

There is No Substitute for a Good Substitute

National Substitute Teachers' Alliance

7th Annual Conference



Fort Myers, Florida

July 24-26, 2009

on the campus of

Florida Gulf Coast University

10501 FGCU Boulevard South
Fort Myers, Florida 33965
(239) 590-1000

National Substitute Teachers' Alliance

7th Annual Conference

Table of Contents

1. Getting to the Conference
2. Upon Arrival—
3. Before Leaving
4. Officers and Board Members
5. Friday, July 24th - Activities
Registration open 12:00 noon till 7:00 pm
6. Saturday, July 25th - Activities
Registration open 8:00 am
Breakfast 8:30 - 9:30 am

Breakout Sessions

Session 1 9:45 - 10:50 am

- 1-A Essentials of Substitute teaching
- 1-B "RTI" Responsive Teacher Invention
- 1-C Tried and True...Classroom Management
Strategies for Substitute Teachers
- 1-D How to get the Best substitute teaching jobs
- what the research says

Session 2 10:55 - 12:00 noon

- 2-A The Cutting Edge of Education
- 2-B "RTI" Responsive Teacher Invention
- 2-C Essentials of Substitute teaching

Lunch - Ballroom 12:15 - 1:15 p

Session 3 1:20 - 2:25 pm

- 3-A Training for Smart Board Technology
- 3-B How to get the best substitute teaching jobs
- what the research says
- 3-C Dealing with Diverse Learning Needs
in an Inclusion Classroom
- 3-D Planning for the Un-Planned Day

Session 4 2:30 - 3:25 pm

- 4-A Training for Smart Board Technology
- 4-B Planning for the Un-Planned Day
- 4-C Dealing with Diverse Learning Needs
in an Inclusion Classroom
- 4-D Tried and True...Classroom Management
Strategies for Substitute Teachers

Session 5 3:45 - 5:30 pm

Business Meeting and Plenary Session - Ballroom

Saturday Dinner and Social Activity - 6:45 - 8:30 pm

Eagles Landing and Commons

7. Sunday, July 26th - Activities

Breakfast 8:30 - 9:30 am Student Union Ballroom

Breakout Sessions

Session 6 9:45 - 10:50 am

- 6-A Professional Misconduct by Substitute Teachers
- 6-B Character Building Education
- 6-C Lesson Plans in a Bag
- 6-D Addressing Problematic Student Behavior

Session 7 10:55 - 12:00 noon

- 7-A Lesson Plans in a Bag
- 7-B Character Building Education
- 7-C Addressing Problematic Student Behavior
- 7-D Professional Misconduct by Substitute Teachers

Sunday Luncheon 12:00 noon - Ballroom

Session 8 1:00 p.m.

Concluding Session, evaluation, consideration, suggestions and ideas for the future.

Drawing for Door Prize - **Must Be Present to Win**

There is No Substitute for a Good Substitute
National Substitute Teachers' Alliance
7th Annual Conference

GETTING TO FLORIDA GULF COAST UNIVERSITY—

(1) from Southwest Florida International Airport

MBA Airport Transportation, LLC, outside the baggage pickup area, is the taxi service you should use from the airport to Florida Gulf Coast University.

The cost is \$20 for the two-mile ride, which can be shared among up to three riders according to the website (though Marvin has reported that each taxi will take up to four people [\$5 each for the ride plus tip]). Additional riders are \$10 each. You must make arrangements for a return trip with the driver or by calling the company at least 24 hours beforehand.

(2) From I-75

Take EXIT 128 toward Germain Arena/San Carlos Park (.6 mile). Merge onto County Route 840 East/ Alico Road (.8 mile). Turn right onto Ben Hill Griffin Parkway (2.2 miles). Turn Left onto FGCU Boulevard (.5 miles).

UPON ARRIVAL—

Each person arriving at Florida Gulf Coast University will check in at the Security Information Booth to receive a map, a parking permit (if you are driving), and directions to the North Village. Registration is in the Commons Building at the dormitory North Village.

For all participants who are in the dorm rooms: You are responsible for any clean-up, and please check carefully to pack all your belongings. Check-out will be on Sunday, July 26th at the Commons front desk. For those staying the extra day, the same applies. Failure to return your room key will lead to a \$100;00 fine: please turn in your key.



