are the many daily strategies a teacher performs to smooth the way, give you confidence, and give you skills and strategies you didn't learn in college. These strategies are meshed into the daily curriculum. Each is a study to be examined.

My Personal Notes

[illegible]

Section 1

A Teacher is An Organizer

Hope ever urges us on, tells us tomorrow will be better —Tibullus

Greeting Your Students - The First Day of School



When your students greet you for the first time, will you be the actor or actress you are — being an actor is a skill you're just supposed to know — and not show your paralyzing fear? Will you welcome your students even though your mouth is dry as sand? Will your classroom be as spotless as you can make it? Do you, by the way you are dressed, and the appearance of their new surroundings, show pride? Do you communicate nonverbally with your students what they can expect during their time with you? The room will have everything in its place, as it will be all through the year.

Place Labels Throughout the Classroom

If you teach in the lower grades, label everything you expect your class to keep in order. Put names above the coat hooks. Some teachers have even drawn a line with non-permanent marker where each child's belongings should not overlap above the coat hooks. Lunch boxes and other belongings are neatly under the coats or on the shelf above.

For the primary grades, label and outline with a nonpermanent marker on the shelves where the paper fits, the scissors box, game boxes, or any other supplies.

Show your class where everything is located. Walk to the bookshelves and name the titles and a little summary of as many books as you have time for, show the closets, the supply room if you have one. Talk briefly about any special projects you've set up. The students will get a pleasant message that order and cleanliness are their right responsibility. It is also yours to help keep things neat.

Seating Your Students

It is a good idea to line your students up at the back of the room on that first day. You, the teacher, decide where they will sit. Let your students know at the outset that you decide, and the seating can be changed when it is necessary. If you teach in a situation where the same child sits in the same seat all day, have names on the seats. Say each name and stand by that seat. Each child sits in his seat quietly until all are seated. When you and your students have made a decision where they are to sit,



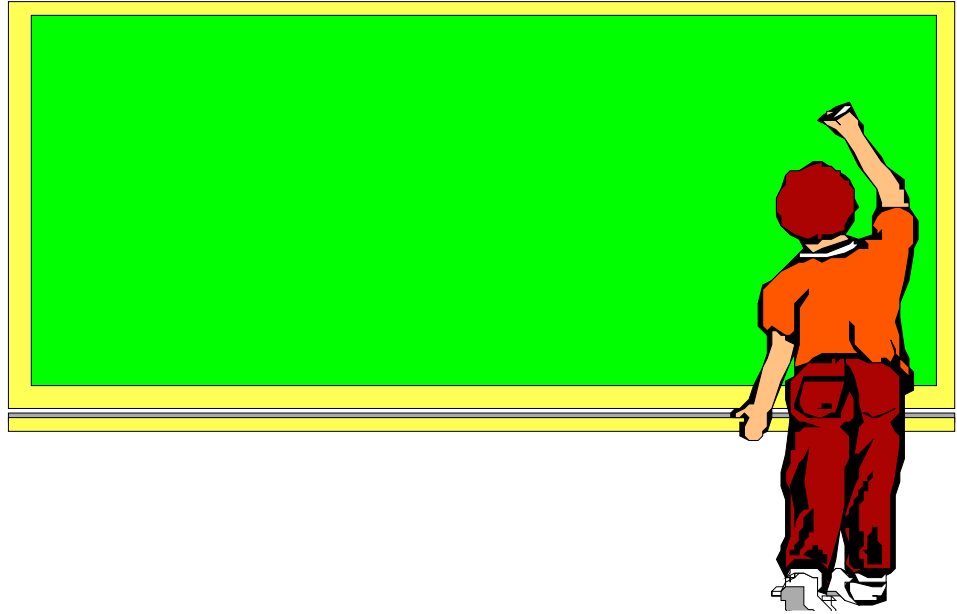
look at each seat and the size of student sitting in it. Sitting all day or even an hour in a seat too small or too large can be very tiring.

Student Work Habits

Tell the students you expect them to be consistent with their cleanliness and work habits every day. Tell them the right way of doing things saves time and helps them to feel efficient. Ask them what would happen if the people who made their family car, or their house, or fixed their broken arm, or build their computer, put them together sloppily and didn't put the right part in the right places. That's what happens in a classroom when all the things are not put in their correct places.

Provide Consistent Daily Structure

Research has shown and proven that when children are shown what is expected of them and provided a means to accomplish it, they develop a sense of responsibility very quickly. Children in today's society need and thrive on structure and look to their teachers to provide a well defined structural environment within the school's classroom.



Classroom Environment

The Chalkboard or Whiteboard

You are fortunate if your school is new or updated and the chalkboards or whiteboards erase with no dust or scratching sound. Keep your chalkboards clean by whatever means your custodian instructs. Some chalkboards clean with water, some oil, others with a special cleaner.

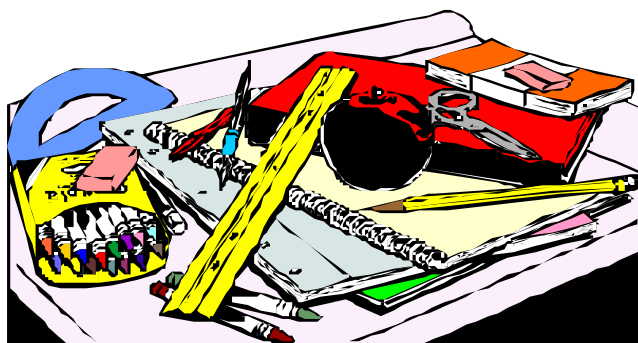
Write your material on the chalkboard large enough and plain enough and in as perfect handwriting as you can. Neatly written work on a brightly cleaned chalkboard gives the appearance of a capable person in charge. Be sure all chalk dust is wiped from the trays every day. Besides looking neat, it might save you or your students from a mild allergic reaction such as asthma.

Even on the first day, have a written agenda on the chalkboard of what you expect. Children thrive under a stable environment with few surprises. Have the agenda on the chalkboard every day. Let the children know that the first day will be a work day, the same as all other days. For

those who didn't expect a work day, and have no pencil, you have one and will expect it back at the end of the school day. Count the number you give out.

The Teacher's Desk

You might ask the students if anyone has found your desk as it seems that you've misplaced it. The appearance of the teacher's desk speaks again of your organization. Children notice, even in first grade. Replace the clutter with one thing upon which the students can focus -- a humorous statue about education, an interesting object a child brought, an article picked up from your travels, some flowers, etc. And, of course, your plan book open to the current day is a necessary, non-decorative, item.



A small set of shelves, preferably with doors, along side stashes your accumulation. By or on top of these shelves put a set of shelves with several sections, marked for each subject or class period.



In the younger grades and special education classrooms, a built-in box for each child is usually a part of the cabinetry. If you don't have built-in shelves, ask your custodian to help you make some from strong boxes. Keep as many articles and supplies as you can that children can use on open shelves.

Temperature in the Classroom

In spite of elaborate central heating and cooling, thirty or forty sweaty bodies in a classroom can spoil the air. To step into a closed elementary classroom just after a gym period and no showers presents an odor that remains on the senses forever. The teacher and students are often quite unaware.

Have as many oxygen producing plants as your windows will hold. Open your windows whenever possible and keep fresh oxygen streaming through your classroom. The more oxygen that reaches the brains of your students the more alert they will be. **Close the windows before you go home at night.**

The Thinking Gallery

Some students cannot think or solve a difficult problem surrounded by other whispering students, no matter how quiet they try to be. Thinking galleries are especially useful for students who do not think quickly in a whole-class situation, and who need more time to solve a problem.

Provide a small segregated space with room for one to three students. Over three and the space is less effective without supervision. If you have space, make several. These offices, time

out rooms, thinking galleries or whatever you name them are given to those who want isolation to think.

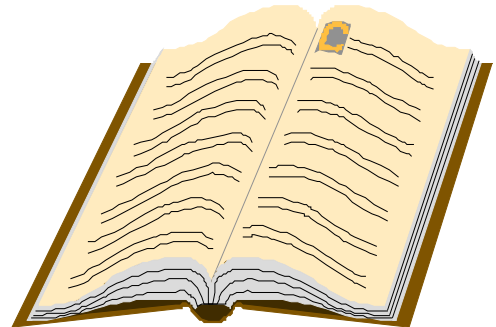
It is not unusual to find a poor reader to be one of the most creative thinkers in the classroom. Allow a stronger student to work with a weaker one. Allow strong students, also, to work with strong students. Many of my former students who were poor readers have become very successful. Do not count the slow students out. They are usually the ones with the uncommon gift of common horse sense. Poor readers are often gifted artists and good at math.



When Gallery projects warranted, we took pictures and made a bulletin board, displayed in the main hall for all to see, with comments and stories from the children. The self-esteem of having a slower child's name linked with a faster one can only be measured in enthusiasm for further projects. When the faster child plays at recess with the slower one, the class and school respect the slower child. Both come to you to cooperate on other projects — that's school at its best. We also photographed those in the main part of the classroom. Children like to see themselves at their work. Use photography on a regular basis.

At times the Gallery could be a reward to do work the child simply wants to do with a person he/she wants to work with. The children who work together can converse if it's reasonably quiet.

In a portable classroom where I taught, space was limited. The space behind the piano was the space for our thinking gallery. At times, it became a sick room. The school sick room was "miles" away. Most of the students who rested there were just tired and both my students and I respected that and everyone understood. (One student who rested frequently was awakened each night and taken from his grandmother's home to his own home when his parents got off work.)



The Gallery often brought me through the day when the students were at lunch. I had small children at home who may have kept me up at night. I looked forward to a nap at noon behind a locked door. Fortunate are those teachers who still have a door to lock.

The Classroom Door

Let's talk a minute about that all-important door. When you open your door to meet your students, make sure who is behind it. If you must walk down a hall to meet them, lock your door until you and they return. If you have a window in your door, make sure it is never covered so your principal or supervisor may look in to see at any time if all is well.

If you teach in a portable classroom, most districts provide a form of quick emergency

communication available directly to the principal's office such as a cell phone. A portable classroom, in which I taught, had a buzzer behind the book cases. I used it when a purse snatcher entered my room. Keep your purse in a locked cabinet at all times. Make sure your door is locked when you are not in your room. These are precautions today's teachers must heed.



The Teacher's Plan Book

Your plan book is the link to your substitute in case of emergency. If you are called away suddenly and someone else takes your class, by taking a look at your plan book will be their key to a successful classroom. Keep it current. When the principal passes out the plan books for the year, go through it and write when school will be in session and not in session, similar to how a doctor keeps his appointment book, by drawing a

line through the days not in session. Many teachers might use a digital planner. This is a great way to see what's going on during the school year. It makes it very simple to correct and update the calendar, but this usually stays with you when you go home for the night, therefore not being accessible to a substitute if the need arises.

Track the following in your plan book including every holiday and observance during the school year:

- Columbus Day
- Fire Prevention Week
- National Education Week
- Your state's education convention
- Veterans' Day
- Halloween
- Thanksgiving Holidays
- Christmas Holidays
- Ground Hog Day
- Presidents' Day
- Valentine's Day
- St. Patrick's Day

Scheduled Assemblies for student entertainment and knowledge

- Arbor Day
- Cinco de Mayo



- Martin Luther King Day or Human Rights Day
- Earth Day
- Mothers' Day
- Spring Vacation
- Others in your own school and community
- Parent-Teacher Conferences; fall and spring
- Picture-taking day
- Student Track and Field Day
- Faculty Parties
- Student Assemblies
- Field Trips
- Standardized Test Days
- In-Service Classes

These assemblies are given by traveling professionals, such

as puppeteers, dancers and musicians. Most are given by local groups as senior citizens that entertain and inform about authentic local history; high school students to practice their skills of drama, dance and song; groups for drug abstinence; understanding handicapped children, etc.

Movies to be shown to your class and the entire student body.

Field Trips that involve your class, also when other teachers are taking their field trips. For instance, one of their students may be a brother or sister of your student who may not be back to accompany your student home.

Programs from other classes in the school given in your class.

School-wide programs in which your class is involved.

These and other events are usually scheduled before school starts in the fall or announced at faculty meetings as the year progresses some time before they occur. Some may never be announced. You are expected to know them or learn on your own through the grapevine. Never attend a faculty meeting without your plan book.

Some holidays will be little more than mentioned in your classroom. But be prepared if students want to talk about and know something about them. There are other holidays pertaining to some students' ethnic background that could be mentioned and researched. Others are given much attention, depending on your school. They are excellent Internet and research projects.

Also, mark important holidays that concern the students on the classroom calendar.

- Thanksgiving
- Christmas
- Spring Vacation, etc.
- Birthdays

As the year goes on and you make special friends, remember birthdays by placing in their box in the office a small remembrance of your appreciation for their contribution to the school and their friendship. The custodian, office staff, lunchroom manager and staff and librarian and staff could be included on your list.

Some schools have a "Sunshine Club" that recognizes birthdays. But it's also appropriate for teachers to bring a bit of joy, also -- if just to stop by and say, "Happy Birthday", or other events in your fellow teachers' lives.

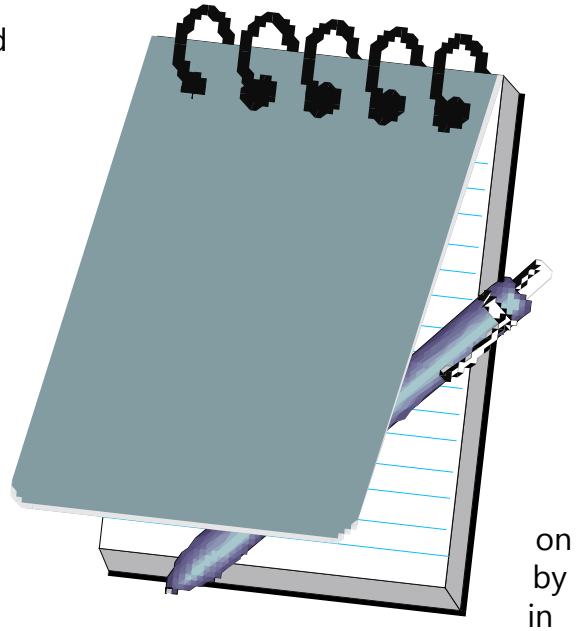
Write the birth date of each child in your class. In the primary grades, make little paper birthday cakes to pin to the calendar. Make a chart with birthdays listed for each month. You might have the child sit on a decorated chair. Errands could be run (always a privilege). Child could be first in the lunch line with a birthday hat, etc. He could be first to the athletic equipment at recess and first on the swings. He could do his favorite activity such as reading a library book in the reading corner, painting in his favorite way. That child is a VIP for the day.

Each Student's Vital Information

In a locked file or in the principal's office, keep a record showing...

- Name of child and student number for Internet access.
- Parents' name and phone number both home and work.

This information is included in the cumulative folder given to you at the beginning of the year or it can be obtained from the computer in the office. If you teach many older children throughout the day, (as 130 in 6 or 7 classes) this can be accomplished by having the students fill out a little questionnaire the first day or so of class and enter the birthday his/ her name. Mention the birthday class. Friendships are made through having a common birth date.



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A questionnaire could ask for the following information such as:

- Student's Name
- Student Number
- Birth date, Month, Year.
- Address, Parents Name, Tel. No., FAX or E-mail.

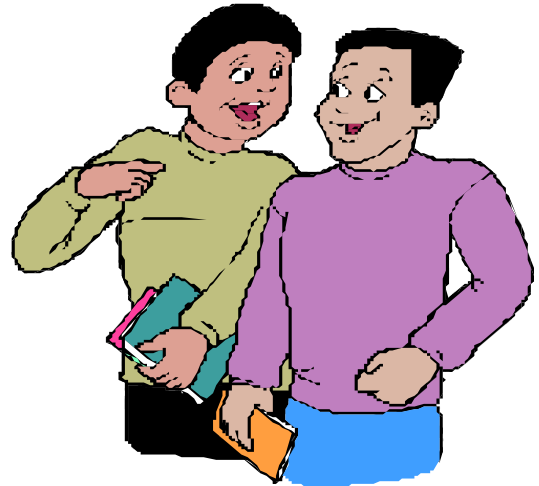
You can never really know too many students. Consider the following to help provide insight into their lives. Conversations and student planning can be facilitated more quickly and efficiently. You can also get an insight as to their values, attitude toward life and a loose estimate of their achievement level. One child said to me, "How do you know what books I like? You seem to just know things." This list could be divided into sections or presented one at a time as ideas for entries into a diary:



Student's Values List

- I wish teachers ...
 - Today I wish I could...
 - I look forward to...
 - It makes me angry when...
 - I have a good time when..
 - Books are or are not a favorite gifts because...
 - I wish I knew how...
-
- I hope I never have to...
 - I hope my teacher never asks me to...
 - I'd feel better if my friends didn't...
 - My brothers and sisters...
 - I like to read because...

- I wish I had...
- I worry most about...
- I would like to be...
- I like to play video games because...
- I don't like _____ because it is so hard.
- What did you learn from books you have read recently?...
- Who are your best friends?...Why?
- What are your hobbies?...Why?
- If you could have three wishes, what would they be?...
- The best book I ever read was...
- The best vacation I ever went on was...
- I wish I hadn't found out about...
- When you are alone, what do you like to do?...
- Can you tell when your parents are feeling bad?...
- Do you like your environment to be peaceful?...
- Do you like loud music and loud talking?...
- If you could do anything you wanted, while you are young, what would it be?...
- If you could be anything, when you must earn a living, what would it be?...



Other Information

MEDICATIONS taken or health concerns. A parent works through the principal about the child's medication. Many times a student's medication is announced in faculty meeting for every teacher involved to note. You are responsible for that child, be it one hour or all day. If you have concerns about the health or home life of one of your pupils contact your principal, school nurse, social worker, school records, school psychologist or school counselor to secure as much information as they can legally provide.

KEEP A NOTEBOOK with a few pages for each child to jot down short daily notes. These notes could be positive or negative or simply observations. They could be talking points to encourage and compliment a parent at conference time. Maybe you will take no notes at all about some children. Be cautious about showing negative information to parents unless it is presented in a way to help solve a problem. (More under Parent-Teacher Conferences.)

SMOOTH DAILY PLANNING. Now for the daily records that smooth the way. A new teacher will think, "Is that all a teacher does is keep records?" Yes, keeping records is a significant part of teaching.

School is controlled by the bell... therefore, write down the exact time...

- school starts and ends. Many school days are ruined by having only a few minutes of unplanned time before the bell at day's or period's end.
- your class goes to the library and how long they will stay. Write a note to parents as to the days their child goes to the library, and length of time books can be kept out. If your school fines children for late, damaged and lost books, mention that, also.

Some schools are on the open library system where books are signed out on an individual basis and returned when the book is completed. (More under Librarian) Library information could be a part of your plans.

If you feel it necessary, write a letter to the parents explaining...

- the rules of the library.
- recess begins and ends.
- when you go to and from lunch.
- your team class ends and your students go to another teacher.
- the time and days your class goes to the gym.

