

■ OCTOBER 27, 2017 ■

SUBSTITUTE Newsletter



*Welcome to the
FIRST
monthly
Substitute
Newsletter. In
it, you will find
important tips,
information,
and ideas for
successful
subbing
experiences.
ENJOY!*

Keep it Positive

Emphasizing the positive is not a new or earth-shattering idea. However we often underestimate the impact positive interactions have in a classroom setting.

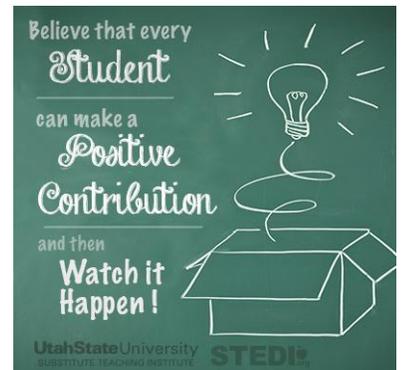
Behavioral research shows that the most effective way to reduce problem behavior in students is to strengthen desirable behavior through positive reinforcement, rather than trying to weaken the undesirable behavior using unpleasant or negative consequences. In other words, thanking a student for sitting quietly while s/he waits for instructions will be more effective in getting other students to do the same, than singling out students who are not sitting quietly and telling them to, "quit goofing off and sit down," or threatening consequences.

Though it seems such a simple thing, without making a concerted effort to recognize the positive, teachers are two to three times more likely to acknowledge and draw attention to inappropriate student behavior than appropriate behavior. On average 98% of all appropriate student behavior goes unrecognized. Optimally, teachers should have eight positive interactions with students for every one corrective or negative interaction. Verbal praise, a thank you, a smile, a nod or another appropriate gesture is all it takes to have a positive interaction.

Recognizing appropriate behavior and saying something positive isn't always easy, and it takes some practice to become second nature. The good news is that positive interactions are as effective with spouses, roommates, friends and your own children as they are with students, so you can practice this skill both in and out of the classroom.

Be on the lookout for someone doing something right, appropriate, or that you appreciate; acknowledge the action and then look forward to the behavior occurring again in the near future.

Additional classroom management strategies can be found in the Substitute Teacher Handbook and Classroom Management audio CD. Both are available online at STEDI.org or by calling 800-922-4693.



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“Tell me and I forget, teach me and I may remember, involve me and I learn.” – *Benjamin Franklin*

Reviewing for a Test

As a substitute teacher you are expected to teach the material as outlined in the permanent teacher’s lesson plans. However, sometimes the instructions are nonspecific and leave you wondering, “How should I do that?”

Following are some suggestions that could be used when the lesson plans say to review for a test without outlining any specific review activities.

- Have students predict possible quiz or test questions. Spend the last part of class discussing and answering the questions that students came up with.
- Have students write down three difficult questions and their answers from the review material. Then call on individual students to read aloud one of their questions and try to “stump” their classmates.
- Play a memory, matching, bingo or tic-tac-toe game.
- Have students review their notes and make a list of key words and terms.
- Have students create a graphic organizer such as a concept map, outline, or Venn diagram of the test information.
- Have students make flashcards to review facts or definitions.
- Think, pair and share. Give students five minutes to write down five to ten things they know about the material covered without opening their books or using notes. Pair students and have them compare and share their list with their partners. Have students remain in pairs and use their textbooks and notes to add to their lists.

News from the Sub Office

Cold and flu season is upon us ~ and we need you more than ever!



As you’ve probably noticed, you’re getting more calls and seeing more jobs than ever. This trend will no doubt continue through the end of the semester. As you accept jobs and work, please be sure to take care of yourself as well. Hand sanitizer is your friend – as is a good night’s sleep. We hope that both are a part of your daily routine!

Thank you to all who have been completing the review forms on Aesop upon job completion. This is an important part of the feedback loop and helps us know how things are going on the campuses. Please remember to leave feedback for the teachers as well and, should the need arise, alert campus administration and myself to any difficulties that arise.

I’m in the midst of hiring a new group of subs. Although this increases the competition for jobs, there are certainly ample opportunities for everyone to work. Fridays and Mondays are the hardest to fill and, quite frankly, **WE NEED YOU!** That said, should you find yourself unable to work a minimum of 3 days per month at this time, please let us know so that we can adjust accordingly.

And, as always, **THANK YOU FOR YOUR SERVICE!** - *Krista*