Parking:



For those attendees driving. Upon entering the main entrance at FGCU, stop by the Parking Information Booth (on your right) to obtain a parking permit. Let them know where you need to go and they will direct you. Let them know you are attending the substitute conference, When we have an activity in the Student Union (breakfast, lunch), use parking garage #1 to left of the Student Union (look for Bell Tower).

Meals:

All those attendees who purchased meals will receive a meal ticket booklet for all meal events. This will be with your packet when you check-in.

BEFORE LEAVING—

Check out time for guests of the university is relaxed. Just make sure to **TURN IN YOUR KEY**. Each “lost” key will result in a charge of \$100.



OFFICERS AND BOARD MEMBERS--

Information for Officers and Board Members early arrival and extended sessions:

Thursday, July 23rd. Registration for National Substitute Teachers' Alliance officers and board members is in the Commons Building with Dr. Marvin Goetz, conference director, and the registration committee before 4 p.m. You will receive your conference package at that time.

The Lee County Association of Substitutes will host a 7 p.m. dinner party for members of the National Substitute Teachers' Alliance board, officers, and their spouses on Thursday, July 23rd, at the home of Dr. Marvin Goetz, 1211 SW 49th Terrace, Cape Coral, Florida 33914, phone: (239) 542-1746. We will car-pool. Information will be provided upon check-in.

Friday, July 24th: Continental breakfast in Eagles Landing Conference Room 217 from 8:30 a.m. – 9:15 a.m. The Officers and Board of Directors of NSTA is in Room 217 from 9:30 a.m. - 4:00 p.m.



FRIDAY, JULY 24

WELCOME TO ALL CONFERENCE

ATTENDEES AND PRESENTERS--

Friday, July 24th: Registration for all attendees and presenters will be from 12:00 noon in the Commons Building at the dormitory in North Village. The registration committee will staff this facility until 7:00 p.m. At Registration you will receive the following, gift bag and program packet with ID. If you paid for room, board and/or meals, you will get a room key, and meal ticket.

Friday, July 24th: evening meal will be a buffet in the Eagles Landing Building from 6:30 p.m. until 9:00 p.m. This building is at the dorms and directly behind the Commons Building where registration takes place.



There is No Substitute for a Good Substitute

SATURDAY, JULY 25

Registration will continue at the Commons at Eagles Landing beginning at 8:00 a.m.

Breakfast will be in the Ballroom from 8:30 a.m. - 9:30 a.m.

BREAKFAST ACTIVITIES

Welcome from Jim Politis, President
National Substitute Teachers' Alliance

Welcome from Dr. Ronald Tolls, Provost
Florida Gulf Coast University

Welcome from Dr. Marvin Goetz, President
Lee County Association of Substitutes
Introduction of Welcome Committee



ANNOUNCEMENTS

BREAKOUT SESSIONS

All the classrooms for the breakout sessions are located in Academic Building 3, where we will have use of AB 120, 121, 115, 116, 125, and 127. All the classrooms have a screen, a computer, a sound system, and an overhead projector. Signs will be posted outside each room listing presenters, topics, and times that room will be occupied. If a presenter is scheduled for two sessions, we have attempted to place them back-to-back so that presenters do not have to move their materials.

EVALUATIONS: Please fill out an evaluation for each session and turn it in to the presenter. In addition, there is an overall conference evaluation that is to be turned in for the prize drawing during Session 8. You must be present to receive the door prize.

SESSION #1 **9:45 a.m. -10:50 a.m.**

1-A ROOM

Essentials of Substitute Teaching.

Dr. Genesis Johnson, Professor and Director
Western Governors University
Telephone: (702) 617-9689
Email: genesis.johnson@csn.edu

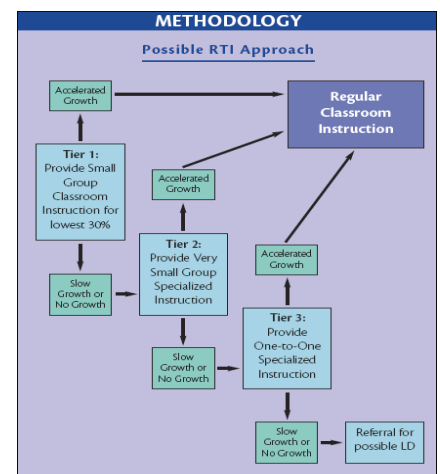
The purpose of this workshop is to prepare and impact student learning by engaging in a variety of best practices and teaching methods that will improve the substitute teaching experience. This presentation will provide substantial and meaningful classroom management strategies that can be used in any classroom situation. Dr. Johnson has written "Substitute Teaching Essentials: A Veteran's Guide to Becoming a Great Substitute Teacher," and has co-authored "Who's Who: A Guide to the Rules of Those Supporting Student Teachers."