Letters to the parents concerning the days individual students are to go to...

- the school psychologist
- resource teacher
- band and orchestra teacher
- computer lab
- lunch room as workers
- crossing guards, etc.
- lunchroom to eat
- hall monitor

Sometimes teachers handle hall duty at recess and lunch hour. If your school still depends on the teacher to take her turn at these duties make a strong note of the times you will be out of your classroom. Being away from your classroom for a week on hall, outside or lunch duty can be devastating if proper planning is not done.

You may think this is rather extensive, but teachers have so many details to think about. Anticipate upcoming events. Keep your students informed about coming events that affect them, thus giving them a sense of "being in the know and on top of things." A reminder to parents about events that affect them is appreciated, especially on picture-taking day.

Remembering to prepare with information at hand in advance gives you the reputation of being well organized, thoughtful and being in control.

The Roll Book

You may be in a school that reports absences and grades on a computer or on the Internet. But if not, when the roll book is passed out and you are alone back in your classroom, enter all the dates school will be in session. Record all the information called for at the top of the book.

A sad remembrance is when our principal dropped the roll books and the leaves fell out. He was quick to tell in faculty meeting whose information was complete and easily reassembled. Remember neatness is top priority in the class roll book. It is the book given back to the principal at year's end. Some schools still have the teacher keep a roll book in addition to the computer. Do not make the mistake of thinking you can remember who was absent or tardy. Mark your roll book neatly at the moment. Avoid asking the office for absent and tardy information. Again, give the appearance of keeping good records. If absences are given to the office on the intercom, be ready to report. Don't keep the secretary waiting.

Your plan book, the method of keeping track of absent and tardy students, will undoubtedly vary from district to district and from year to year. The bottom line is — keep accurate track, no matter the method.

Work Smart – Not Long

There are things that do not call for a perfectionist. With all your organizing — prioritize. The above list is a must in your organizing, but unexpected events come up that would crowd your after school and evening hours. Learn the beautiful word, "No."

My Personal Notes

Section 2

A Teacher is Curious About Many Subjects

A man must seek his happiness and inward peace in objects which cannot be taken away from him. - Humboldt

Whatever one possesses becomes of double value when we have the opportunity of sharing it with others. - Baillly

Teaching Starts in Childhood

Your career didn't start in college. You have stored information from childhood. Your students will soon recognize your knowledge and will work to emulate you. Your success depends upon your love of any subject for the sake of learning and to simplify the information to the students' level. They will quickly know that the joy of learning comes from internalizing from the inside out, just as you have. Your enthusiasm becomes theirs. When your students recognize your knowledge and that you can humbly give that knowledge to them, you will be revered.

Some Skills to Have Ready

One subject you will be undoubtedly asked to teach (depending upon your assignment) that you learned as a child are different dances of the world, such as: The Minuet, The Virginia Reel, Square, Round, Maypole, even the Hula, and Tap. I taught the Hula to a group of 5th grade boys. They loved it and performed it with delight for their parents.

Some other skills and subjects to have ready include:

- How to play baseball, volleyball (all outdoor games).
- Recognize and explain plants, animals, clouds, etc.,
- How to teach a group to march in formation.
- How airplanes fly and rockets go to other planets.
- How to organize the students for a school performance: plan and direct the music and dancing, plan and cut patterns for costumes, usually write the script, paint the scenery, make advertising posters, decorate the auditorium, type the programs, do the makeup, make the sound system work.
- All of these skills you are just supposed to know (and be prepared to teach others) for any number of programs, room-wide, school-wide, and district-wide.

This is a sample clue of skills that teachers are expected to know and how to make simple.

Spread of Student Preparation for Learning

There are many ways of teaching the tool subjects such as math and reading. Your students' ability levels will spread at least four grades in reading and math levels -- some gifted first grade students with years of training in preschool, home and kindergarten, will be very advanced in their knowledge while others will know absolutely nothing — be ready. Welcome any class in college that aides you in meeting this inevitable requirement. Your arsenal is the confident knowledge stored within your education books, under your graduation diploma.

Study with commitment any subject you even think will be helpful in your teaching and that will motivate your student into learning. Study the subjects that will motivate unmotivated students into learning — and to teach the subject you are teaching simply and with little ceremony.

My Personal Notes

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Section 3

Teaching With a Sense of Humor

The most evident sign of wisdom is continued cheerfulness -- Montaigne

Digging to Find Good

The expression user-friendly from computer lingo can be aptly rolled over to a student-friendly teacher. Students can feel that their teacher, like a computer, is easy to work with, and forgiving of mistakes. Students enjoy going about their work without fear of embarrassment even when their project is less than perfect. A joyful teacher digs to find every good thing about imperfect assignments and spares the students. Students will reward their teacher in kind sometimes when it is least expected.

The teacher with a sense of humor usually possesses a strong self-image. She is outgoing and self-assured. Her general mental and emotional well-being follows her into every situation. She can smooth the waters of a tense group.

If you are a teacher with a disability and have developed a sense of humor regarding it, you are blessed. Bring your disability before the students at the first of the year. Tell how it happened. What you are doing about it and how you cope. Your attitude will help students in similar situations to follow your example.

Your students will sense your motivation and verbal deftness, and will try to emulate you. Your pleasant attitude toward life can affect the achievement of your students. Relaxed minds absorb.

When your students enter your classroom in the morning knowing their teacher will find good in their efforts, they're going to perform their best. Your joyful way of seeing life may change the lifelong negative paradigm of your students' environment and motivate them into making positive contributions. A sense of humor has a tremendous impact upon students. Your classroom is ruled by your pleasant attitude — which spreads like strawberries and cream over a crispy bowl of cereal. Students notice if the teacher is smiling and especially if she is not. Your students notice if your eyes sparkle and your smile is genuine.

Your subtle sense of humor and your ability to make a child feel wanted can be given to children in small ways.

Only a few words or actions that take only a second or very little time



from a smiling teacher can give children that needed attention and encourage them on with their endeavors.

- A wink
- A quick grin
- A whistle to show "how great"
- Sitting near students
- A pat on the back or a quick hug (if you are permitted to touch a child)
- An approving nod
- Being allowed to help the teacher with classroom tasks
- Taking notes to the office and to other teachers
- A "high five"
- Rolling eyes in surprised approving astonishment
- A note or computer generated certificate to go home telling of the great things the child has done
- Telling the child exactly what he is being rewarded for (not to say just "good" but be specific)
- Letting out a spontaneous cheer
- Expecting him to do as well as he is capable
- Giving a little reward immediately after a long assignment
- Surprising the child by noticing little unexpected ways he was good in behavior and performance



A Natural Outgrowth of the Classroom

Humor, as an outgrowth of the lesson, can be very stimulating to the student's memory. Use humor to make a point. Just telling a joke that doesn't relate to the subject at hand deviates from the desired direction you wish your students to take.

Long-time teachers state that a sense of humor is the most important skill in teacher survival.

Binder Jokes

Make absolutely sure the jokes or humor expressed in your classroom are of the highest order. Children are exposed to so much off-color shadiness that it might be a good idea to have your students develop a 3-ring binder throughout the year (for older ones, because it fills up fast) of proper jokes. The main purpose of the joke book is to allow students to realize that jokes can be funny without being "dirty." Categorize them according to subject such as: School, Home, Sports, People, Knock-Knock jokes, (that are popular one year and "out" the next), Riddles, Puns, Cartoons, Jokes, (thought up by the students and those by the teacher), punch lines and funny ways of doing ordinary tasks. Reader's Digest © might a a good place to start.

Analyzing Humor

With your older students you may decide the reason why the joke is funny. Is it exaggeration? Is it different than expected words? This leads your students into research about humor. Why

do we laugh? What is humor? What are the different kinds of humor? What kinds of humor are not appropriate to laugh at such an unfortunate incident happening to another person or appearance or disabilities? Ask them if it is more fun to laugh alone or with someone, or a group of people? Ask your students to explain what is meant that humor and laughter are the social glue that binds people together and that humor can enhance their relationship with each other. Few teachers with a sense of humor experience burnout.

Other research projects could be...

- find out why people can appreciate humor and laugh and animals cannot.
- the different moods of people that produce different kinds of laughter, as nervous giggles, uncontrolled laughter after a long ordeal is over.

They will be surprised to find that psychologists really don't have the complete answer as to what makes us laugh. They will be interested to learn that humorists who write for television, radio or books make a very good living by making people laugh.

The first page in the student laugh book might be "How to Remember a Joke" and could include things like:

1. Repeat it right away.
2. Repeat the punch line in order to remember the first part of the joke.
3. Tell it with feeling.
4. Have a small part of the day when a student tells a joke from their book.
5. Analyze the joke.

Punctuation through the back door is an activity students enjoy. Duplicate or write a joke on the chalkboard. Don't use or improperly use punctuation marks. Misspell a few words. The completed corrected copy can be entered into the joke book. This activity is especially good to teach the punctuation of conversation.

Parent's with a Sense of Humor

Parents with a flexible sense of humor can encourage a child through a difficult project. That project can be more fun with a "carrot" held out upon completion of the task. Rewards could be something like...

- A longer telephone conversation.
- An article of "in" clothing
- Extra money
- Buy a poster of someone important in the child's life.
- Arrange room to liking.
- Stay up for the late, late show
- Have a friend in to eat or accompany the family out of the home
- Family will take child to a movie, recreation center, swimming pool, sporting event, etc.
- Rent or buy a favorite video
- Have a friend overnight
- Allow to buy and care for a pet
- Being excused from an especially disliked chore
- Buying a favorite CD
- Buy materials for building a model
- Allowed to "hang around" the house all day Saturday

Exotic Words to Describe a Student

Use exotic words that add to the vocabulary. You might list the word you used on the child's project that means "good" on the chalkboard to be looked up. There are such wonderful synonyms that mean good in this English Language that seldom are heard and give a puff to a child's ego. Use them depending upon how they describe the project, as writing, art, PE, reading, math, speaking, etc.

remarkable	smashing	splendid	sensational
wonderful	outstanding	terrific	grand
impressive	superb	dazzling	gorgeous
beautiful	sumptuous	kingly	imposing
majestic	princely	regal	magnificent
astronomical	heavenly	lovely	pretty
ravishing	exquisite	good-looking	comely
handsome	attractive	graceful	enchancing
engaging	winning	pleasing	breath-taking
amazing	sensational	dramatic	striking
fabulous	extraordinary	spectacular	fantastic
inconceivable	uncommon	incredible	exceptional
unbelievable	impossible	beyond belief	staggering
astonishing	phenomenal	awesome	startling
exceptional	unimaginable	improbable	incredulous
incomprehensible	incredible	impossible	whimsical
unnatural	unusual	tremendous	colossal
great	ample	extensive	sensational
thrilling	dainty	perfectly	delicate
charming	appealing	elegant	moving
soft	opulent	lavish	ornate
deluxe	well-appointed	rich	festooned
splendid	flashy	adorned	arrayed
flamboyant	elaborate	embellished	perfect
perfection	perfectionist		

Section 4

A Teacher is Articulate

Everything that enlarges the human powers, that shows man he can do what he thought he could not do, is valuable — Johnson

Voice Outside the Classroom

Your ability to conduct a meeting, be the master of ceremonies at a school program, state the position of the school at a parent meeting, direct and take a part in school dramas, etc. are indeed, valuable skills. Your value as a teacher and your own fulfillment will be enhanced if you have an articulate presentation.



Speaking Before Students

You will be judged by your students according to how well you read aloud, present your lessons, give directions and tell stories. They will judge you according to the modulation and smoothness of your voice. Students react to the tone of your voice. A high-pitched quick speaking voice is disturbing to children. Most teachers of young children talk very little and when they do speak, it is in a low-toned modulated but authoritative voice.

Students react to a teacher who acts like a leader — yet humble. Students abhor a teacher who speaks with a cocky attitude toward himself and toward them.

Everybody has a style of speaking all their own. This style can be improved upon, but trying to adopt the speech and mannerisms of someone else may be a disaster to your style. Notice how students react to you when you whisper and when you talk in a louder voice. Use both volumes. Vary the sound that reaches their ears.

Giving Directions

- Announce to your students that directions are to be given once. Pause until all is quiet and everyone is ready to listen.
- Precede your directions with a short, "You will..."
- Speak slowly and in a moderate voice.
- Tell the sequence of how events will take place.
- Write reference points like page numbers on the chalkboard.
- Look your students directly in the eyes, from student to student. When they repeat back to you, have them look directly at you.

If the directions concern a long project, such as art, have the completed project ready and do the following:

- Explain in easily understood language, in as few words as possible.
- Show in sequence of how events will take place.
- You may wish to have the students repeat the directions.

Some teachers write the directions on a chart for further reference in the same language used in the initial oral presentation.

You can plan all the elaborate lesson plans you wish, but if your students don't understand the directions or you do not know the procedure of giving directions, your time has been squandered. Nobody will hear you.

Telling a Story

Cultivate the art of storytelling. If you are not naturally talented, practice. It takes much practice to put all the elements of storytelling together. A story told by a gifted teacher will stay with your students until adulthood and will be told over and over again. If you want to perfect your art of storytelling or indeed speaking before an audience in any form, watch yourself on video. It is the fastest and most efficient way to tell you exactly what you look and sound like.

Storytelling has a distinct advantage over reading because you make eye contact with your students. You can use your voice, eyes, hands and body to create atmosphere. Your personality and self-assurance are evident. Your words are contagious. The students' enjoyment and appreciation will radiate back to you.

Reasons to tell stories...

- Simple amusement and entertainment and to allow the listeners the joy of suspense to the last syllable. To feel the joy of humor that could be a lasting attribute into adulthood.
- To demonstrate a moral or value
- Enhance experience of students, to give the students experiences of painting pictures with words in ways never heard before and possibly could be emulated.
- To motivate
- To demonstrate a truth
- To relieve a tense situation
- To establish pleasant teacher-pupil relationships.

The Techniques Of Story Telling

Understand the Story: Know how your characters talk, act, dress, their food and customs. Help your students to see, hear, smell, feel, and taste the story.

Be Prepared: If you forget one of the essential events, names or parts in the story and have to return to fill it in, your story is almost lost. A well-told story mesmerizes your students into

thinking it actually happened. Stories allow your students to separate fact from fiction. Don't memorize your story. It destroys your spontaneity. The beautiful phrases of a story, well told by the teacher will become a mark of your story-telling personality. Practice aloud several times. A mastered story tells your students and all who listen of your sureness and confidence -- the difference between a good and bad story.

Be natural : Your listeners should forget the story teller and concentrate on the story. Do not "talk down" or use an unnatural "sweety whine".

Use gestures and body movements frequently: Use a few facial grimaces, but not to excess. Your students will wait to see the facial gymnastics show and not think about the story.

Use your hands: Hands have the power to pull your audience together. They bring strength and variety. Your hands can almost depict the English language. They can ask a question, call people to you or evict them from your life, can threaten your enemies or show dislike or fear of them. Hands can show joy, sorrow. They can indicate size, and number. The use of the hands can tell the students almost every action they will feel in life. Use the unpleasant emotions sparingly.

Use the different voices and dialogue of the characters: Pause in appropriate places according to the age, the number of listeners and above all how the listeners are reacting to the story.

Get to the Point: Make the first sentence of the story interesting, compelling — an attention-getter. Don't be longwinded, or beat around the bush. Do not stop to give your point of view or stop for long explanations. Stay with the story. Each event happens quickly. Live your story until the very end. Keep your students guessing with plenty of action until the climax, then close quickly.

Everyone to be comfortable and cozy: Sit close enough, if possible, so you have direct eye contact with all your students. Direct your first sentences to the nearest students. Do not interrupt the story for non-listeners. Some teachers have learned to insert the offender's name into the narrative to get his/her attention.

Visual Aids: Rarely use any more than three or four pictures depicting the events of the story. Pictures or videos may be shown before the story. No visual aids are sometimes better as it allows your students to form their own imaginative mental pictures and allows the listener to feel quite at home in his own imaginative surroundings. A good story has something that brings a mental picture to the student with every event. Each mental picture is a sequential event. Pause just a moment when a new scene is presented for him to build his images. Allow your students the learning experience of cutting and pasting the scenes of the story together to make a new collage of concepts to his memory.

Beautiful pictures and even murals are created by the imagination of students who have had little contact with the art of others before the story.

My Personal Notes

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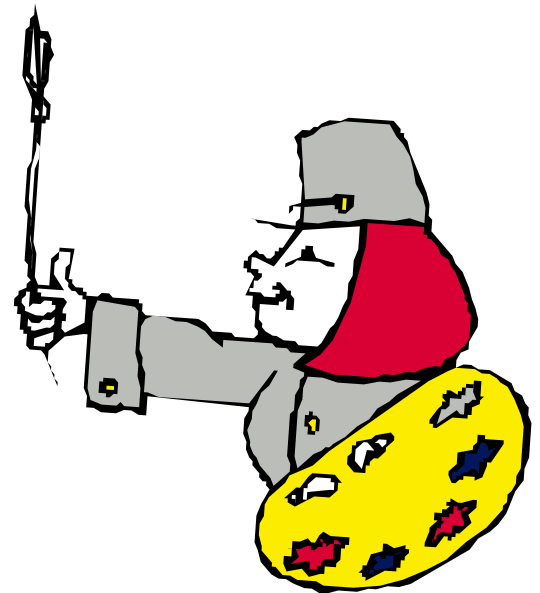
Section 5

A Teacher Can Recycle Castoffs

There are three men that all ought to look upon with affection: He that with affection looks at the face of the earth; that is delighted with a rational work of art; and that looks lovingly upon little children. —Unknown

Using Imagination

The following is a list of recyclable castoff materials from industry and nature to start you thinking like a teacher thinks. “What useful and enjoyable work of art can be made from that useless piece of junk?” With the imagination of you and your students, you can enjoy many things again. This list is just a starter. You and your students will think of dozens of other materials that can be recycled. Make note of them for other years or other situations besides teaching in which you find yourself.



Asking Parents for Help

Decide on your projects well in advance, ask your parents to save the items. You can also set aside a space in your home to categorize and save materials you will need from year to year. Store small objects such as seeds, buttons, bits of cloth, small shells etc. Ask your parents to send space-eating objects such as plastic bottles, cereal or shoe boxes, etc. just before the project is to begin lest your room or storage area resemble a warehouse.



