

SUBSTITUTE NEWSLETTER #1 – 2016/2017



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Emmett Independent School District:
Emmett Ensures Educational Excellence

**We've ended one trimester and have started another.
So, here are a few **Points to Ponder** as you go through the school year.**

Greet Each Student At the Door

Make every attempt to **greet each student at the door at the beginning of class or school**. Use each student's name and personalize the greeting whenever possible. Set aside attendance and routine clerical duties until each student has interacted with you.

Does Dress Really Matter?

Elementary teachers might say, "We can't sit on the floor in a dress." **They may be right.** Secondary teachers might say, "We will ruin our clothes in a shop, lab or gym." **They may be right.** Teachers might say, "I can't afford to dress like an executive." **They might be right.** But these are not the real issues. **The real issue:** **How should professional educators dress in today's world of high expectations**, where educators are constantly examined for competencies and effectiveness, and where the



image of educators is often under attack?

My advice: Dress better than your "audience!"

How Students Learn Best

When planning your lessons, consider how your **students best retain information**. The following table reflects the average percentage of material retained by students after 24 hours. Source: David Sousa, How the Brain Works.

INSTRUCTIONAL METHOD	RETENTION
Lecture	5%
Reading	10%
Audio-Visual	20%
Demonstration	30%
Discussion Group	50%
Practice by doing	75%
Teaching Others	90%

The Goals of Misbehavior

I've spoken with many teachers about students and behavior. Here is a model developed by a psychologist/educator, Rudolf Dreikurs. Dreikurs described **four goals of misbehavior**: 1. To gain attention; 2. To gain power and control; 3. To gain revenge; and/or, 4. To display feelings of inadequacy. You can often tell the student's goal by the way **their behavior makes you feel**. Which of these do you most commonly see?

The Goal of Misbehavior	Your Feeling Cue	Your Strategy
Attention	Annoyed Irritated Worried Guilty	Ignore misbehavior. Attend to desired behaviors. Tell them what you expect only once and then act. Set up routines. Plan special time. Redirect the child in a useful task. Set up nonverbal signals.
Power	Anger Provoked Challenged Threatened Defeated	Don't escalate. Defuse. Take a time out. Model good anger management. Suggest a time for a rational discussion. Offer a limited choice. Be firm and kind. Act, don't talk. Let routines "be the boss". Get help from the child to set a few reasonable limits. Follow through on agreement. Redirect to positive power.
Revenge	Hurt Disappointed Disbelieving Disgusted	Refuse to feel (your) hurt. Don't retaliate (passively or aggressively). Acknowledge their hurtful act and link it to the likelihood that they must be hurting. Use "reflective listening". Share your feelings. Avoid punishment and retaliation. Show you care.
Inadequacy	Pity Hopeless Helpless Inadequate	Don't pity. Use "encouragement"—notice strengths, find successes to celebrate. Take time for training if necessary. Break the task into smaller steps until child is successful. Don't give up. Build on his interests. Encourage, encourage, encourage.

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Appropriate behavior doesn't just happen. It must be taught. So, **teach the behaviors you want** from students. **Harry Wong** refers to this as, "The Three-Step Approach to Teaching Classroom Procedures." **Explain, rehearse, reinforce.** (We may have talked a bit about this in our meeting.) You'll hear me say, **teach, practice, reinforce.** Then re-teach, practice, reinforce. And if you need to: Re-teach, practice, reinforce.

Let's Talk Instruction

There are many models for instruction. We briefly discussed the **Emmett Instructional Model** at the beginning of the year. Here is another model from **Madeline Hunter**. This one shows seven steps to a lesson. Not all seven steps will be found in every lesson.

Getting students set to learn (Tell them what you're going to tell them.)

Step 1: **Review** -- Typically at the beginning of the lesson, a review previous material

Step 2: **Anticipatory Set** -- Getting students to focus their attention on the material to be presented

Step 3: **Objective** -- State the objective for the lesson

Instruction (Tell them!)

Step 4: **Teacher Input and Modeling** -- Present new information to students, model where appropriate as one form of instruction

Checking for understanding

Step 5: **Checking Understanding** -- Determining whether students are making sense of the material being presented

Step 6: **Guided Practice** -- Students are given the opportunity to apply or practice what they have just learned and receive immediate feedback from the teacher.

*How are checking understanding and guided practice different? Checking understanding occurs in the process of instruction. Guided practice takes place just after instruction has occurred.

Independent practice

Step 7: **Independent Practice** -- After students appear to understand the new material they are given the opportunity to further apply or practice using the new information. This may occur in class or as homework.

Closure (Tell them what you told them.)

Another critical step to instruction. This is a review of the information/learning that just took place.

Thank you all so very much! We could not do what we do without your help!
You and what you do are an integral part of what the Emmett School District strives to accomplish –

**Thank
you!**

Ensuring Educational Excellence!

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you!**