1-B ROOM

"RTI" Responsive Teacher Intervention

Dr. Doug Carothers
Associate Professor
College of Education
Florida Gulf Coast University
Telephone (239) 590-7822
Email: dcarothe@fgcu.edu

"RTI" Responsive Teacher Intervention is a new federal program under "Leave No Child Behind" and will be required in all states. In this approach high quality instruction and interventions are provided to students, their progress is closely monitored, and student response to intervention/instruction is used to make important decisions.



1-C ROOM

Tried and True...Classroom Management Strategies for Substitute Teachers

Connie Zoet, Retired Certified Ontario Teacher
Email: sweetconnie@rogers.com

Talking out, defiance, in-your-face behaviour, refusal to work, unprepared to work, and "make me" are but a few of the attitudes and behaviours faced daily by substitute teachers who take over when the regular teacher is absent. Substitute teaching is challenging and, without effective strategies for managing what students regularly dish up, a "sub's" day can be long and stressful. In this workshop, substitute teachers will identify behaviours, explore why students behave the way they do, and learn effective, positive strategies to prevent and/or deal with negative behaviours.

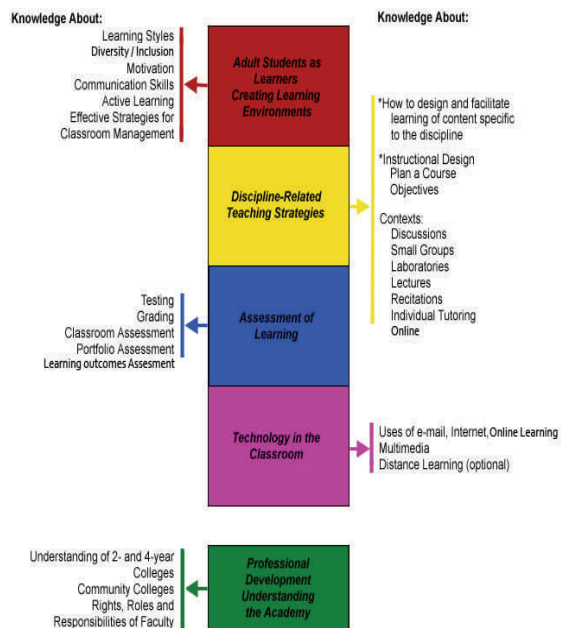
Connie Zoet is a retired, certified teacher currently teaching as a substitute teacher for the Durham District School Board in Ontario, Canada. She is a co-author of I Am the Teacher, Effective Classroom Management for Occasional Teachers published by the Elementary Teachers' Federation of Ontario and is a presenter of the ETFO workshop based on the book. As well, she presents her own workshop, "Tried and True...What Works For You," which is a workshop for daily substitute teachers on practical, useful strategies for dealing with challenging classes. Connie is active in her union's local; she is the Professional Development Chair responsible for planning and organizing workshops and professional activities for the local's members.

1-D Room

How to get the best substitute teaching jobs--what the research says

Mary Beth Stover
 Faculty of Education
 The University of Western Ontario
 Email: mstover@uwo.ca

Substitute teaching can be one of the hardest jobs to start out in. Here are some hints as you look for ways to get your foot in the door and work as many days as possible. It seems everyone, qualified or not, will give you advice on how to get substitute teaching jobs. Surprisingly, there is little research on substitute teaching, but that research does show that there are advice and strategies for substitute teachers that will help you consistently find the "best" substitute teaching jobs available. Participants will work together to find new strategies to use, fix old or ineffective strategies, and learn how to adapt these strategies to their own local situations.