Creative Ideas for Common Everyday Items - Chart 1

Commonly Found Items	What a Teacher Can Make for the Classroom
Spools, Baby food bottles, (anything round), Cookie cutter, Vegetables, Juice cans	Stamp from dipping into finger paint to make designs and pictures, rhythm shakers, cans to start seeds
Styrofoam trays	Picture bases and frames, cut into pieces for necklaces
Strawberry baskets	Rubbing, toy bird cage, mobile, doll furniture
Paper bags (small and large)	Puppets, masks, ponchos, cowboy vest, houses for a village
Pop can carriers	Castanets
Panty hose stiffeners	Large cards with printed questions
Pizza cardboard	Tepee, witch hat, stepping "stones", Easter and May baskets
Round cereal boxes, Plastic rings inside boxes, Small and large tubes	Totem pole, train cars, castle, hanging decorations
Plastic Pop Bottles, Milk jugs	Animals, large heads, baskets
Old panty hose	Doll bodies, faces, arms and legs
Walnuts, acorns, chestnuts, small and large stones	Bodies for tiny animals, doll and animal families, paint to resemble fruits, small stones can build small rock houses
Shoe boxes	Diorama background, game boxes to toss beanbags into, game storage
Egg cartons	Small article sorter, doll furniture
Plastic bags	Weave into rugs, kites that fly
Plastic Foam	Easily carve objects according to foam size
Small sturdy boxes (all sizes)	Animals, cars, houses
Bread Twist ties	Hook objects together to hang
Pinecones	Sculptures, Christmas angel bodies, small pine trees
Sand	Sand casting, sand painting, diorama foundation.
Dried Flower petals, dried weeds	Arrangements into animals, birds, dioramas
Colorful seed catalogs, wallpaper books, magazines	Picture borders, illustrate stories, poems and letters, greeting cards, book covers
Milk tops	Wheels on toys, markers for games
Cereal Boxes, Cheese Boxes, Small and sturdy shipping boxes	Building blocks (stuffed with newspaper and pebbles, etc. for weight, wrapped a few times with duct tape)

Creative Ideas for Common Everyday Items - Chart 2

Commonly Found Items	What a Teacher Can Make for the Classroom
Small pieces of wood,	Serving boards, small stools, rubbings, Things to resemble wood, such as furniture
String, Sticks from trees	Outline art, Hang mobiles
Coat hangers, Wire	Sculpture, base for paper mache projects, hang mobiles
Leaves and Lace	Press, put under waxed paper and iron with warm iron, rubbings
Seeds, sequins, tiny shells, "pearls", small spaghetti, small bits of cloth, old keys, small nails, wallpaper designs, buttons, egg shell pieces (use quickly), dried peas, beads, rice, pebbles, packing plastic pieces, small pieces of tree bark	Pictures, flowers, collages, mosaics, rubbings, book covers, background for dioramas, design for a jewel box
Yarn	Outlining pictures, embroidery, easy crochet and knitting
Craft sticks, paint sticks	Baskets, picture frames, worry dolls, sticks for a fan, scarecrow dolls, puppet "spines",
Paper plates	Clock faces, any faces, turkey bodies, any bodies, hats, pointed roofs on a castle, tepees,
Spools	Doll furniture legs, necklaces, counters
Burlap bags	Base for collages, painted art costumes
Clay	Pat, knock, slap, hit, pound, squeeze, punch, pinch, snip, roll, curl, stretch, smooth, fold, mash, model with tools, coil, bake, paint
Finger Paint	Any design usually satisfying to young artists.
Apples, Potatoes, Carrots, Shipping Plastic	Stamp designs from patterns cut into these materials.
Newspapers	Paper mache molded and pressed, painted, puppet heads, masks, rhythm instruments, necklace beads, confetti with a paper punch, catch drips

Purchased Materials

Materials that can be purchased: wriggle eyes, feathers, glitter, sequins, colored art tissue paper, felt, yarn, tape, glue, spray paint, washable markers, scissors, pencils, paintbrushes, tempera paint, paper punch, lamination plastic.



Why Creative Art?

Creative art gives children the opportunity to work together, to determine the ideas of others and see how they will enhance their own art.

Patience, self-discipline and the joy of creating detail are engrained into a child with many art projects.

Art teaches children the satisfaction of seeing a completed product. To find that peers and parents find their efforts beautiful improves the self-image to try harder in other subjects as well.

My Personal Notes

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Section 6

A Teacher Can Stand Back and Take Criticism

It is true that we shall not reach perfection, but in our struggle toward it we shall strengthen our characters and give stability to our ideas, so that whilst ever advancing calmly in the same direction, we shall be rendered capable of applying the faculties with which we have been gifted to the best possible account. — Confucius

Brainstorming Yourself

Look at the facts about yourself, though they are unpleasant. Try to get in on the grapevine of how your fellow teachers with whom you are not particularly close on the faculty see you. They tell the truth about you and your faults. Thank them. If you are to be successful in teaching, it may be your road to success.

Everyone has faults. Recognize them. Have someone—someone truthful tell you. Attend a class taught by strangers in which the class members critique each other. Friends rarely tell other friends their faults. Strangers as fault tellers don't have your friendship at risk. Your fellow teachers will see your improvement without having to be told the source.

Honest fault-telling falls into the same category as a singing or dance instructor. No basketball or football star ever became great without a coach to tell him his bare faults. Welcome a spouse who trims away your facade and tells you like he or she sees it.

Unfulfilled Expectations

One or more of your projects most likely may not succeed and the bigger the project the more impact on you and the school. There may be criticism as to how the project could have succeeded. Drink up everything you can. Make note of it. Ask for comments. Use your failures as experience for future successes.

Every friend you knew would not be loyal forever. Every child will not learn everything you hoped to teach him. Every program you put on stage will not succeed as well as the rehearsals. Every parent will not love you. Every teacher will not laud you for your successes. Your principal may find some of your methods not to his liking. Again, find out.

Learn what turned your friend away. How could your methods have changed to teach deeper and with more knowledge of why your student didn't learn. Some slight thing you said or did triggered a parent against you. Find out what happened; small words cause big damage. You cannot control jealousy. It is a universal human feeling. Be a friend to those who are cutting

you. Ask their advice in front of others. Put into practice what you learn in this book. Keep notes.

Your sense of humor and self-confidence that has seen you through the tribulations of high school and college will be there for you in your teaching career. Your ability to accept failure, as every public person must, is a mark of your character. Private people bear their burdens alone. A teacher must bear up under public view, alone.

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Section 7

The Proponents of Your Teaching Career

You had better live your best and act your best and think your best today; for today is the sure preparation for tomorrow and all the other tomorrows that follow. —Martineau

Your Principal

Keep foremost in your mind that your principal is the strength and leader of the school. His main, unspoken and unwritten job is to help every facet of the school to be seen in a positive light to community and parents.

Respect the job your principal is hired to do. Revere the principal who can smooth the waters between parent, teacher and student. Honor him or her in presenting your school to the community as a positive institution of learning. Presenting your school in a good light is the collective action of the teachers, staff and children. Everything that happens within the perimeter of school property will reflect mainly upon the principal and those for whom he is responsible. Principals come, as teachers do, in many parcels.

The following is the package teachers hope to open:



The Dream Principal

He is a natural leader who instills confidence in people and is completely interested in his work and sincerely devoted to the development of talents, students and teachers. He can bring parents into the school setting. He can establish self-confidence and cooperation with the many types of people within his school.

He establishes confidence in people in a quiet unemotional way. The "bad kids" know he cares. His gift of caring can affect those children and consequently their families. This beautiful talent of caring has brought many incorrigible children to a culmination of increased self-awareness and cooperation. He has brought out the natural leadership abilities of gang leaders and brought them into positive leadership roles. Those children, in adulthood, single out a principal or teacher as "the greatest influence in my childhood."

The principal who allows the teacher to use her talents and appreciates them; who mentions the teacher's creative efforts to parents and in faculty meetings; who leaves no one out and encourages teachers to share these efforts with each other, can bring and often has brought an

uncooperative faculty together.



You may have a principal who isn't afraid to make the school fun, who can dress as a goblin on Halloween, lead the parade through the school, dancing as he goes. He even makes the times tables fun to learn. If he can bring his pet goat to school to let the children pet it and have it lick their fingers, what fun! You know now you have a gem. This fortunate person called a principal will be welcomed by students and teachers and made to feel he is an important part of classroom activities.

Feel that you are in a favored situation if your principal takes the blame for something that could be blamed on all the faculty. When the side door of one of the schools I taught in was left open for many days and nights and anyone could have walked through, he took the blame – not the custodian, not the teachers whose rooms were close at hand. He calmly did. The children used the door during the day. Everyone assumed it was locked at night.

Every teacher knows she will be evaluated at the end of the year. Welcome your principal's comments about your work during the year. Ask him how it can be improved, welcome him into your classroom. Make sure there are no surprises about your performances when evaluation time comes. Know that this evaluation is often the most difficult of all the tasks he is called to do. Your principal will be glad to tell you during the year that your work is outstanding or where your weaknesses are. He will give you opportunities to work on your weaknesses.

When you decide to move on, he will give that glowing report to sadly but joyfully release you to greater opportunity. You will be his advocate forever.

Emulating Your Principal

Give the principal credit for your success. This principal can truly believe his teachers' sincerity when they give him the greatest compliment, "My principal inspired me." Bring to your principal a sincere confidential compliment and let him know you recognize and appreciate his skills, are learning from them and will try to emulate them and impart them to your students. If your principal can bring harmony and agreement while being gentle and firm and avoiding anger; if he can manipulate those to seek contention into agreement, honor him. Give your greatest respect to a principal who can bring an aura of calmness to himself, his office staff, school meetings, frustrated and irate parents, and discouraged teachers. If your principle can work with incorrigible children and quickly calm 600 wriggling little kids waiting in the auditorium for a school program to begin he or she is a mine of purest gold.

Besides keeping the school and everyone in it looking good, your principal has many other duties. His skills and duties cover emergency situations such as accidents on the playground. He makes every dollar of the budget count. These are only a few of the everyday activities of a principal.

His calm assurance will spread like a warm and peaceful blanket throughout the school and its patrons. The principal sets the atmosphere for the school.

What Every Principal Dislikes

He dislikes but tolerates the teacher who dwells upon the negative and sees no good in anyone but herself. She keeps the principal's office warmed with her ever streaming complaints. She complains about the streaks in the windows the custodian washed yesterday, the slightly under-done rolls in the lunchroom, the new pencils that don't write dark enough or erase to her satisfaction, the math books that didn't arrive for the opening of school. Other teachers never teach to her satisfaction and are always doing her wrong. She runs to him with every small problem from her classroom.

Students to be disciplined are frequent guests from her classroom or from the playground. Some wise principals recognize her insecurity and need for recognition. She is placed in positions of some responsibility with more confident teachers to upgrade her social status within the school. He compliments that teacher in faculty meeting. He works from the positive.

He also mistrusts a teacher who knows she will be leaving when the year is over, and he finds out through the grapevine. Go to him. Chances are he has faced the same situation himself. Changes of this nature should be told to him first. Tell him of any parent problems so he may form a strategy to defend you. Inform him of any severe discipline problems that may involve parents or the police. Get to him before the parent, the police or any outside people interested in the child. Give him and you every chance to work together to be prepared for any problem that may arise.

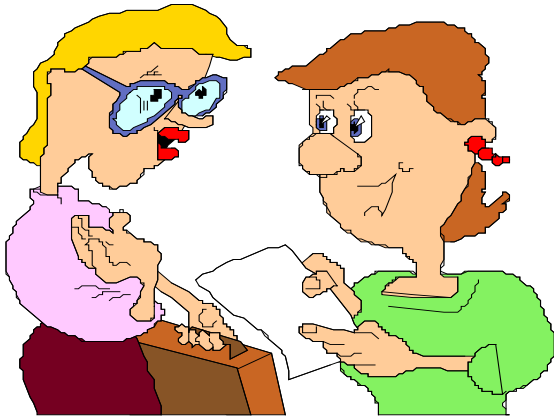
He severely mistrusts a teacher who goes over his head to present a problem to the superintendent. If you dislike something about your principal, talk to him. Tell him in strict confidence how you feel. Do not make his shortcomings a matter of teacher discussion. He has a job to protect also. The superintendent will mistrust you for bringing your school's problems to him. If you leave the school because of a poor relationship with your principal, make it a matter between you and him. Leave on the best of terms you both are comfortable with. Burning bridges, even with a principal you less than admire, can be very foolish. You will meet again, sometime, somewhere when he can do you much good or harm.

The Weak Teacher

The teacher who sends students to be disciplined very often from the playground or classroom is asking for the label of a "weak" teacher. Very little is accomplished for the betterment of either students or teacher. For the students it's a time of enjoyment in watching the goings on in the office. For the teacher, she announces to all her inability to function as an effective person in the classroom.

Some teachers will do as little work as possible just to get by. They collect the same paycheck

as those who work early and late. Your reputation will soon spread among other principals and administrators.



These early years are the foundation of a teacher's career. She knows a principal's recommendation has the power to carry her to advancement or dismissal.

Teachers Most Valued

Some teachers limit their friendships to one or two teachers. The principal values teachers who mingle and are a part of the group. He wants teachers who visit with everyone and find good in everybody. He values a teacher who has an aura of joy about her. Sometimes

only one pleasant and personable teacher in the school, (I've seen it happen many times), can change the climate and bring older set-in-stone teachers to actually visiting and seeing some good in others.

The principal wants teachers who make no issue of his mistakes, underplay them or don't even mention them. Supporting your principal in a mistake, either for the popular principal or to give self-assurance to the unseasoned and new principal is a wise move on your part. Give your principal credit for your success. "My principal inspired me." Repeated again.

Sadly, Some Teachers Badmouth

Expect to be "badmouthed" by some teachers if you succeed in any endeavor. Some teachers will ridicule you and your work. Should a teacher elect to go into some form of special education, you might be the unfortunate recipient of criticism from some of the teachers who have failed with the same students you reach.

Do not expect to teach in a school where everyone will welcome you and support you. If you are vastly successful, most members of the faculty will appreciate and praise you and your accomplishments. There will likely (but hopefully not always) be those who will be jealous of your every effort and success. Bring this jealousy to a halt by expressing appreciation to those whom you know are cutting you behind your back. Disarm a back-stabber when the faculty is assembled by telling everyone loud and clear of something she has done to help you. This gives others the message of your superior character.

Just Before They Go Home

A valued teacher is careful to watch every sentence said, not only in the classroom, but in every facet of educational and community life. Children and everyone you talk to carry home "unpleasantries" but seldom the pleasantries. Teachers make sure the good things said during the day are the last things children hear before they go home. He likes teachers in a primary grade to see that coats are on, the books and daily work are in the backpacks, that the children are ready and organized to go home. He likes a teacher who stresses, "What were the best things about our school today?" He likes a teacher who can joke with the students, who

knows the proper time to tell a joke—to primary age it is just before dismissal. Children can laugh about a joke all the way home. The principal likes to be greeted in the hall or when the children get on the bus to go home with a smile on each student's face and maybe the teacher's joke or riddle to share.

Send your students home with a good feeling that make them want to come back the next day. Give a compliment for something that happened during the day preferably in a learning situation that will send them home with a positive attitude. Small things like a sticker on their work, a computer generated certificate, a short hand-written note, your "100%" stamped or written by you with a glistening marker on the student's paper.

To Talk or Not to Talk

A teacher's common sense to know when to speak softly or with power, and the correct words to say can carry you to advancement very quickly. Your ability to know when to tell an appropriate joke, to soften a tense situation, or keep your mouth shut, and your ability to bring a diverse faculty together can make you almost revered by your principal.

If a principal observes a teacher handling discipline problems with dignity, that teacher's reputation as a "strong" teacher is assured.



Using Self Control

He admires the teacher that can exercise self control in not speaking of other teachers behind their backs, even though he knows there is plenty of reason. If you succumb to this temptation, you can expect that your remarks will come back to you like a flood of muddy water.

A principal approves of a teacher who doesn't go home as soon as possible after school, but also wonders about one who stays late, night after night.

Your principal will revere you to see you making ordinary lessons delightful and less than beautiful rooms a place where children can spend their school days in friendliness and beauty. He knows you are putting your best foot forward and will likely give you the recognition you deserve within the faculty, the community, with parents and for future recommendations. A principal values a teacher who takes the extra effort to dress well and meet people with assurance and charm. Your room is shown to visitors and you are shown along with it.

Substitutes

A substitute should have her shower taken and clothes ready to go. Those are the valuable ones. Children will try a substitute to the limit. She needs to be prepared for any type of prank the children may try and for any emergency. A good substitute follows the teacher's plans and has a few tricks of her own that appeal to children.

She can outsmart the students with new activities that are not a part of the regular curriculum. If you have the opportunity to interview prospective substitutes, select one with tricks in stories or games. Select one who has a little surprise for good students. Have a little surprise of your own stored in your file or closet. If possible make her familiar with your plans and the setup of your classroom so she can meaningfully carry on in your absence. Help her to be one step ahead of the class.

Select a substitute who can keep any unpleasant events of the day to herself by telling nobody. The pleasant experiences are to be spread to anybody who will listen.

If you want a particular substitute, others will likely select the same one. Select several, so if one is busy another can come.

Build into your students a respect for the substitute. Give a special privilege for those who were especially helpful. Tell the substitute to mark a star or a signal by the name of all courteous and cooperative students. Those who were not cooperative should be singled out by their classmates.

Have a file of substitute plans, duplicated that that substitute can hand out when she gets there. These materials are placed in the back of your filing cabinet or closet for use only in emergency situations. Have enough for more than two weeks. Use materials familiar to your class. If you have time, tell her or write in your daily plans where to find these materials. If you teach close to another teacher, that teacher can tell the substitute where the plans are. If you know you will be away, set them on your desk the night before.

Classroom Aides

An aide has a more casual or nonthreatening relationship with the students. Very often she is hired from the neighborhood and knows the students in their home settings. Sometimes the children relate to her better than the teacher. See this as a plus with learning. Remember, relaxed learners absorb. It does not take several college degrees in teaching to help a child.

Volunteers

These people come from every segment of the society, from beautiful girls who need to show volunteer work on their application for a beauty contest, to senior citizens who present themselves on crutches and in wheelchairs. Treat both as found gold. Most volunteer teaching is one-on-one or two.

Volunteers are now carefully screened. It only takes a



few child molesters to alert schools to closely supervise this marvelous arm of the educational system. Instruction in the tool subjects such as reading, writing and math is conducted in the halls or library with other aides and teachers always close around—a sad note. Have relevant classroom material ready for your volunteers.

The Custodian

Be sure the custodian is your friend. He will affect your success. The custodian is in the halls. He sees all and knows all. He comes into your classroom unannounced and often unnoticed. Teachers who feel uncomfortable with the principal popping in and out, feel no such pressure with the custodian. The custodian knows every square inch of the school. He knows every teacher, and every person who works in and around the school. He can spread goodwill about you with casual offhanded and unintended remarks. Make sure they are positive.

He meets with the principal on a regular basis. The condition of your room, the way you teach your students to keep your room clean is discussed. Some custodians talk about certain events in the classroom.

When a party with food is given, invite the custodial staff, or have something left on your desk with a little thank you note.

More often than not, a young person from the local high school cleans your room. Make sure that person can pass on the information that he does not have to clean your chalkboards and chalk trays, desktops and window sills. Have your students pick up large pieces of paper too large to go into the vacuum cleaner, and smaller ones, too.