SESSION #2

10:55 a.m. - 12:00 noon

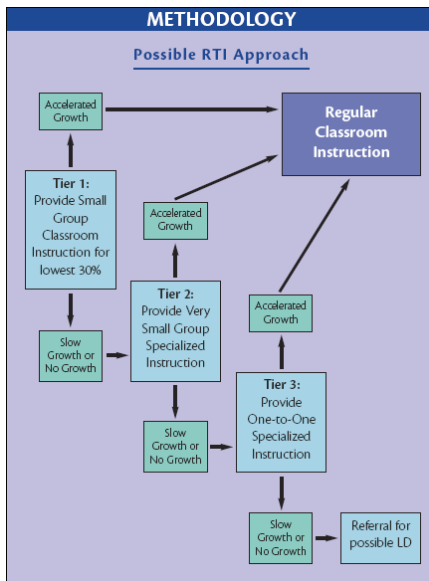
2-A ROOM

The Cutting Edge of Education

Dr. Lance Tomei, Professor
 University of Central Florida
 School of Education, Instructional Programs,
 and Educational Leadership
 Telephone: 407-823-2815
 Email: ltomeimail@ucf.edu



The Cutting Edge of Education and what you should know for the 21st Century in your profession as an educator.



2-B ROOM

“RTI” Responsive Teacher Intervention

Dr. Doug Carothers
Associate Professor
College of Education
Florida Gulf Coast University
Phone 590-7822
Email: dcarothe@fgcu.edu

“RTI” Responsive Teacher Intervention is a new federal program under “Leave No Child Behind” and will be required in all states. In this approach high quality instruction and interventions are provided to students, their progress is closely monitored, and student response to intervention/instruction is used to make important decisions.

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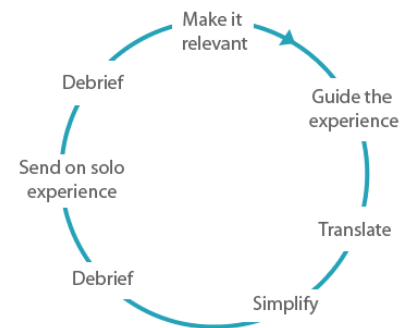
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Teaching and Advocating Social / Online Behavior



SATURDAY LUNCHEON

Ballroom 12:15 p.m. -1:15 p.m.

Welcome from James W. Browder, Ed.D.
Superintendent of Schools
Lee County School District

ANNOUNCEMENTS

BREAKOUT SESSIONS CONTINUE

SESSION #3

1:20 p.m. - 2:25 p.m.

3-A ROOM

Training for Smart Board Technology

Christine Rahming
Intern at FGCU
Department of Education Technology
Mrs. Alana Gray
Collier County Schools.



Many of us were not trained on some of the more up-to-date teaching aides used in our schools today. Training makes us more adaptable and more employable. Up-grade your skills and the demand for your services while attending this upbeat session. Christine Rahming will be doing the Smart board presentation, along with Mrs. Alana Gray, from the Collier County Schools, her daughter. Christine is an Intern at FGCU in the Department of Education Technology.



3-B ROOM

How to get the best substitute teaching jobs--what the research says

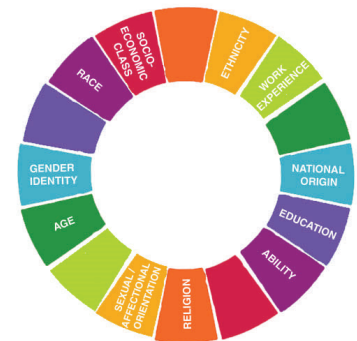
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Faculty of Education
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Email: mstover@uwo.ca

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3-C ROOM

Dealing with Diverse Learning Needs in an Inclusion Classroom

Mr. Stan Weser
Regional Facilitator for the Florida Inclusion Network
Florida Gulf Coast University
10501 FGCU Boulevard South ABIII Room 224
Ft. Myers, Florida 33965
Telephone: 239-590-7745; toll free 866-246-7826
Email: sweser@fgcu.edu



With the movement toward inclusive education comes the necessity for all teachers to understand the complexity of all learners. Dr. Weser will present an overview of some of the diverse student learning

needs encountered in many classrooms today along with strategies to ameliorate the impact of disabilities, etc., on these students. Participants will leave with information enabling them to more successfully interact with all students.