Assign students to be responsible each day before school is out to: straighten books and paper on shelves, water the flowers, put desks straight in rows or circles, (each individual responsible for his own), or however you keep them. It is wise to ask the custodian the best arrangement for desks to make his cleaning easier. Have desktops clean and uncluttered inside, no backpacks left, store any arts and crafts neatly placed on shelves or tables. If you can empty your waste basket in your classroom, do so, and the custodian has a larger waste basket for this purpose. Your meticulous attention to cleanliness will be sprinkled throughout the school.

When I was a young and naive teacher, the custodian showed me several pieces of surplus visual projection equipment donated by the government that hadn't ever been used in our school because the windows had no curtains to darken the rooms.

I mentioned this to one of my parents who was a drapery designer. She purchased at her own expense bright red army surplus parachute material and she and the custodian hung darkening draperies in my room. The anger of my principal could have reached the apex of angry principals. The custodian and parent intervened in my behalf. My principal had no grounds to stand on. If she had taken her grievances to the superintendent, she would have been accused of holding back education in her school.

Incidentally, when a new elementary school was built and the red drapes became part of a middle school, my room was used for many years as the visual aides room for the school – a

happy ending.

Several important lessons were learned: Never do any action that affects the physical change of your school without the blessing of your principal. Always check with your principal before undertaking anything like, digging a corner of the school yard to observe roots or to plant a garden, building any sort of structure, painting or varnishing any school-owned furniture, pounding nails into walls to hold scenery for a puppet show or sticking tape to the chalkboard, windows and carpets. These should seem obvious but enthusiastic and naive teachers that envision a rich educational experience need to be warned early on.

The children sense the power of the custodian and when he tells them to pick up a stray candy wrapper, or stop running in the halls, the request is obeyed. Young children often ask, “Who owns the school? Does it belong to Mr. Beckstead?”

The School Secretary



Make friends with the secretarial staff. Every wind of gossip floats through the office. The office staff can make or break your reputation as a teacher. The secretary sits in on meetings in which teachers are discussed. She knows every piece of equipment available throughout the school. She knows the students on a relaxed level, and their parents. She knows every phone call, FAX, e-mail, letter, and who called or wrote. Her access to information puts her in a position of power.

Show the greatest respect for the secretary and office staff. When in the office, weigh every word you say. Even the tone of your voice can be misconstrued.

Lunch Room Manager

The lunch room staff is almost equal with the office staff in creating your good reputation. The manners of your children in the lunch room and how well they work on lunchroom duty to earn their lunch is a reflection on your teaching.

The noon meal, for many children, is the only nutritious one they receive. Those schools that offer breakfast are performing a vastly important educational service.

It is quite evident the nourishment with which a child starts his day. Teachers who observe the lack of enthusiasm about 10:00 o'clock know who has had a nourishing breakfast.

One school I taught in didn't serve breakfast but brought breakfast rolls and orange juice about this time. They were very welcome.

One accommodating lunch room manager prepared delicious salads in place of the heavier lunch for those of us who requested it. Sack lunches were also prepared for field trips.

If you have a pleasant morning joke, stop by the lunch room to give the workers something fun to start their day.

Include them in your little birthday remembrances.

The Librarian or Media Coordinator

The librarian can make your days much easier. Every class has several gifted and bright students who have their daily work done before you turn around. These children are eager to study and learn. Many of the books on your shelves they have read and they have devoured all books brought from home. The librarian is invaluable in directing these children to subjects of their interest.

The librarian has on the student's computer file every book the student has read, his score on the comprehension tests, and his interests. The student, teacher, librarian and parents are involved in the selection of books.



The Parent-Teacher Association President

The PTA works quietly in the background to obtain equipment, services and support not available through any other source. The PTA president and the president elect have contact with every parent in the school. They know the level of cooperation, respect and ability needed to get projects done of every teacher. They meet with the principal and their opinions are carried out. PTA's elect dynamic leadership that realizes their responsibility to carry out projects for the betterment of the school.

The Room Mother

Your room mother can be of distinct help throughout the year. Her help, and other mothers she may call to assist her, is much appreciated in:

- accompanying your class on field trips.
- helping with a class production.
- bringing a treat on holidays.
- helping with class parties.
- reading or telling a special story.
- bringing a treat to the class on the birthday of a student who otherwise would not have one.
- correcting papers (go slow here).
- assisting on art projects.
- stepping in as a substitute in a dire emergency.

It is quite important for your room mother be a stay-at-home mom as her services are needed

during school hours. You will probably furnish treats and other expenses from your own pocket even if she can afford to do so. There are few funds for room mother activities.

One room mother I had brought her small brood to events she did throughout the year. Children in my class tended her children while she helped. She even dressed as a witch with her little witches and led our class Halloween parade throughout the school. Pictures were taken and memories made. Teaching can be such fun.

The Faculty Room Crowd

Here you are, just fresh from four or five years of theory. So you flaunt your fresh-from-college-knowledge in the faculty room to wizened older teachers. Learn the operation of the school from them. They know the ropes. Most of these teachers have no reason to accept knowledge from a new teacher. Learn and listen from your older and more experienced colleagues.

Avoid these topics of conversation:

DO NOT...

- criticize other teachers for not giving the students the necessary skills to meet your grade.
- reprove parents of the children you teach.
- bad mouth any other teacher in the school.
- attempt to popularize what you did in another school or student teaching that should be done in your new school.
- give your opinion of the people who lead the community.

You are being proven. Your words are your reputation. You will likely not develop a network of friends if you talk too much and about the wrong things. Nobody wants to be identified with one whose mouth is his worst enemy.

Support Network

Stress is reduced in the stressful career of teaching if teachers have a support network—three or four teachers who think and teach somewhat alike. That is a key factor. People who teach in a team teaching situation have an advantage. That team can be a stronghold of self-confidence to all of its members who accept each other and allow everyone to share ideas without fear. The feedback from others can have a great influence on another's actions. To be a contributing member of a team, and receive advice from those wizened to coping with seemingly unsolvable puzzles, can give a beginning teacher more than ample stability.

The children feel this unity among the team members. They can see how solidly which teachers work together, which teachers call the shots and which teachers make few decisions.

Build your network with the local businesses. Business people are large contributors to school causes. Stores offer many materials for art projects, etc. Local businesses are more apt to want to show a teacher's students around their facility for a field trip if they are on good terms with their teacher. Keeping day-to-day positive relationships with others will solidify your support

group.

A support network gets positive actions accomplished that you alone cannot do. For instance: very quietly, with your principal's blessing, enlist your network to make your school beautiful. Make bulletin boards and murals in the halls. Have certain days when your group cleans the grounds. Make a mural of foods served in the lunchroom. This project may include all the networks in the school.

Solidify your network by asking an older popular teacher how she teaches a particular subject. It is the sincerest form of flattery for one teacher to ask another her methods. You may find in larger schools, there are several networks. You may find, with cooperation being the watchword, the older teachers working with the younger ones, and the networks working on behalf of each other.

Be an advocate for your principal, fellow teachers, and every person who works in your school or district in every situation in which you find yourself. Teachers are a common topic of gossip and conversation. Add to those conversations with your strong positive input.

My Personal Notes

My Personal Notes

[illegible]

Section 8

Student and Classroom Discipline

The chief want in life is somebody who shall make us do the best we can. —Emerson

The PKFs

- Be a **PEACEMAKER** in the midst of verbal and physical abuse.
- Be **KIND** but not so kind that students consider you a pushover.
- Be **FAIR** to all students, dull or bright, black or white, impoverished or wealthy.

Talking Privately With Students

If a student has to be corrected, talk to him in a positive way immediately after the unpleasant event so he goes home with a good attitude. This should be sufficient for negative behaviors the student performs very seldom. The positive aspect should then be taught not only to the offending student but to the class as a whole. “Tomorrow is going to be better. We learn from these things.”

If a child is in need of consistent discipline, the teacher might have a more serious private talk with him out of the hearing and sight of children or faculty. She should closely observe his actions in the classroom, the halls or on the playground. After observing the child, sit down with him and discuss one problem at a time — what he did, how and when and where the child thinks his main troubles lie. Talk about the specific behaviors in the classroom and playground. If necessary, address other social situations. Children are often most willing to talk about their behavior and show surprising insight into it.

Really listen to the child — this is a much more difficult task than it may seem. Talk about the child’s problem until you understand. That helps him to understand it, too. Allow the child choices of how he could conduct his future behavior, and the consequences of each choice. The child should know that for each choice there is a consequence.

You, as an adult, should give only a hint – and maybe an example of a similar situation that was solved. Help him solve the problem in words of his own vocabulary.

Every child has done many things right. Go over the “right” things with praise before any of the “wrong” things are mentioned. We all need “reinforcement” for the good we do. It is one of humanity’s central needs. In talking about the wrongdoing, many students can resolve their wrongdoing.

From babyhood, children, (and all of us), learn behaviors that will pay off. Clean rooms, clean

plates, finished homework gets parents' and teachers' positive attention with encouraging words, pleasantness and special privileges at home and school.

These marvelously behaved "goody-goody" children are known by all the students. Any action on your part to give special privileges and you are quickly branded. Let me see now, I think since the beginning of education, it's been called the "teacher's pet." Impart the same privileges toward all your students and this thing called discipline can be greatly diminished.

There will always be a bit of mischief in all children. Children welcome guidelines and want teachers to provide those parameters. They like to be controlled — to make it appear the teacher stopped the mischief. One of the joys of teaching is to watch tousle-headed boys that have fought a baseball or football game on the playground, still boisterously hitting and bumping each other into the classroom. They quickly settle, with the playful reminding of the teacher, into the math class.

These same boys fought fair, as boys do, but are still best friends when the fight is over. Active and competitive boys are a joy to teach. They have the same enthusiasm for math as they do for sports.

These boys would rightfully resent the usual commanding form of being ordered around to get them to settle down. Words such as: "Get to your seats and get busy. Stop that noise. Don't bother me and get to your math!" Words such as these have no place. The teacher is highly respected if the self esteem of the student is always the first priority in every situation, no matter the seriousness of the problem, no matter who is at fault.

If your students don't settle into the math class here are a few suggestions:

1. Be sure there is something to do when they come in from recess. This was outlined before they went for recess so they know exactly where to start and what to do.
2. Make sure the work you assign is very well within their range of achievement. Let them know that easy work can lead to harder work, that if they learn the easy work the harder work will be easy. Let them know that you, as a teacher, often struggle with hard work. That is what opens our brain cells to accept this hard work and store it away. Each thing we learn opens more brain cells.
3. Allow frequent physical activity, either pounding to make a woodwork project, beating against a punching bag made from pillows and hanging from the ceiling or even running around the school. Bring your class to the gym as often as possible. Let your children know you value athletic talent as much as academic talent. Many children struggle in school and later become athletic heroes that make a teacher's salary look quite humble, but keep this in mind, that without a great teacher showing them that hard work pays off, they would probably have failed along life's way.
4. Catch the child being good. If all day that child has been a brat, and finally tires, find good in it. The one second of conforming may lead to two seconds the next day. The most disruptive child is shocked and relieved to receive positive attention from the teacher.

5. Just before your class goes home, tell them a new joke or riddle. Your class will anticipate this joke every day. Often this anticipation can lead to better behavior. To have something to laugh about to tell their friends on the way home gives a youngster with low self-esteem a "moment in the sun" and focuses that same child with school problems on something positive, if even for the moment. Your students can bring secret jokes to you to share with the class. It is best to have these jokes "secret" so they can be screened.

Juvenile Court

Teachers are sometimes called into juvenile court in cases of severe discipline. Your written notes made months before at the time of confrontations could be valuable to help the juvenile officers in planning behavior changes for the offender.

Notes that can be helpful include:

- Time of day confrontation occurred.
- What, in your opinion, caused the confrontation or wrongdoing?
- What, in the offender's opinion, caused the confrontation or wrongdoing?
- What, in the opinion of those involved, caused the confrontation or wrongdoing?
- How many children were involved?
- What action did the offender take? Did he own up to wrongdoing? Was he defensive?
- What action did those involved take?

There are undoubtedly other negative actions of the child. These are under the jurisdiction of the juvenile officers.

Discipline Tactics for Fun

One tactic used with great delight to everyone, is to see what a student had to do to provoke the teacher. Each student wrote a sentence about misbehavior. The sentence was pantomimed. Discipline becomes something fun and the class trouble-makers became less likely to play games because their antics now seemed silly before their friends.

One child I taught liked to walk low up and down the isles to talk to his friends. His head was even with the others to make him harder for me to spot. When he was asked to walk up and down the isles a few times without visiting, his legs seemed to tire. That foolish behavior soon stopped.

I also played the role of the mean teacher by pretending to spank an offending student. Laughter, fun, and a sense of humor, again, are one of the leading assets a teacher brings into the classroom.

Through all this fun, the children know it is just fun and who is in control. You are still their teacher and not a pal. You are a trusted friend.

Classroom Guidelines

The class guidelines are clearly posted and reviewed. The children have no doubt as to the limits of misbehavior.

A Guideline Chart may be something like:

- School starts at 9:00 a.m. Be here and in your seat.
- My instructions will be given once. Listen.
- I don't respond to those who talk out. Raise your hand.
- Keep your voice to yourself during quiet time. Work by yourself.
- Work is finished at school or taken home to finish there. Return it to school.
- Misbehavior will be dealt with quickly, fairly and surely.

They expect your constancy of self-discipline to reinforce the posted guidelines. The guidelines help all to see that fairness and truth are exhibited for every student. The first hint you have not upheld the fairness guidelines and your discipline may be essentially lost. You must provide fairness, and for some students, the only fairness and stability in their otherwise unstable world may be found in your classroom.

The guidelines help your students to accept responsibility for their actions, to help students talk about their own problems and give them ways to solve those problems. Talk about the problems; give skits and little plays; bring in a successful reformed person; bring in a person from a penitentiary. These can be an attempt to quell the impulsiveness and need for instant gratification that leads to life's failures. Show your students the self-discipline of not expecting instant gratification for all their desires.

Sincere Caring

If you, as a teacher, can let the children in your life know you care, that you are willing to sit up nights checking papers, to cancel your session at the spa, to stay after school to listen and respond with meaningful insights and give a hug of encouragement, you are disciplining yourself and your students. Be willing to listen to try to look into the minds to see the problems of your students. The problems that matter to them may strike you as foolish. Relive your youth. Try to remember the way you felt when the same problems confronted you.

Be willing to do things not just say things to help that child feel he counts. Children have an uncanny way of detecting if a teacher is genuine in her willingness. Endeavor to be that teacher who can impart to her students that she has a deep desire to help them in their quest for their own self-discipline, that she has an inner empathy for their feelings. Your success in the classroom will hinge on your students' perception that you care and have the capacity to love and empathize with them.

Whether you thought about the responsibility of discipline or not, your students look to you to stabilize their otherwise stormy life. Your students look to your stability, as the person they want to be. You, as their teacher, are the most admired person other than their parents in their lives.

Your Every Word Is Emulated

Be careful what you think, it shows even in off-handed remarks. Who are the current politicians, actors and musicians you admire? Those same persons will be theirs. The way you handle all segments of your teaching day will become a part of them.

Watch and listen to young children playing "school." Your behavior will be mimicked for good or evil by every member of your class. Children are notoriously honest when playing school at home or on the playground. Those who play "being teacher" will tell you how you handle problem children in your classroom. Your students mimic not only the words you say but how you say them. Your words could land you in court or without a job.

Your Attitudes Are Theirs

Your standards in dress, class cleanliness, courtesy, expectations of students, your stability in difficult student situations, and all the situations of your day are often their own models of behavior. It is a frightening responsibility.

The most admired teachers are those who — despite all reasons not to — leave their students with a stable example of how to hold control. It is a great motivator to all who watch a stalwart teacher handle a situation with a confident and unruffled manner. It demonstrates to your students the knowledge and power to know how to handle their own undesirable situations. Children and parents expect to find stability in the teacher. It matters little to administration, parents or students the difficulty of the situation.

Outside/Inside Help

There are however, situations which warrant the intervention of outside help. With the trouble-makers sent to the office, (with an explanation later to the principal), ask the class members to ignore their actions. Ask them, no matter what the actions, not to watch, laugh, or act in any way like they know of the disruption. Nothing pulls down the sails like being ignored. Being ignored may cause their disruption to take on greater strength, like hitting other children. "We've got to save face." If you find their behaviors too much to ignore, very calmly and without a word, pull them from the group, one at a time. Remember, not a word. A message is sent to the office for help. Make a list of all the disruptive behaviors for future reference if there becomes a need for parent and principal meetings.

Bring the offenders back into the group and include them in the group. When they emulate the good behavior, quickly reward their actions with a smile. Praise them for every action at first. Then... as the weeks go by, act as if the positive action always was. Sometimes offenders regress, just to test the waters. Bring out the specific praise again. Allow the offenders to see how much better their lives are because of appropriate behavior.

Discipline is that eternal built-in struggle for power. Students who can command the teacher's complete attention have achieved that goal. Give special attention to those you know need it. At another less stressful time, if you can put the disruptive student/students in a positive light when the whole class has their complete attention, you have outsmarted, unbeknownst to himself, the reason for his misbehavior and much sought-after self-esteem. But expect to be tested time and time again.

Children form a new and higher self concept when they find they are in control of their own actions. They become aware that other students treat them with approval and consequently acquire a feeling of self-worth. They can see by pulling the class along how much warmer and friendlier their teachers are.

Students Can Help Curb School Violence

Students Can Make the Rules

When the students make the rules, they are usually obeyed. Here is a sample of rules, activities and insights into violent behavior that students can handle mainly by themselves:

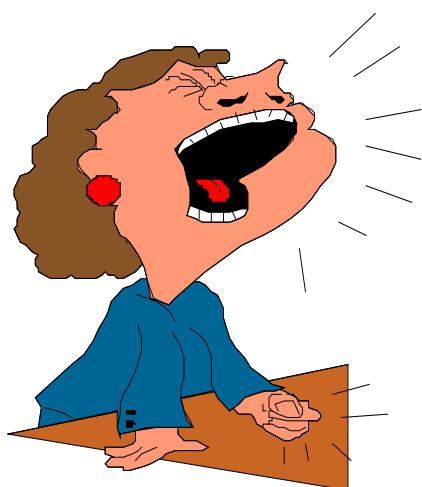
- A juvenile justice system is elected to act as judge, jury, prosecutor and defense counsel. The students set the sentence. The system changes judges, jury, prosecutor and defense counsel throughout the year so all children get the experience of being on the counsel.
- Some of the following behaviors are immediately reported to the counsel: bringing a weapon to school or anything that could potentially become a weapon, not telling if you know someone who has a weapon, reporting talk of violence or misbehavior, or crime you may have witnessed.
- Help your students to see that walking away from someone who wants a fight is "cool." Have your students make a list and write it down of the leadership qualities necessary to solve problems peaceably. Make a list so every child knows it and hang it in the hall. Send the list home. Keep a list hung in your classroom. Talk about it in an assembly. It is these qualities that help them to gain the respect of their peers.
- Let an older child be responsible as a mentor to a younger one, for example, helping them in school, on the bus, walking home, etc. This mentor will also serve as someone in which they can ask for help — someone for the younger child to look up to as a role model.

But through all of the above, the students, while on the road to self-discipline, must have a firm knowledge that the principal of the school is still in ultimate charge.

Section 9

Positive and Negative Lessons Children Should Quickly Learn

There are two freedoms -- the false, where a man is free to do what he likes; the true, where a man is free to do what he ought. —Kingsley



**Quiet
Class!!**

***"You should have
been there, Jeff
sure pulled her
strings today."***

Pay little attention... to a screaming teacher

Why raise your hand?

When a student yells the correct answer to a problem without raising his hand and the teacher acknowledges, a clear message is sent, "Why raise your hand, just call out the answer."

Beating your hand on the desk or standing there with a pout and arms folded in front of you are sure signs your students will ignore you and intend to walk all over you. Your arms folded in front of you send the message that you want to retreat and hide behind the problem.

Bigger and Better Tomorrow

A note is passed hand to hand across the room. You stop the class to find it. The message probably isn't much, but it sent a clear message to the whole class: "We'll try bigger and better things tomorrow. It's a good way to get out of work."

Some teachers are good for something. The teacher who dispenses candy or trinkets for good behavior better figure on quite a bill. Picture the child who tells his friends. "Our teacher gave us a stick of gum for being good today, tomorrow we're trying for a candy bar."

"I'm hurt, let her know."

Children learn the empathy level of a teacher by reacting in the greatest of pain on the playground, in the classroom or gym at the slightest injury. The teacher takes the screaming

child to the principal, with a knot of sympathizers in tow, with much compassion. A message in lights is sent. "She's a pushover. It doesn't take much to get her attention."

Make sure the injuries are not serious. Make no comments. Take the child for first aid. With no extra attention, his behavior is usually modified to only showing the teacher the small scrape, and a trip to receive aid.

Whining

Some children play the whining game. They beg and whine to be first in the lunch line; to have the ball at recess; be first on the playground swings, etc, etc. without earning the right. They wait until the teacher is occupied with others then move in for permission.

Children learn a good way to play this little game at home. For example, when mother is on the telephone or visiting with friends in the living room.

Please Your Mother and Teacher

They learn that disappointing the adults surrounding them is not smart, even if they are afraid and bored at school. "Make your parents feel proud, and good things will come back to you." Some children work hard at learning, not to learn but to please. The reinforcement of parent and teacher approval is a powerful tool.

"Don't think too long – just the right answer, please."

"It is best to come up quickly with the answer and not take any time to think your answer through. The teacher likes hands raised very quickly."

School demands correct answers. Creative thinking counts little. Just get the answers right on a multiple choice test. Get your grade and move on.

"Wow, everybody knows me."

Children quickly learn that if he learns a piano piece or karate moves or a dance and wins the talent contest the message is: "Learning gets me someplace and makes me known throughout the whole school. Everybody likes me."

"Folded arms are what she wants."

"If the teacher likes the way I act and gives smiles and 'Thank You's, that must be what she likes. I'll keep acting how she wants. When rewards and nice words come for being good, I'll stay being good."

"What's my excuse?"

One of most damaging tactics children learn is how to make convincing excuses about homework. Making excuses is an art with some students. Your retort to undone homework

could be. "Life is unfair to everybody — even me. We all have to suffer and put forth effort. There is much to learn from putting forth effort in life and we must start early to discover it."

If homework is to have value, there must be rules for teacher and student to follow:

- Check the homework every day. Write on it why you liked or disliked it and the grade you gave. Have a grading system with points for each value you wish to stress, such as neatness, accuracy, directions followed on computer.
- Keep a folder or a binder with dates to be compared from early work to later work to show improvement to parents.
- Assign homework in short assignments the students know how to do. Make it easy on yourself.
- Do not assign homework as punishment. Children have excuses enough to not return homework.
- If the homework assignment can be done in school, let it be.
- Have the parent initial the homework. When you look at the homework, write a short personal comment, in ink other than red, about the homework or schoolwork in general. Point out improvement. This short sentence or two keeps communication going between school and home. Parents are anxious to save positive comments on homework and daily work to show to friends and relatives.
- Deduct points for late work.
- Accept input from student and parents as to what they like or disliked about the homework assignment.

"She likes me."

When the child perceives he is "liked" by the teacher, attention in class, quality of work produced and support of the teacher will be the happy result.

"Hey, look at me."

When a child lacks the ability to perform a task, his foolish behavior manipulates the class. This "class clown" hopes others will think he can perform but just doesn't want to. Give much structure to this child to accomplish a given task within his limits, so success is expected. Give him a task he likes such as art to gain confidence to attack other problems. Seat the child to avoid stimuli: as by the door, by a window with traffic or children playing outside; near a noisy heater or by students who whisper.

Once again, look toward an enclosure. A responsible student could sit outside the enclosure to help when needed. Teach this child to use visual clues with his hands and few words to instruct his friend, as you do, to lessen disturbance.

The extremely disruptive child will likely be referred to a psychologist. Be sure your notes are useful and poor behavior is charted as to the number of times it takes place and what triggered the behavior. Write what you did about it. Your input into these meetings is valuable for the psychologist to draw an instructional plan.

My Personal Notes

[illegible]

Section 10

Lessons Teachers Should Quickly Learn

Learning is ever in the freshness of youth, even for the old. —Aeschylus

The Helpless Ones

Some students will fake nonunderstanding and allow the teacher or other students to do their thinking for them. If the child acts helpless enough the teacher will always provide the answer. What's better than a right answer the teacher told you!

Lessons Come In Second

Most students think they have more important things to do at school than learn. Because of this thinking and misbehavior, the teacher's carefully planned assignments are pushed out of the way as quickly and easily as possible.

Not Yours Anymore

Few teacher compliments are needed or wanted when a child has done something really well. They know it themselves. Don't steal their thunder. We taught it. That knowledge has been passed on. It no longer belongs to the teacher.

"I'm Stupid."

Some children ask no questions because of the deadly fear of being thought stupid in front of their peers — the worst suffering a child can endure.

Small Length of Time for Big Problems

Difficult problems of written work should be done in short time periods — not lasting through the whole class.

Deep Thinkers

A deep-thinking student can ponder over a problem for days or weeks and still not be sure of his answer. A surface thinker wants the right answer now and be done with it. Help these students to make a decision by presenting all the facts, weighing these facts and choosing the best course of action. By doing this, you're helping a student make decisions and taking action on those decisions, right or wrong. By taking action, the student will learn that making a decision is difficult, but necessary if they want to get anywhere in life.

Constantly Afraid

Children have much to be afraid of: not being chosen, not knowing the right answer, not performing well in athletics or not standing up to a more popular student who himself is afraid of his status. Children are constantly afraid and this intense fear dominates their potential for becoming good students.

Power Takes Many Forms

To shock and bring fear to those around them brings power they cannot attain in more pleasant ways. Swearing is one of those power forms. Turning a deaf ear makes the problem worse. The "swearer" has won. Tell the child in a soft private voice that his language is not acceptable in your classroom. If he stops, nothing more will be said. Children are surrounded on TV, movies, all media and in their homes. Even older children's required school reading exhibits foul language. Have them make up a funny by-word to use in front of you and their younger siblings at home. Foul language is learned by listening to older folks they emulate. Help your children respect themselves and you by cleaning up their language in your presence. **And it goes without saying, never, ever use foul language yourself under any circumstances.**

Pressure

Pressure to learn and perform will cause some students' minds to actually freeze and be completely unable to remember the material at hand.

Must Move On

Thinking, imagination and resourcefulness to solve problems take time. That's what education is about but curriculum material must be covered. A teacher must move on.

The Real World

It makes little sense to teach a child something he can't put to use in the real world.

Can't Hear You

"Stop talking and just give us the assignment."

Not Punishment

When the teacher responds with severe punishment for bad behavior, bad behavior increases. The little discipline game that teachers learn is that meting out punishment does little or no good. It only increases the bad behavior.

Come Alive

Discipline has a chance to be overcome by becoming the actor or actress as all of today's teachers must be. Make your lessons as alive and exciting as you can. A teacher competes with TV, video games, and movies. The game is lost if your lessons are dull and bookish. You are inviting discipline problems or at best your students will sit staring blankly into space and absorbing nothing until the grateful sound of the bell.

Be Specific

Praise a child for doing a specific action well. Let him or her know that you are very pleased and excited about what he did. If appropriate, let the whole class in on the praise as well.

Know How Your Learners Learn

Is it hearing only?

Is it hearing and seeing?

Is it seeing, touching, doing and smelling?

Is it hearing and touching?

Is it demonstration?

Is it writing things down?

**Is it talking about what they have heard,
seen and done?**

Is it acting the lesson out?

Is it drawing or building the lesson?

Is it categorizing?

**Is it minute organization of patterns and
symbols?**

**Is it linking prior knowledge to new
knowledge?**

**Is it knowing all the steps involved to
accomplish a task?**

My Personal Notes

[illegible]

Section 11

A Teacher Has A Sense of Who Needs Help

No great thing is created suddenly, any more than a bunch of grapes or a fig. I answer you that there must be time. Let it first blossom, then bear fruit, then ripen. —Epictetus

Helping Your Students Develop a Positive Self-image

Student's Attitudes and Feelings

The attitudes and feelings of your students are ever-changing like a pot, boiling hot then cooling. These are attitudes that involve school, teachers, home, neighborhood, friends, and even strangers. These feelings shift from minute to minute from cold to hot, from love to hate and in all other varying degrees as they mix in this boiling cauldron of feelings and attitudes. Feelings and attitudes are sometimes on the surface, but often feelings are kept inside until they boil over the lid on their own. The boiling pot is blown to the destruction of themselves and others. Feelings are the underlying stimulation for all behaviors of people. The expression of the students' faces and body language and mannerisms of speech are often reflected to the teacher and other adults surrounding them.

When an older student, and some younger ones, has a concept of the complexity of his feelings and the feelings of others and the result of those feelings, his attitude toward the actions of others will take on a deeper meaning.

Teach your students the meanings of these feelings. Talk about feelings and attitudes in your classes. Most children will not be aware in the slightest way that such feelings are a part of their miraculous genetic makeup. They may not be aware that feelings are fragile, especially feelings of emerging self-esteem. Children should be reminded, early and often, that if the attitude they have toward each other is in the least way "making fun" that self-esteem can be trampled and crushed, perhaps never to be regained. Life for students is a constant struggle to think of themselves at least equal to their peers. Impart to your students, "We're all in this together. Let's help each other now so we can face the world with confidence."

Have the students list one situation in which they feel uncomfortable. The students could help the others to overcome their feelings. Several students will probably have the same fears.

Let children write without regard to being "pretty" about their feelings. Venting feelings is good therapy for your students. Let the students make up little skits, games and plays that tell with honesty these feelings and others they may have. The skits may have some of the following elements to help the students making the skit and those in the audience better understand themselves.

1. Help the students to write about a problem
2. Play their parts as sincerely as possible.
3. Avoid the use of names of those who may have caused the problem.
4. Were other problems brought to light other than the one intended?
5. Is there a way the class might help solve the problem or problems acted out?

Here is a list that could help your understanding of yourself, your students and those around you. Some of the feelings and attitudes can be understood and explained to students as early

violent	in fear of rejection	wondering
tired	satisfied	worshipful
relaxed	ashamed	sullen
angry	bored	cynical
tenacious	disgruntled	brash
adventurous	comfortable	optimistic
courageous	in pain	pessimistic
patient	sorrowful	insulting
reliable	hopeful	expectant
warm hearted	relaxed	eager
eloquent	ambitious	assured
imaginative	hopeless	in fear of bring criticized
broad minded	forgiving	uncertain
modest	tolerant	defeated
meticulous	excited	aggressive
reliable	dizziness to the point of fainting	nervous
diplomatic	pitying	uncontrollable giggling or laughing
practical	pitying	laughing
disciplined	resigned	terrified
loyal	confident	no feeling of belonging
sensitive	surprised	impulsive
pleased	stubborn	very happy

as kindergarten. To help a student in the understanding of himself and others can be an asset in every facet of his life. When understanding of feelings is a real expressed emotion, then a child will better understand what it means to be any of the words mentioned on the previous page.

With the previous list in mind when looking at a child's attitude, it may give an insight for you and him into helping him cope. It may give some insight to understand and thus help a child to overcome a negative environment, and feelings of low self-esteem. Ask the child to describe how any of the feelings in the list and how it affects his life. Tell the child that without feelings, the world would be a dull place indeed, and we would all be robots acting only on command. Tell the child you have feelings too, and we are all entitled to them.

Allow your students to witness your choice to vent your feelings or to give a soft answer. Your soft answers, day after day, situation after situation, let your children know there is an alternative to the cross words that permeate their environment. A teacher can be angry and frustrated, show that anger, but never to insult or damage a child's self-image.

Everybody listens when the teacher is angry. The students know you have feelings and they soon learn that you can express those feelings without hurting the feelings of anybody. You are a teacher, in anger and in calm, with a soft authoritative voice.

Words such as stupid, nut case, cracked, crazy, deranged, lunatic, cruel, brutal, animal, slob or any other insulting words do not come from the mouth of a wise teacher. On a more practical note, witnesses could declare in court that you said them.

Consider the following scene that every teacher experiences: You have just told an exciting story about some explorers who were trapped on a block of arctic ice. The children were to creatively finish the story in art. Excitement is high. When the pictures are finished each child wants to show his art and tell the teacher his ending. Her desk is surrounded. Even the student least aware could see that he could not expect the teacher to hear his ending. Instead of yelling for everyone to take their seats and dampen the project, her soft solution was: "Oh, kids, I wish I could hear all of you. Talk softly to your neighbors about your endings. I'll come to each group and hear each of you. If you would like to write your ending as well as draw it, we could make a book of everybody's ideas."

Feelings are to be vented but not acted out on others. When your feelings become very annoying to others, the teacher has to do something. Give the child a choice to keep his feelings under control or consequences will follow. The child could choose to isolate himself, not participate in a favorite activity, or miss recess to assist in controlling out of control feelings. Never have a child miss lunch or keep him after school. Today's problems with child abduction are too great a risk.

Contributions to Others

Teach your students that how they contribute to the happiness, knowledge and joy of others will be their entry road to future success. It is not the house they live in, the street they live

on, the in-style clothes they wear, the color of their skin, the make of car their parents drive or how many children are in the family. Let them not be ashamed to give their best. Lead them to know the measure they give out is exactly what the world will give back to them. Allow them to research story after story of highly successful people who lived as young people in very bleak circumstances, and with physical disabilities. Read these stories in class.

Setting Goals

Keep a goal chart. Encourage your students to set goals for themselves — as all successful people must do. Help them to be organized and how to attack the activity as to which comes first, next, and last. The goals can be short range for the day or longer for the year. Most students work best if there is only one goal to work on at a time. Write the goals down. Write on your goal chart about how long both of you feel the goal should take to accomplish. Your students can decide if each student's goal chart should be kept confidential or if a goal chart should be made and hung up for all to see. In either case, the student keeps a copy. You keep a copy. Keep them in a page that both of you refer to often. If you have the goals in your possession, there can be little excuse of loss, forgetfulness, theft, or being chewed up by the family dog.

Appearance

The following observations will give you further insight as to the feelings of inadequacy in children, feelings that often manifest themselves in violent behavior. These situations and feelings are often carried into adulthood.

Does he have a "complex" about looks? Defective looks is the most common reason for feelings of inferiority. It is the child's attitude toward the defect that causes the feelings. If the child thinks himself too tall, too short, buck teeth, uneven teeth, kinky hair, too thin, too fat, long nose, short nose, a disability, it can bring him to thinking of nothing more than the defect. The student becomes a walking nose or walking teeth. Much harm is done if a child is teased and is sensitive about a defect. If a child is taught that if he/she reacts with poise, others may not care to notice the defect. If a person with a defect is calm — very calm, the teaser finds no satisfaction and is indeed taken aback.

Good Points

- I can draw.
- I can knock a home run.
- I like to skateboard and ride a scooter.
- I like little children.
- I have good eyes.
- The teacher likes me.
- I have a few good friends.
- I like to find out things.
- I have a little spending money.

Not So Good Points

- I watch too much TV.
- I don't listen to the teacher.
- I can't talk to popular kids.
- I can't participate in class.
- I don't get my homework done.
- I sometimes tell lies.
- I can't read too well.
- I get angry easily.
- I don't need help from anybody.

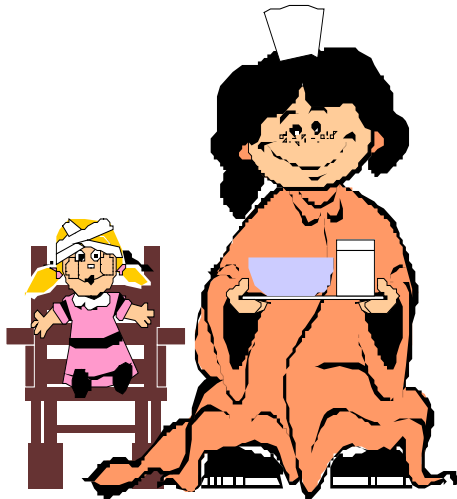
Help a child with a defect to realize that we all have to accept ourselves and make the most of what is given us. Help a student to think of the things he can do and contribute from his knowledge from the inside, not how he looks on the outside. Have him look at famous people on TV and see how they have succeeded in spite of some or other defect in their appearance.

Lead your students to know that when worthwhile contributions are made, a person's appearance counts very little.



Accomplishments

Encourage your students to become expert in one or more things. Can they draw well, roller-blade, ride a skateboard, scooter, hit the basket, run faster than anyone, play a ukulele. Are they good at math, reading, science, spelling, computer, social studies, or creative writing. Can someone write poetry, or cooperate well with others or has a vivid imagination and can do things creatively. Does someone always look neat, can persuade classmates with his pleasing personality, is a good singer, reads well orally, or has the highest attendance, the most courteous, best sport, most able to help others, best in rhythm section in band, best in reciting poetry, excellent story teller, beautiful dancer, good attitude, good sense of humor, is very honest, or ambitious?



Anything that helps that child to stand out from the crowd can give him a moment in the spotlight. Accomplishments can be brought to the attention of others (as in an assembly with a computer generated award) who can admire his accomplishments. By presenting a genuine and sincere "award" in front of his or her peers, is a great boost to a child's self-image.

Home Background

Sometimes a child hasn't had the right foods or any food to start the day. Ask him what foods he ate. If you can, make arrangements through the principal to allow the child to have some food from the lunch room. It is unlikely a hungry child can be taught if he has not had the proper nutrition to start his day.

Check on the general health of the child. Learn about his health habits. What time does he go to bed?

Become acquainted with the home situation. Check as best you can the type of family life the child has. Oftentimes a big brother or a younger sibling or a relative in the home can upset a child. Is he abused? Sometimes there is an alcohol problem in the home that can leave a child devastated.

Find out about the neighborhood as a whole. Are there any “bully” boys or girls? Children bring to school the home and neighborhood problems into the classroom. It is rare that the child can cope by himself with the hopelessness of a neighborhood situation without strong intervention from home, school, social services or the law.

Attitude

His behavior could be very unpredictable. He can be very lethargic one day and outgoing the next. The student’s mind is never on his class work. He forgets important events and assignments. He is always struggling uphill with a load on his back. You can see it in the always lethargic child, the fearful child who walks the edges of the hallways, who comes in late rather than be excluded in the laughing throng. Is he a loner and can’t seem to relax or enjoy the association of students and teachers?

An attitude of constant failure can keep a child in a defeatist mode. If the child imagines himself as never having a successful experience, he will likely never have one. He may take the attitude of being a uniquely hopeless failing student. Again, take stock of that child’s successful talents. Help him to realize what he could be. Keep gently, quietly and unobtrusively reminding him every day in little ways of his ability, and he could very gradually take on the attitude that nothing can stop him from being successful in small and large projects.

Often an admired teacher is the only support a troubled student feels he can talk to. The child sees the teacher as extended family and a mentor. A teacher can be a mentor to the extent that he often uses his free period to drop in on a student’s other classes, with the student’s and teacher’s permission, to observe and help. Close faculties allow this helpful practice.

Attitudes can be changed by older senior citizen school volunteers young people view as their grandmother or grandfather. These volunteers can make a huge difference — a character-building difference. Lack of self-esteem can be largely prevented with teacher awareness and volunteer support systems. Young people consider senior citizens as people who would never betray their trust.

No Positive Role Models

Many of today’s children prefer the negative because of the very absence of positive people or situations in their lives. Their attitude is that, “This world is ugly and dangerous.” They have become “street smart” for their own survival.

In their quest for “something solid”, drugs and alcohol can be a route to survival by submitting to the evil demands of the “cool” crowd.

Feelings and attitudes have grown slowly through failing experiences. Help them to realize why they feel inadequate and that it has taken all their lives to develop this attitude.

Ask your students to think about these things: “Do my brothers and sisters have feelings of inadequacy? How do my parents feel?” Ask your student to try to decide why his family feels the

way they do. Your student may just be the one — because he knows what to look for — to stop this people-destroying family cycle. He may just be the one to hear himself and his brothers and sisters say, “I am a loved person. I have a family who cares. I will succeed. I will grow into a man or a woman that will make life much easier for my wife or my husband, and my own children. I will use my talents to be of service in the part of the world in which I live.”

Make Changes Now

Make your students aware that if they have feelings of inadequacy now, if they are battered children now, they stand a good chance of passing those same feelings and actions to the next generation. Now is the time to turn their lives and feelings around. Now is the time to control those vicious outbursts of temper, even though anger and violence is what today's children see as the accepted way to handle stressful situations.

Good and Weak Points

Help the child to assess the good and not so good points of himself and to know that every person, even every movie or rock star, has to learn to put into the background the “not so good” features. It comes with being human. Work and practice on your good points but also be very aware of your weaker points and give them some quality time. Your students can make a list of their good and weaker points. It could look like this:

“Write your good and bad points. Put them above your bed so when you wake up in the morning you see yourself as the good person you are and the person who needs worked on. Think how to make your good points better and your bad points good.”

Seeing Life Differently

Help your students to know that feelings of inadequacy are really a paradigm, or in other words, how through their lifetimes their minds have been programmed or modeled to see things a certain way. Until they can break out of that mode of thinking, they can never see themselves as anything better.

Some paradigms that even children have developed are:

- “I’m no good. I can never do anything worth while.”
- “It doesn’t matter if I learn anything. The government will take care of me. I’ll just go on welfare.”
- “I don’t trust anybody.”
- “Nobody does what I want. My opinion doesn’t count. Everybody hates me.”
- “The only kids the teacher likes are the goody kids.”
- “If things go my way, then I’ll be “good.”
- “If she doesn’t like it, well, I’ll show her!”
- “It doesn’t matter if I study. Nobody wants to give me a job.”
- “If you don’t do what I say, I won’t play.”
- “I don’t care if I fail the test. It doesn’t matter.”
- “It’s OK, I’ll just lie out of it.”

Remind your students to see themselves as something better and work toward that goal, that feeling of confidence will become a part of them. "Believe in yourself and others will believe in you, too."

Manners and Courtesy

Many children come into the educational system without the slightest notion of pleasant behavior. Manners and courtesy in our time are being seen as a weakness. Young people may have seen few times in their lives when gracious behavior was in their homes and contacts of everyday life. They hear insults, curses, and nasty behavior. It would seem a lack of consideration and just plain rudeness has permeated the children of the wealthy as well as the impoverished.

Everyday manners can be part of helping a child see himself as a more capable person. If one home, one class, one school, can help children perceive manners and courtesy as being in control, as being in the know, as being expected by you and everyone around you, then children can see that other matters of life flow more smoothly. Manners must be a part of the life of most everyone the child meets on a daily basis, at home or at school, otherwise teaching manners can be a complete waste.

Children should be prepared for rudeness from strangers, but act in a mannerly fashion, anyway. Growing up with habitual and self-assuring basic manners gives a child an olympian leap ahead to face the competitive adult world.

Manners are not taught as a subject but presented as courtesy and thoughtfulness for others in situations with which the child comes in contact. Posters and booklets can be made. Skits can be written and performed. An assembly with all the school present could be held. If everyone in the school is expected to perform in a mannerly way, and the students know what is expected, manners become a part of natural behavior.

Try this, as part of your school curriculum, have a low-keyed lesson every now and then on manners.

Telephone Manners

When you are answering a call:

- No, gum, candy and food. Gum sounds like you are shooting off a pop gum through the telephone. Food, well, it's just rude and your voice is muffled and can't be heard.
- Say a pleasant, "Hello" or "Jones residence, this is Mary."
- Ask in a pleasant voice, "May I ask who is calling?" or "May I tell mother who is calling? Just a minute, I'll call mother." You could also say, "Mrs. Jones would like to speak to you."
- If the person being called isn't home, say, "May I take a message." Write the message down and be sure to get all numbers right for a return call.

For Your Safety

- Do not tell anyone you are home alone.
- Do not tell where your parents are or how long they will be gone.
- If the caller asks personal questions, hang up.

When you are making a call:

- Tell who you are. "Hello". This is Mary Jones. May I speak to Tom?" If the person isn't home, ask to leave a message.
- Keep your calls short. Think of other people's time. Don't use your cell phone for every little thing. It is annoying.
- Don't call during dinner time or study time. Your friend may be pleasant, but he isn't comfortable with long winded conversations when he is busy. Be thoughtful. Don't call early in the morning or late at night.
- If you get an answering machine, leave a short, clear message with your name and telephone number. Speak directly into the telephone so your message can be heard plainly.
- When you want to end your conversation, say, "It's been great talking to you. Let's talk again soon but I must say good-bye."
- You could also say, "Thank you so much for calling. I'll say good-bye for now."

Table Manners

Here are just a few we all should know:

- Ask your mother or grandmother or the one who cooked the meal to help them be seated. If your mother can't come to the table or is still in the kitchen, wait until older members of your family are seated, then you take your seat. You could help the one who cooked the meal serve so they can begin the meal with the family.
- Take as much butter as you will need and put it on your plate or bread plate. Don't butter all your bread at once. Break off a part and butter it.
- Your silverware is for your use only. Do not serve yourself from the serving dishes with your own silverware. If there isn't a spoon or fork in the serving dish, excuse yourself and get one if you are at home. In a restaurant, an older member of the group can ask the waiter.
- Save a small piece of bread to push bits of food onto your fork. Don't tip your plate to help put the food on your fork.
- Never lay your used silverware on the tablecloth. Lay them across your plate. Lay your knife with the blade toward you. (This is a table manner custom as old as knights and castles.)
- Learn what each piece of silverware is for. Learn how to set a table. When you're at a picnic this knowledge can be relaxed – in a restaurant, use your silverware knowledge.
- When you are starting to grow up, you won't need to tuck your napkin inside your shirt. Place it folded across your lap. Don't lick your fingers. (This may be OK when you are at a picnic with delicious fried chicken but never at a dinner table.)
- Don't slurp. Don't blow on your soup or any other hot food. Make pleasant conversation for a minute while it cools.
- Don't reach across the table. Ask for the food to be handed to you. Don't hand food across the table. Most food is placed on plates to make it easy to pass from hand to hand until it reaches the person who asked for it.

- Don't talk with food in your mouth.
- If you spill, help to clean it up if you are at home or in the school lunchroom. In a restaurant, the waiter or busboy cleans it up. Tell the waiter you are sorry. Move your plates, silverware or chair to make cleaning easier for restaurant employees.
- Say, "Excuse Me" softly so those close around can hear when you want to leave the table. Don't tell the reason. That's your business.
- Eat whatever is served. If you don't like it, say nothing. We seldom can have everything our way. If the cook is sitting at the table, as your mother, compliment and thank her and say how tasty the food was.
- If at home, help carry the dishes to be washed. Offer to help and then help with the cleanup.
- Don't take more napkins, cups, straws or knives, forks and spoons than you will need in the lunchroom or fast food restaurant.
- Leave your place clean, whether at home, a fast food restaurant, where you dispose of your utensils, or in the lunchroom.

Computer Manners

When several people use the computer, get your work done and leave. Surf the net when no one else needs the computer.

- Don't bring food or drink close while you work. Spills gum up the keyboard.
- Wash your hands before you touch the keyboard.
- Put away all CDs and other things that clutter the computer space. Leave the desk clean for the next user.
- If you must talk, talk softly when others are working.
- Put a password on all your files. Keep your work confidential so others cannot open your work.
- Don't use upper case letters when writing e-mail. It is the same as shouting, and considered an insult to the reader. The use of internet abbreviations or short script is essential and expected.

Car Manners

- Sit without comment where the driver tells you to sit.
- Fasten your seat belt without being told.
- Keep your head and hands inside the car, not hanging out the window.
- No eating 'slurpy' food in someone else's car, or in your parents' car. If you have permission to eat, place all wrappers and leftovers in a container — not out the window.

Many schools, after a year of courtesy in their school, take the graduating children to an upscale restaurant in a limousine for a meal as part of the graduation ceremonies. The children are dressed in their best and are comfortable with manners — to last a lifetime.

Playground Manners

- Include as many children as possible in your games.
- Don't laugh or call out something insulting when someone does something wrong in the game.
- You could be the next one doing wrong.
- Never start down the slide when another person is on it — nor climb up it when other children are waiting to get on.
- When you are the loser at a game, show your good sportsmanship by complimenting your opponents on their game well played. Maybe even ask for a few tips on how they played so well.
- If you are looking to create a lifetime enemy of the loser in a game, make a scene when you win. Everybody likes to win. The feelings of the loser run deep — even years later.

Shopping Manners

- Hold the handrail of the escalator and don't try to run up the steps. Don't, by all means, touch the steps with your hands. Keep quiet while riding the elevator.
- Be careful about disturbing the displays. Ask for assistance. Thank the sales people for their help.
- Don't squeeze the fruit in a grocery store. It causes bruises and the fruit spoils quickly.
- Wait patiently in line at the checkout, and don't ask for candy and trinkets on display at the checkout counter.

Bus Manners

- Wait your turn to board.
- Sit quickly in your seat. If the bus is crowded and you must stand, find something sturdy to grasp, while the bus is going.
- Don't shout to someone many seats away. It's OK and expected for you to talk to others close around you.
- Say, "Excuse Me" when you bump someone.
- Quickly get off at your stop. For your safety, walk quickly away from the bus; don't stay close to visit with your friends.

What The World Sees

**If only all the world could see
The strength deep down inside of me
They wouldn't see a boy so shy
A boy afraid to even try
They'd see a boy with voice profound
That they who listened, he'd astound**

**The outside of me for the world to see
Has limp, straight hair — is fat and round
But the inside has thick curled locks
The guys all envy as I walk
I'm tall and strong
With muscles that could break a block.**

**There is something I can do
And that I will not cease
To make the world a better place
Where we can live in peace.**

**The world's eyes will only see
The sturdy boy inside of me
They'll only think what I have done
To help this world along
My inside power will emerge
My outside will be gone.**

Margaret W. Turner

Section 12

Parent-Teacher Conferences

Oh, wondrous power! How little understood,
Entrusted to the mother's mind alone,
To fashion genius, form the soul for good.
Inspire a West or train a Washington. —Hale

Small Booklet

Early in the year, make an outline of your year's curriculum. It may be a page or a small booklet. This booklet may be personal to your class or a part of the same information given by the whole school. Include some of the following topics and give this out to the students. Have it posted on one of the bulletin boards in the classroom.

Include the following...

- The school rules on attendance and dress code
- Library book days and due dates
- Basic and supplementary books available in the content areas in your classroom.
- Other subjects taught such as math, social studies, art, music, and dance. Tell parents you may need help with some of the projects as we progress through the year. Name the activities you plan for each of these subjects. Make arrangements by phone, then list specific parents to help on specific projects. The outline helps remind them.
- With this little outline, you bring your parents into your planning and make them feel you are on top of your teaching and they are a part of a successful teacher's curriculum.

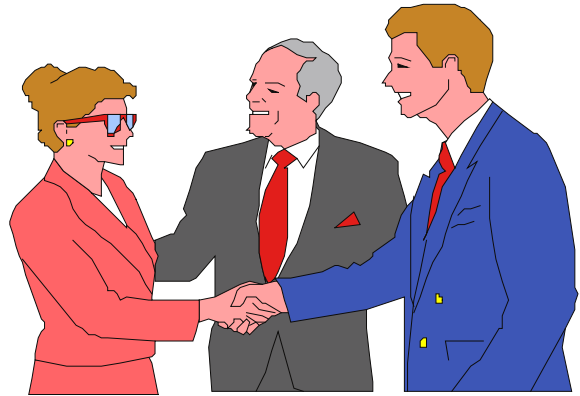
Concrete Evidence

Parents are anxious to return home with the facts of accomplishment laid out plain and clear. What were the goals of the student? What was accomplished? What are the methods you used to accomplish these goals? Parents want to know how their child compares with others his age.

If you have taken a tape of his oral reading skills and grade level at the beginning of the year and how they are now, listen to it. His artwork, math skills, written work, etc. can all be saved as to the date and compared with earlier work. The child should know that these accomplishments will be a part of the report to his parents. Problems of the student should be accompanied with your concrete methods for solving the problem and ways parents can emulate your methods at home.

Continuing Contact

Parent-Teacher conferences should be a continuation of contacts you have made during the year. Because of these contacts, some schools eliminate conferences. If these parental contacts have not been made, your conferences will take on a more formal atmosphere. Depending upon their concept of your trustworthiness, your parents will want to tell you a little or a lot that happens at home about their child. Parents still see you as an authority figure, even if you have made much contact. They know you can affect the future of their child.



Making Parent Friendships

If you plan on substantial support from your parents, stay in your present position for several years. The following list tells some examples of how parents and teachers are brought together. You make lasting and trustworthy friendships when you have:

- taught several members of the family.
- worked in PTA.
- planned community projects.
- put on Christmas programs or any special time in which parents were involved with their talents.
- went to the home or mortuary to offer condolences at a death.
- carried a sick or injured child to the sickroom and helped where you could until the ambulance arrived. Did what you could in the classroom if it was not permissible for you to leave your room.
- were an advocate for their child in a confrontation.
- taught their nonacademically inclined child to read.
- called a parent with news of small problems that may grow friendships.

This list could go on but actions like these help to develop deep friendships between parents and teachers.

A small action in my remembrance is a Christmas program in which a gifted student was to be the main announcer. When the day arrived, he told me he couldn't be in the program because he didn't have good shoes. I purchased shoes and took them to the home. The parents' thanks was profuse. They didn't ask who paid for the shoes and I didn't say. The mother then washed his only white shirt and dried it around the kitchen stove. Their son came with confidence along with his parents. Nothing more was ever said or needed to be.

Know that when you start teaching, little acts of kindness will be repeated many times and in many ways. Then a feeling of joint trust will develop.

Your little notebook in which you have written your observations can be a strong asset in your conferences. Parents are impressed that you took the time to observe and make a positive

note. Negative ones are shared with a plan to solve the problem.

Another recollection about parent-teacher conferences is when our son was in high school. He was a good student and we were expecting ego-inflating words to pass on to him. His first teacher looked down the roll book. His words were, “What are you doing here, your son is doing OK?” With those few words we went home with the assumption that only problem children generated parent-teacher conference attendance. Parents are hungry to hear they are raising a child that is being approved of by the second most important person in their lives, their teacher.



Genuine Praise for Child

Some parents with “problem children” approach the parent-teacher conference with feelings of misgiving. Nothing falls upon the ears of parents more softly than telling them, with a little embellishment, how great their child is — just a little, though, in circumstances they would never hear about. Your approval of their child makes working to support their family enjoyable; it brings families together; it brings parents and grandparents to PTA meetings and to bake sales. It gives a parent “bragging rights” with relatives; and it brings the child back to school after the conference with a shiny face, clean clothes and renewed hope.

Your approval of their child reflects favorably upon everyone who loves him at home. Your cheerful, enthusiastic attitude spreads fresh eagerness for education and makes everyone concerned feel more able to press forward with that child’s education.

This enthusiasm is the same whether you are teaching a mentally challenged child who has learned to write his name at age ten or the gifted student who won the district-wide science contest. Teaching is serving others. The success of your student will be reflected forward to his parents and all who love him.

Join Local Groups

College training of teachers is usually narrowed to the teaching of students. Teaching how to deal with teachers and the community are rarely mentioned. If you expect to survive in depth, seek out the leaders of the community. Make yourself acquainted. Mention in your conversations that you wish to contribute. You will likely be asked to join groups and perform services in the community.



Some could be:

- a dramatic group
- a chorus



- participate in church socials
- offer to volunteer for a skill you possess
- help on weekends to harvest a local crop
- coach a Little League team
- join a local business and professional club
- volunteer at a local hospital
- be a Santa

The pleasure you receive from sharing your generosity and talent will be an important inroad to your parents' love and friendship.

Using Local Resources

Bring parents of different cultures to speak to your classroom about customs, foods and culture they brought to this country. Ask them if their name means a certain thing in their language. What is going to school like in the country they came from? Let this be a foundation for respect of other languages and cultures. Have them teach the class words from their native language. Such words as: Hello, Very Good, How Are You, I Like You, Good-bye, See you tomorrow.

Bring store owners into the classroom. Ask how some of their products are brought to market such as ice cream; bread, shoes, a pair of jeans, a soft drink; a baseball, a desk, a book, vitamin tablets, or a piece of cheese, or even a pencil.

Ask a rancher, sheep man or cattleman what it is like to run a cattle or sheep ranch. Ask them to tell about the problems of weather, fire, wild animals, people who shoot the animals and equipment, prices when they go to market, people who are hired to herd the animals. Ask them to tell of the joy of being in the outdoors, the guard dogs and llamas that help herd the animals, the great friendships among ranchers and the joy when prices are high.

Ask a policeman to talk about the problems of seeing young people in trouble with the law and the heartache it causes families. Have them tell of the joys of being a policeman such as saving a life.

Ask a fireman to tell of the skills and dangers of his work. Have him tell, also, of saving lives.

Bring the people who keep the school together such as the principal, lunch room cook,

custodian, school secretary, or other personnel. Ask them what school was like when they were children. Do they remember their first day of school? Was there a big lunch room? What kind of games did they play? How much did a candy bar cost? What kinds of food did they eat? Did their teachers ever need to “discipline” them? Are they sorry they did some foolish things? What do they wish they had learned when they were children? How is our room different from the room they went to school in? What were their parents always nagging about? Did their parents spank them? Were they allowed to ride their bicycles or walk a long ways from their home without fear? How did they get to school? Did they have homework? Did they enjoy being a child?

Few Things in Life Last Forever

The parent-teacher conferences will finish. The end of the school year will arrive. The lessons will have been taught, the children educated. Some will allow your efforts to fade into the educational oblivion of their child. Your efforts will mesh with the efforts of many to bring youngsters to adulthood.

Other parents will honor you forever and the mere mention of your name will bring pleasant memories to them and for the lifetime of their child.

My Personal Notes

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

My Personal Notes

[illegible]

Section 13

Student Evaluation

It is the peculiarity of knowledge that those who thirst for it always get it. —Jefferies

How to Get “A” Grades

Many ideas have been devised to take the place of the letter grade for academic achievement. How many poor students have passed off a bad report card with: A for Awful, B for Bad, C for Coming Along, D for Dandy, F for Fantastic? Some students, in this case, may not want to show their card at home. They may forge a parent's name. If a paper is sent home for parents to write their comments about the grades, students are not likely to attempt a forge of this length.



Words like Outstanding, Excellent, Average, Needs help, or others serve the grade purpose very well in the younger grades. But older students equate them back into a letter grade. Their answer when words like “Average” appear, “But what grade did I get, 4.0, 3.0, 2.0?” Did I get A,B,C.? Report cards are shown around. Children compare one with another. It appears grading will always be with us so let's help students to make the best of it and make “good grades”— even that illusive 4.0. The point system is very successful in grading.

The Students Know What to Expect

At the beginning of the year or class, pass out a list of planned work so your students and parents know what to expect. If your class and parents have an outline of your expectations, and how they can receive good grades they will face your classes with confidence.

The following are for older children who change classes during the day, and who have some maturity to realize that getting good grades stands as a personal responsibility. You may want to pick and choose some for lower grades, but older children must know the necessary behaviors on their part to receive “A” grades.

Some of these are:

Attendance

“Let me see your smiling face each day. For every day you are absent a percentage of your grade will be deducted. A written note from your parents is your only excuse.”

Assignments

"I call the roll first thing. If you are late four times, it counts as an absence. Assignments are given next. I don't give the assignments to late-comers. Other students are your option to learn your assignments."

Participation

Quite often, those students sitting closer to the teacher learn better and feel more at ease in asking questions. Therefore, each row will move back one seat each week. The back row will rotate to the front. Since much of our class is discussion, your participation is necessary. Let your students be very aware much of the test will be on class discussion.

Ensure your students understand that the roll will be marked when they participate. If their participation is inappropriate that will go against them for their grade under self-control and courtesy. You may want to go slow on appropriate answers unless grossly and discourteously said. You can gauge the climate of your class.

Written Questions

"If you feel you can't participate in discussions, then write me a note with your question or comment. There can be a box at the door to drop their questions and comments into. I will choose some questions and reply to your comments during the beginning of the next class."

Tell your students you appreciate their concern about asking questions, especially if you teach in the peer pressure age of 4th grade or higher. If several students ask the same question it will help him to realize he isn't alone and can become more confident in his participation. Some teachers who use the question and comments box method report no questions or comments in it, either. No questions asked, no questions written. (more in "How to Ask Questions")

Test Question Handouts

The handouts will outline a part of each day's work and your attention to following through each day will assist in passing the tests. These outlines will have the test dates, review dates and dates for other assignments so you are not left wondering. Some test questions will be on the handouts along with the class discussions with notes we all wrote in class. Most of the questions asked in class will be the same questions asked on the test." (See "How to Give an Effective Class Discussion?)

Helping Each Other

Encourage your students to study with each other. Different students absorb information differently. Another student may be able to clarify some information that another student does not understand. Explain to your students that they will be expected to enter into discussions with their handouts and with answers to the questions asked in class, notes written and information gained in class discussions.

Give Yourself an Overall View

"You will never be penalized for reading the entire book before you start studying. If we won't be studying some parts of the text, I will tell you." Some teachers I have known will not allow the child to read ahead in the books to be studied for fear they won't be "surprised" when the material is presented. The student who has an overall view of the work can respond with greater depth.

Study Buddy

Explain to your students that: "You can choose a "study buddy" or I will assign you one if you would like. This buddy studies with you in the library and questions can be discussed on the telephone or email at home. Make up some questions — if you want to — you feel should be asked on the test. You can drop these questions into the questions and comments box."

Be sure to mention on test day that "when the studying is done and the test takes place, you will keep your eyes on your own paper. Any form of cheating will be regarded as a failure on the test."

Value of Time

Make your students aware of the value of time and how it can be used productively for study time or wasted. Copy the chart on page 81 or make one of your own. The students enter their activities each one half hour from arising to retiring. Think, also, of your day as a bushel of apples in which there is time between each large apple or time that could be productively used, that is wasted. Write how you used your "empty space" time.

Early Start

One of the most important aspects of good student habits is getting an early start on assignments. Encourage your students to start early and write a little bit about the assignment each day and allow their written thoughts to "cool" for a day or so before coming back to it.

Average Several Efforts

"I will grade your written work on how neatly you have written; the content or how well you have understood the material you have been taught and including ideas to add to your learning. Your spelling, grammar and sentence and paragraph structure is very important, pay attention to it. I am very anxious to grade high on papers that have been worked on. All these averaged together will be your grade."

Parent Ideas For A Quiet Home Study Time

Study, Then Play: Short study periods are best and not long nights of uninterrupted homework. Things will be more pleasant after a short walk in the fresh air, a few minutes of dancing around the living room or a good joke or two. Play will reactivate the brain and help

the homework to continue with joy.

Here's some ideas that might make study time much more productive:

- No TV or any noisy activity
- All members study around a table together.
- Study without interruption for fifteen minutes, play for five minutes.
- Mother takes the girls and father the boys to different parts of the home.
- Study with certain members of the family in the early morning when all is quiet as some people are morning people.
- Encourage your children to feel they can pass whatever test from spelling words to chemistry. Give them an attitude of, "I'm just as smart as anybody."
- Make sure the child is comfortable both with temperature and clothing. Loose, maybe even bedtime clothing, can be comfortable soft and cozy.
- Make sure the parent has no distractions such as body odor.
- Avoid sugary treats as it lessens the brain's ability to function.
- Keep the study time as relaxed as possible. Relaxed minds absorb. Stated again — a child can absorb more if he is comfortable in the presence of those teaching.



Write a little personal note to the teacher to tell her of your efforts. A little personal note signed by the student and the parent lets her know of your effort. Teachers feel flattered and encouraged.

How to Take a Computer-Scored Test

The following has been proven as the best way to perform well on a computer corrected test in which you make a dark dot. This strategy is also good for a true-false, or multiple choice test.

- Be sure you know the directions.
- Read through the test and answer the questions you know with a light mark that is easily erased.
- Make a tiny mark on the margin of the paper to find the questions you don't know and left out. Don't answer them.
- When you have finished reading the test you may find that some of the later questions answer some of the questions you didn't know. Go back and answer them.
- If you don't know the answer after reading all the questions in the test, guess. If you leave it blank, it's automatically wrong, so take the chance.
- Go back and make your dots dark so the testing machine records them.

Activity	Start Time	Finished Time	Total Time Spent
Arose from Bed			
Getting Ready for School			
Breakfast			
Traveling to School			
A.M. Morning Classes			
First Class			
Second Class			
Third Class			
Lunch			
P.M. Afternoon Classes			
First Class			
Second Class			
Third Class			
After School Activites and Practice Sessions			
Finished with School			
Travel to Home			
Talking on Phone about just things, not school work			
Playing video games/Internet			
Homework			
Home Chores/Other Activities			
Watching TV			
Retired to Bed			
Other			

My Personal Notes

[illegible]

Section 14

How to Give an Effective Class Discussion

*A great deal of talent is lost in this world
for want of a little courage. —Smith*

Everyone Participates

Try to remember and mark who participated yesterday so others can participate today. Have a code for the quality of the response and the kind of question asked. Call on students seated in different parts of the class or shuffle a small deck of data cards with each student's name.

Praising Responses

Some students will give answers much more in depth and pleasing to the teacher. Make every effort not to praise the better answers too highly. Smooth out your praise. Encourage the poorer students by "beefing up" their responses. Help them save face. Think of the student's self-esteem in every response. Assume a sympathetic attitude toward the efforts of your young students brave enough to face their peers.



No Interruptions

A hard and fast rule is that neither the teacher nor the students interrupt during a response. Comments can be made when his remarks are finished. Any information not accurate could be tactfully corrected at this time by teacher and pupils.

Stay On Task

An active class can easily digress onto other topics. Permit a few — not taking too much time. You be the judge. New insights from students are always interesting. Watch your clock. Discourage your students from leaving the topic at hand.

Hand Raising

Establish a hand-raising environment. Only one or two children who speak out of turn can ruin a well-planned discussion. Encourage the students to speak to the other class members, not to

the teacher. They should speak so all can hear.

Pertinent Questions

Have your questions for discussion well prepared so notes can be taken by all the class. These notes, of course, lead to the test. Lively discussion, written down, gives students that magnificent self-esteem that they are truly a part of their own learning, and that of the class members. Write what both slow and fast learners contribute. Fill in the gaps yourself.

Teach Your Older Students a Few Words of Shorthand or Speed Writing

Words used often can speed your older students' note-taking for all their classes. Speed writing has become the accepted method. It is written with characters already familiar to the student. Even if your students learn no other words than: of, the, come, be, at, a, etc., they will vastly improve their writing speed. A few minutes each day will be all that is necessary for writing practice. The students can practice at home. Allow your students to hand in written work in speed-writing or shorthand words.

Writing words in a shorter way and using hundreds of acronyms and abbreviations has become the accepted computer method for faster communication. Obtain a shorthand or speed-writing book from your local library.

My Personal Notes

[illegible]

Section 15

How to Ask Questions

Every man who expresses an honest thought is
a soldier in the army of intellectual liberty. —Ingersoll

Questions Help the Teacher...

- to discover the lack of or adequacy of needed information.
- to stimulate the students to a needed section of study.
- to direct the students' interest to material not discussed.
- to assess the depth of understanding.
- to drill on quick and automatic responses.
- to lay a foundation for new material by recalling the old.
- to let the student compare and reflect to formulate a response.
- hold the attention of the group.

Take only a small period of your class time for questions. Let your students know that the questions you ask are the same ones that will be asked on the tests. Formulate your questions around your material to be taught in the same format as national test makers. Your students won't then be surprised when they meet these most carefully thought-out question beginnings. These questions are brief, clearly stated and straight forward.

Good Questions Agree With The Reason

In your teaching you could ask the following about any story or article. Choose the article, have the students read it and then ask the following questions...

1. "Why did.....?" or "How do you account for.....?"
2. "Explain the reason for.....?"
3. Identify the important characters in _____ .
4. A sound (or any word) is most like a _____ . (noise)
5. Something that is beautiful (or any word) is _____ . (lovely)
6. Find two words that are used in the same way.
7. The lesson was hard because _____ .
8. Is there enough information in the story to show _____ ?
9. This story was mainly written to _____ .
10. This paragraph is mainly about _____ .
11. What information is missing to _____ ?
12. Choose the best answer.
13. What sentence does not belong?
14. What is the major purpose of _____ ?
15. Why is it important that _____ ?

16. Which picture shows _____?
17. This passage says that _____.
18. You can tell from the story that _____.
19. Where does this story take place _____?
20. What ideas do not belong?
21. How can you tell _____?
22. This paragraph mentions all things except _____.
23. Another good title is _____.

Examples Of Poor Questions

Poor questions begin with such statements as "How about.....?" "Do you remember?" "Can you think of...?"

The Teacher's Questioning Etiquette

Do Not Repeat A Correct Response

When the response is finished, the class can decide which part of that response can be a test question. Thus listening for the grain of the response is excellent training for detecting the main idea of spoken and written work.

Give Time To Think

Problem solving questions allow the student to use his knowledge to reconstruct past experiences. These questions are put to the students slowly in which the students know there is plenty of time for deliberation. Questions involving some thinking time should be put to the group first before an individual or volunteers respond.

Have Confidence In Students' Ability

Expect a confident response from your students. Increase the self-image by letting your students know you have confidence in their ability to give an in-depth answer. Children will do more if the teacher expects performance.

Have Your Own Answers Ready

When a student asks a question, (brave soul), have a response ready. If you have adequate answers and your students are aware of your knowledge of the subject, more will come forward. No teacher can know all the answers, so do not be embarrassed to state where the answer can be found. Both you and he can go in pursuit.

Quick And Automatic Responses Are Used Sparingly

...or in odd minutes such as waiting in the lunch line or waiting for the bell. These questions are given in rapid succession, with answers quickly coming forth. Of course, these facts should have been learned in hands-on class situations.

Section 16

The Fulfillment of Teaching

Learn to stand in awe of thyself.—Democritus

Teaching, An Exciting and Rewarding Profession

- watch a student discover something further for himself as a result of your teaching.
- take something old and bring about a creative art project.
- create a poem or story from a Social Studies lesson.
- create a dance from a story.
- paint a creative picture of the Social Studies lesson.
- inquire about school in another country from the experience of an American.
- come to school with the words and music to a class song.
- convert Saturday's soccer game into a dance.
- read about a difficult subject merely for the sake of learning.
- develop insight as to why another person acts as they do.
- write poems and stories to e-mail to friends around the world.
- break up a fight at the risk of his own punishment.
- see all children learning and playing as equals.
- have parents volunteer to speak to your class about something you have been teaching.
- come to their teacher with the problems of another student and how we can help solve their problem
- watch how the coordination of your efforts reaches the goal.
- watch people both students and parents -- and yourself, grow and change.
- find yourself looking forward to each school day with gratitude for your sacred charge to influence for good the lives of the young.
- think of something to do or say that will leave an impression upon the hearer; something good for them to remember about you. Let them know you care.

The above list is not inclusive. It could go on into infinity.

Help Impoverished Children Succeed

Children will come to school in the winter with no heavy shoes or good coats. Warm these children with your smile and if you are permitted, your arms. Inform your principal, PTA or clergy of the situation and at parent-teacher conferences let the parents tactfully know of charity institutions in your community that help with warm clothing. No child need be in want of these things.

Do all in your power to bring children of poverty to the front in activities, parts in plays, good notes sent home, etc. Let their parents know of your appreciation of their child.

Give genuine praise with... "John surprised me today with his handling of a fight on the playground. He showed great leadership ability."

- "Mary surely gave a good speech today. She shows great potential as a speaker."
- "John memorized his times tables faster than most anyone in the class. His memory is great."
- "Betsy's picture of outer space was inspiring. It shows fantastic creativity."

These children may suspect on the inside they have some abilities, but how pleasing it is to have their own opinion up in words by their teacher. A teacher who can pass those thoughts on to parents who may not have the confidence to expect greatness from their children.

If you have any qualms at all of working with, encouraging, or giving children of poverty the same treatment and opportunities as a child of wealth, stay out of teaching.

The Learning Disabled and Mentally Challenged Child

Visit, work with, talk to, and try to live within the body of a learning disabled or mentally challenged child. Experience the sting of pain when he cannot write a sentence in the second or third grade. Try not to feel the resentment when a child calls you a filthy name when he is asked to read orally. Be prepared to feel his discouragement and hopeless feelings of a crushed self-image in oral reading situations.

Try to know that these children, out of sight of parents and teachers, have experienced ridicule, belittling, sarcasm and shame. The weapons used against these children could poison them for the rest of their lives. Know that these same weapons can be used against you, as the teacher, because you are a vulnerable person, unable, with limits, to fight back.

Despite all the sarcasm and shame that mentally challenged children endure and pass on to you, there is no justification to return shame or ridicule a child. These children are laboring with little self-confidence and self-respect. They have few social skills to allow them to live and work happily with others. They live within the group but are ignored as a meaningful part of it. They are easy prey for the evils of today.

You must look into these children as well as at them to understand the nervousness — revealed to you by restless squirming, irritability or silliness. Understand that truancy and day-dreaming are a learning disabled student's form of face-saving, as is trying to drive the teacher from the room. Be acutely aware that cruelty and bullying other pupils is his way to maintain status. Try to feel what it means to be called "retard." Try to keep from feeling defeated when your best efforts for a mentally challenged child yield little approval from teachers and peers. When his only shred of self-confidence comes from pretending not to care and not to try. If the student pretends not to care, in his mind, he can't fail.

As a child, try to feel what it must be like to know you are not the favorite child in the family. There may not be anybody in that child's life who would give their life to save his. There are mentally challenged children who feel they do not have one person in their lives whom they

can perfectly trust — who loves him despite of his disabilities. He has no person who loves him for himself, and not for the ego he brings to those who care for him, like his football star brother. A mentally challenged child who knows he is loved has much more potential to excel to the limits of his limited powers.

Sit with and sound words until your head buzzes at the end of the day. Let your hand guide his until the paper is worn through to write one letter of the alphabet. Then feel the thrill for yourself and him when the next morning your student remembered how to write that 'a'. That's teaching in its depth and to the core.

To be able to help special students succeed is the fulfillment of teaching that deserves your name to be engraved in gold in the book of great teachers.

Successful Special Education Teachers

Many successful teachers in the special education area are those who may have known friends and family, or even themselves, with soul-grinding educational experiences as a child.

Those who enter this profession may have been taught by teachers who understood that children do not learn at the same rate, that repetition through the grades with primary reading skills is necessary. These teachers can pinpoint the specific skills that have held the student back and meet the student's needs.

Make your students aware of the famous people who have struggled with learning problems. Let them know that most of the accomplishments of the world have been made by people working under tremendous difficulty. That difficulty could be a learning problem, race, or lack of money. You are selling hope.

All children with problems, emotionally disturbed, mentally challenged, deaf, blind, physically handicapped come with the same needs and wants as any child. Those basic needs are and have been since the beginning of people the need for genuine praise and approval, status and a feeling of belonging. Their DNA makeup is all the same.

Something that could help a child in dealing with dyslexia is to conduct an internet search with the words "famous people with dyslexia." This will bring up many people the student might be familiar with and could identify with. Many famous people are shown here and the teacher could explain who they are and what they had to do to overcome their dyslexic disability.

Cheer Each Other's Successes

Schools can and should be a friendly and understanding place in which teachers are happy if the learning disabilities teacher finds success with the students that have frustrated other teachers to the point of quitting their jobs. Schools should be a place where teachers share the successful experiences of other teachers.

That fulfillment, knowing you have done the best that education allows, be it teaching regular classroom, home schooling, physically and mentally challenged, learning disabled, emotionally handicapped or gifted, is the greatest offering you give to your students and yourself.

My Personal Notes

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Section 17

What Are You Selling

Example is the school of mankind, and they will learn at no other. —Burke

The First Moment of an Interview

Teachers sell from the moment they meet a principal for an interview. You will be judged on your personality and your personal appearance, your enthusiasm for the position, your knowledge of the subject, and your ability to work together with other teachers and school personnel. You will be judged on the talents you bring with you that you learned from childhood.

A talented teacher in music, dance, drama, art, speaking, and is computer literate is a principal's dream. Once again, these are skills learned from childhood to prepare you for this day. He may actually bar the school door after the interview lest you escape to another school. He may think you too good to be true so have names of principals or other people you've worked for ready to accept a call from him right while you are in the office, or soon after.

When your principal asks how you have shown you are a leader, have an answer ready. He may ask you how you showed creativity and leadership in discipline problems, in overcoming a parent problem, in helping low achievers, or in teaching without computers or movies as visual aides. He may ask you how you would organize if you taught two or three grades in one room. Be calm, think through your answers.

You're In, Now What?

You're not through yet. There are still more mountains to climb — the way you keep your room, how well you discipline your class, how well your students and fellow teachers accept your ideas, how well you motivate your students.

You are selling your ability to persuade your students into your own thinking. If your students do not trust or admire you, your efforts are for naught.

Make learning a pleasure. When learning is fun it brings your class to life. But you can't sell learning unless your students see you as having something to sell; something they didn't know before, or something they knew before presented with a fresh approach.

Your selling tells your students with enthusiasm how to start a project and finish it with defined goals and to keep your students in a sense of urgency until the project is complete.

You are selling to all who surround you, that you are a capable person who can provide

students almost every minute with meaningful experiences.

You are selling the fact that you can get along with your fellow teachers, that your students are producing something meaningful, that they are being challenged every day to think, write and act responsibly and independently.

You are selling the joy that comes to students when their lives are dramatically changed.

You Are Selling Your School

You are selling yourself, your school, fellow teachers and administrators to be seen in a good light. When your school looks good, you look good. If your principal can count on your support, he will support you and give you that strong recommendation for further positions.

You are selling parents to know the school is doing all it can to give their children a superb education. To recognize, without really communicating it to others, this fact gives you an edge in the sparsely discussed underlying purpose of education. To bring the school and parents together in common thinking is the underlying pinning of all educational efforts.

If You Leave Teaching

If you were to leave teaching, what skills would you sell to obtain substantial employment? They are the same skills you sold in the classroom of speaking and salesmanship. The ability to express yourself orally, and to persuade others is imperative both in the classroom and in the business world.

My Personal Notes

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Section 18

Your Personal Survival

Who does the best his circumstances allow,
Does well, acts nobly — angels could do no more. —Young

Financial Planning

Teaching will not and has never made anyone rich. Get started now. Make the effort to save and stick to it. Your children's parents and fellow teachers will respect you more when they know you have a financial base.

Review where your money is spent. You are vulnerable to the whim of others if you do not have financial self-control. The lack of self-confidence of an unstable money base shows in every facet of your life. Your future financial security can be determined by how well you control your money as a young person. A high bank balance gives that feeling of lack of fear and self-confidence. Knowing you can live on much less gives you determination, peace of mind and self-respect. Practice, with some sacrifice, spending less than you earn.

If you have an opportunity for a supplementary means of income, seize it.

Health and Fitness

To maintain the energy and the attitude that is necessary to help your students, you have to reach into yourself first. It's hard to help others when you're struggling within yourself. Take care of yourself then you can reach out and help.

Be selfish about personal health. If you are going to give your best you have to be able to do your best.

We've all done it, called in sick when we were only sick and tired, and a day in bed for just plain rest seemed justification enough. With today's generous sick leave policies in some states, the temptation is great.

Some teachers we have known function quite well with pain, allergies, and physical disabilities.



Those teachers never complain. The faculty room crowd is never aware of their troubles.

Take the one who stayed home yesterday and we all are given a rundown of every painful movement. Spare your colleagues.

Mental Health

There are those teachers, in need of sympathetic therapy, who bring to the faculty room, faculty parties, faculty meetings and hall talk every wrongdoing of their children, everything the school is doing wrong, every parent who said anything possibly to be misconstrued. Her feelings of superiority are fanned by negative talk. Why do teachers like this stay in the field? They will tell you they feel their teaching skills are superior. They tell you, not anybody else. They must keep teaching so the fortunate children in their classes will receive the education that only she can provide. Yet they feel their teaching skills are so superior, they must keep teaching and not leave the "unfortunate children" without the benefit of the marvelous education only she can give them. Retirement is a great relief to all involved.

You Need Far Away Friends

There are times when the mental health of teachers suffer. A new teacher must know that the first day excitement of a new career will probably not last all year. We all need time off. A teacher must have normal social contact with others whose conversation, humor and thinking are far away from education. There is solid reasoning in giving teachers more days off than workers in other fields.

Take your wife or husband to a new place for a real date every other week, where the atmosphere is exotic, and the music entices dancing. If money is not available, erect a green butcher paper palm tree in your living room, light the room dimly and dance there. Live life with gusto. Enjoy the ride. You're in teaching for twenty-five to thirty-five years. Relax.

Be Just Plain Silly In the Classroom

There are times also, inside your classroom, to just have fun. Change the pace; go for a walk around the school grounds. Talk about clouds, trees, dirt, cement, etc. Be prepared to answer questions. Don't go outside the grounds without written permission from parents.

Sing some silly songs; sit in each other's seats; blow some soap bubbles; cartoon the actions of a character in a book they've read. Draw a scary monster and animate him with writing and drama. Act out the spelling words. Decide which "word" they would like to see if they could open a door, and describe why. Decide any person they would like to see and talk to if they could open a door. Decide what other person living today they would like to be and why. Decide which person in history they would like to be and why.

The students ask you anything they want to know about you and you answer truthfully. With those truthful answers, you can expect some very personal questions, such as, "did you have a boy friend or girl friend when you were our age?"

Take down a classroom decoration and begin again with new creativity. Wash and clean all the desks. Open the windows. Let the crisp air bring fresh smells into your room. Let the oxygen flow through you and your students' brains and your teaching.

Clothes

People judge you by your personal appearance. Your initial acceptance by your students, faculty and parents will be that first impression of personal grooming. The whole person is judged by one faulty part of your grooming, as dirty fingernails, a run or hole in your stocking, less than combed hair, badly chipped fingernail polish, a wrinkled blouse or shirt, or scrubby shoes.

The recent "relaxed" styles in clothing and hair has little place in a teacher's wardrobe. Do not reduce yourself to the sloppiness of some of your students.

Let them admire you for your personal appearance. You are also selling, however subtle the statement, your desire for your students to look their best.

Listen to the child who runs home after the first day of school saying, "My teacher is pretty. She has new shoes and a "swishy" skirt. She smells so nice". Make sure this child is your friend and you smell nice every day.

Look back on your own teachers. Do you remember with pleasure those who flattered their classes by looking their best?

Preserving Your Sanity

The classroom tactics to preserve sanity mentioned above can be performed in the classroom. When a stressful day is over and you're to the point of quitting your job, try some of these time-proven techniques to face the next day.

Have A Good Cry

Yes, cry. Crying releases tense muscles and your whole body will relax. You will probably sleep better.

Pound On Your Piano Or Strum Your Guitar

Don't even think of hitting the right notes — well maybe close to them. Some kind of music will emerge. Sing along with your music. You might even come up with a new song. Play as if nobody in the world could hear you, and you don't care if they do.

Go Shopping

...in the most exclusive store you know. Try on outfits you can't possibly afford or don't wish to spend your money on. Take someone with you to admire your glamour.

Get Into Your Garden

...and dig and rake and hoe and get downright dirty. Then luxuriate in your bathtub with aromatic scents. Come home to the things you love, a garden, hobbies, someone or something to love. Tell those people at home you love them. They, or you, may not be here tomorrow, or even at the end of the day. Make home a place of escape and relaxation on your own terms. You paid for it.

Sound Off

Scream and yell to an understanding and confidential friend -- one away from education who has no interest in telling someone else your problems. Talking helps to put solid thoughts behind your frustrations. Someone away from the situation could even have solutions for them.

Exercise

Go swimming. Heat up your treadmill. Don't let the day end, frustrated or not, without (1) increasing your heart rate, (2) breaking a sweat, (3) stretching every muscle in your body with light or heavy weights, depending on your physical strength.

Put Some Music On

Dance like you never danced before in all the grotesque movements you can imagine. Play music that almost forces your body into large movements such as banjo, western dance, rock and roll, old swing standards, familiar and unfamiliar classical, Broadway musicals and marches. Buy some square dance music and be a one-person dancer to the caller. Then cool down with Hawaiian and soft dinner music.

Write Down Your Frustrations...

...either on your computer, typewriter, or paper and pencil. Write until all you know about the situation is on paper. Save it, then come back next week or month to see if things have changed. You may want to save it for your posterity to let them know how challenging it was to make a living. Also write the wonderful times, when everything went well. There are many more of them than hair-yanking stress times.

Take A Walk In A Park

Stop and look at nature. Look at the sky by day and by night. Think about the creator who brought such vastness, beauty and splendor together.

Think of yourself as a cog in His eternal wheel to bring your own little togetherness to all the facets that make the education of a child. If you don't have a lovely place to walk, think and ponder, create one in your imagination.

Mental Stress

Stress can penetrate your teaching in many ways. The emotions you leave home with each morning. Your emotions can cause such trauma with yourself that you can become physically sick.

Overwork, staying late after school, or worrying over the achievement of the students can be serious for the teacher's family, her students and the teacher. It is difficult not to blame others for your attitude, and not to look into yourself as the cause of your problems.

You perform your work only as well as your health allows. How effective a teacher or parent you are is determined by your health, both physical and mental. A healthy mind permeates throughout the sphere of your influence. Allow your students the privilege of learning from a teacher who values mental and physical health.

Physical Exercises In The Classroom

These exercises are done at times when a relaxing time is needed. They are not to be attempted all at one time. They are in addition to the regular gym exercises done in physical education period. If you have students with health problems, be sure to get parental permission. They can be done with your class or on your own. Some can be done without others knowing you are doing them. They are to revitalize tired muscles while sitting in a classroom for both teacher and student. Most are done while sitting or standing. They have been designed to eliminate embarrassment for a girl in a skirt.

They are quiet and do not disturb other classes in a team teaching situation. Each of the exercises should be done slowly and held for five seconds.

Exercise #1. Place your hands on your forehead. Push your head forward resisting with your hands. Hold for five seconds for each push.

Exercise #2. Place your hands behind your head with your fingers laced together. Push your head back resisting with your hands.

Exercise #3. Place your hand on one side of your head and resist, then the other side. Rotate your head without resistance. Look at the ceiling. Touch your chest. Turn to either side as far as you can.

Exercise #4. Stand and stretch a piece of small rope in your hands above your head. Keep your elbows straight and bend as far as you can. Stretch to either side with one arm held high. This exercise can be done with a yardstick, a baseball bat, or anything stiff. (The small rope is for easy storage and to accommodate differences in physical stretching ability.)

Exercise #5. Stretch the rope behind your back. Give a little more rope to each student so the student who finds this exercise difficult can extend his hands toward the end of the rope.

Exercise # 6. Lift the right arm and stretch the left arm behind your back. Keep your elbow

straight. Repeat on other side. Stretch the rope above your head in either hand. Bend to right and then left. Then rotate your body to the right and to the left.

Exercise # 7. If you are sitting behind a heavy desk, this exercise is good. For students who sit at easily lifted desks, it is not appropriate. Desks will fly everywhere. Another student can sit on the desk. Raise and outstretch your arms. Place the backs of your hands under your desk and attempt to lift it. Feel the straightening of your back and the pull on your abdominal muscles.

Exercise # 8. This exercise takes three people. Push two desks within reach of a person sitting on a chair. The person sitting pushes hands or arms against either desk while others hold the desks.

Exercise #9. Sit on your chair. Grasp your chair and attempt to lift it. Shrug your shoulders.

Exercise #10. Lace your fingers behind your head. Attempt to touch your elbows in front then backward and pinch your shoulder blades together.

Exercise #11. Stand as far from your desk as comfortable. Place your hands on your desk and do a pushup. Then turn around and sit on your desk. Place your hands on your desk and lift your body. Do backward pushups. Extend your head backward and look at the ceiling when your body is forward and try to touch your chest with your head when you are sitting back on your desk.

Exercise #12. Stand against a wall and do a pushup. Try to touch your nose to the wall.

Exercise #13. Grasp your chair and hold your legs out and attempt to lift yourself like a pushup.

Exercise #14. Grasp a sturdy book. Squeeze it tightly and attempt to pull it apart. Hold it high above your head, in front of your chest, your stomach, extended hands and to either side.

Exercise #15. Grasp the same sturdy book. Attempt to push it together. Push together in the same positions as above.

Exercise #16. Push two desks almost together. Stand between them. Fold your legs under your body and attempt to lift yourself.

Exercise #17. Hold your hands on either side of your knees. Push your legs against your resisting hands. Cross your arms and grasp your knees. Push against resisting hands.

Exercise #18. Sit on your chair. Push your knees together without resisting hands.

Exercise #19. Sit at your desk and grasp it. Attempt to squeeze it together. The students can do this because their desks are smaller. You may have to squeeze a filing cabinet or a child's desk. Squeeze the front of the desk, the back and the middle, the wide side and the narrow side to exercise different muscle groups.

Exercise #20. Bend over and grasp the backs of your knees. Try to straighten up while resisting with your hands.

Exercise #21. Stand and pinch the buttocks together hard and pull the abdomen in as far as possible. This exercise can be done while brushing your teeth, riding to school, standing in line, etc. Nobody knows you are doing it. (With body-sensitive children, this exercise may not be mentioned. You be the judge, but it certainly is for you.)

Exercise #22. Sit and raise your legs even with your chair. Raise and lower each leg.

Exercise #23. Sit at desk. Hold on to your desk and attempt to lift the desk with your knee. Then attempt to lift it with your legs stretched out. Your students may have to sit on each other's desks.

Exercise #24. Stand by your desk and do knee bends as far as comfortable.

Exercise #25. Step up and down from a chair. Stretch your leg muscles by standing on the balls of your feet and rising up and down.

Exercise #26. Run in place.

Exercise #27. Walk around the room on your heels.

Exercise #28. Stand touching your back to a wall. (Sometimes the chalk tray interferes with this exercise. Stand where there is nothing projecting from the wall.) Put your hand between you and your back. Push your spine flat against the wall so you touch your fingers. You may have to lie on the floor or a flat surface.

Exercise #29. Place an eraser on your head. Walk around the room. When the eraser is not lost after one or two trips around the room, place a book for the same exercise. (Have a buddy assist you so if the book falls, he can catch it and prevent damage.)

How You Emerge From the Trenches Your Legacy

In the trenches of teaching, you will have made friends and experienced pleasant memories that will be relived for a lifetime. You will forget all the good you did, but your students will not. The joys of living and learning will be taught to their children.

You will have fought a good fight because you will have known the "rules of engagement." You will have emerged from the trenches having acquired life's treasured knowledge. . .

- You can use your own time and the time of others to the greatest advantage.
- You can adapt the benefits of the information age to your advantage.
- Your service as a teacher has been soul-satisfying for yourself, your students and your associates.
- You have kept yourself in good physical condition.

Your life has given you the appreciation of learning endeavors of others as well as yourself. From youth, the acquisition and wise use of your financial resources was utilized to ensure your comfortable survival in retirement.

Your faith, your attitudes and philosophy will leave a legacy of a life supremely lived.

It is my sincere wish that this small book will help in your career either as a new teacher or one with 20 years experience.

My Personal Notes

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My Personal Notes

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About this guidebook and its Editors...

This very effective manual, specifically designed for the professional educator, will enhance your teaching career. Learn from dozens of teachers, psychologists, social workers, parents and administrators in the following ways...

- Over 150 Ways to Organize Your Classroom
- How Students Size You Up
- Skills You'll Need to Know
- Your Sense of Humor
- Speaking Before Students
- Giving Directions
- How to Tell a Story
- Turning Castoffs into Beauty
- Turning Criticism to Your Advantage
- Strengthening Your Faults
- Supporting Your Principal
- Supporting Those Who "Glue" the School Together
- What Principals Dislike
- Teachers That Principals Consider Weak
- Teachers Most Valued
- How to Handle a Badmouth
- Sending Them Home Happy
- When to Talk or Shut Up
- Using Self Control
- Substitutes, Aides and Volunteers
- The Faculty Room Crowd
- Your Support Network
- The PKF's of Discipline
- Students Helping Curb Violence
- Lessons Children Quickly Learn
- Successful Homework
- Lessons Teachers Should Quickly Learn
- How Learners Learn
- Feelings of Self Worth
- Over 71 Feelings for Students and Teachers to Understand About Themselves
- Your Personal Appearance
- Recognizing Accomplishments
- Knowing Students' Home Background
- Understanding Attitude
- Positive Role Models
- Helping to Make Changes – Now
- Seeing Life Differently
- Manners and Courtesy
- Parent Teacher Conferences
- Few Things in Life Last Forever
- How to Help Your Students Get "A" Grades
- Giving Effective Class Discussions
- How to Ask Questions
- What Are Good and Bad Questions?
- Questioning Etiquette
- Rewards of Teaching
- Lower Income Students
- Learning Disabled and Mentally Challenged Students
- Successful Special Education Teachers
- The First Moment of an Interview
- You Are Selling Your School
- If You Leave Teaching
- Financial Planning
- Health and Fitness
- Mental Health
- Preserving Your Sanity
- Quiet Physical Exercises in the Classroom
- How You Emerge from the Trenches
- Your Legacy
- and Much More....

How to be a Fantastic Teacher and Love What You Do is a volume of solid teaching ideas and the best advice of seasoned and successful teachers in many situations. These skills and strategies were observed, discussed, practiced and honed by dozens of educators during the careers of the authors. During their careers, they met with parents, teachers, principals, psychologists and social workers to plan and implement many and varied programs.

The authors worked directly in supervision and learning disabilities. Some strategies are also our personal experiences in teaching regular classroom; the brightest and most educationally disadvantaged; 135 students in a team teaching situation; along with the emotionally and intellectually disadvantaged. The educational careers of sharing, implementing and assessing classroom educational programs spans from preschool through college.