3-D ROOM

Planning for the Un-Planned Day

Linda Carter
Executive Director of "No Person Left Behind"
704 Homer Avenue
Lehigh Acres, Florida 33971
Telephone: 239-268-6846
Email: mslinda@nopersonleftbehind.org



Presentation is about preparing children for all kinds of disasters as part of the Homeland Security action plan. Suggestions will be provided on where to get free material and information, and a student book will be given to each participant. This could be an easily adaptable lesson for those unplanned days. www.ready.gov/kids and www.nopersonleftbehind.org

SESSION #4 **2:30 p.m. - 3:35 p.m.**

4-A ROOM

Training for Smart Board Technology

Mrs. Christine Rahming
Intern at Florida Gulf Coast University
Department of Education Technology
Mrs. Alana Gray
Collier County Schools



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4-D ROOM

Tried and True...Classroom Management Strategies for Substitute Teachers

Connie Zoet, Retired Certified Ontario Teacher

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SESSION #5 **3:45 p.m. - 5:30 p.m.**

BALLROOM

Business Meeting and Plenary Session

NSTA President Jim Politis
8508 Plum Creek Drive
Gaithersburg, MD 20882
(301) 926-1884
Email: JIMPOLITIS@aol.com
www.NSTAsubs.org



Call to Order
Pledge of Allegiance
Introduction of Officers, Board Members,
and Guests

Adoption of Rules
Minutes of last meeting, Judith Kieffer, Secretary
Treasurer's Report, Ron Fletcher, Treasurer
Presentation of Budget
President's State of NSTA Report
Nomination of Officers and Acceptance
Election
For the Good of the Order
Adjournment

SATURDAY DINNER AND SOCIAL ACTIVITY, JULY 25

Dinner is a barbeque at the Eagles Landing and Commons in from 6:45 p.m. 9:00 p.m., a **meal ticket is required**.

A social activity following the dinner is open to **all participants** and **guests**. Wine, beer, and hors d'oeuvres are available from 9:00 p.m. -10:30 p.m. at the Eagles Landing poolside. **PLAN TO ATTEND AND MEET YOUR COLLEAGUES AND THEIR GUESTS.**



to



SUNDAY, JULY 26

Sunday, July 26th: Breakfast, Student Union Ballroom, 8:30 a.m. - 9:30 a.m.

ANNOUNCEMENTS

BREAKOUT SESSIONS CONTINUE

SESSION #6 **9:45 a.m. -10:45 a.m.**

6-A ROOM

Professional Misconduct by Substitute Teachers

Ms Ranice Monroe
Director of Professional Standards & Equity
Lee School District.
Telephone: 239-337-8330
Email: RaniceM@leeschools.net



Ms Monroe's responsibility is "Professional Misconduct by Substitute Teachers." She heads the Lee School District's investigation into sub misconduct and will be giving us all a heads-up on conduct and deportment of the savvy substitute teacher.

6-B ROOM

Character Building Education

Mr Jack Bovee
Collier County Administrator

Uncommon Friends Character Education
2505 First Street, Ft. Myers, Florida 33902
Telephone: 239-337-9504
Email: character@uncommonfriends.org



Presentation is about Character Building Education, which is required in Florida as well as other states. There is an introduction to the Uncommon Friends Foundation Character Education program. The Uncommon Friends were Thomas Edison, Henry Ford, Harvey Firestone, Charles Lindberg, and James Newton.

6-C ROOM

Lesson Plans in a Bag

Ms. Joyce Rollins
Professor of Education
Edison State College
Ft. Myers, Florida
Telephone: 239-985-3447
Email: jrollins@edison.edu



When you take a substitute job you don't always know whether there will be good lesson plans or lesson plans at all when you arrive. Always have your "bag" of original and exciting lessons and strategies with you. The behavior issues that often come out for substitutes won't be there because the students will be so enthralled with what you are teaching and how you are teaching it! You'll enjoy your day and will be asked back time and again.

6-D ROOM

Addressing Problematic Student Behavior

Dr. Carolynne Gischel
Professor of Special Education
Florida Gulf Coast University
School of Education
Telephone: 239-590-7795
Email: cgischel@fgcu.edu

Want to know what to do about problematic and challenging student behavior? Attend this session and learn how to apply the principles of behavior to address problematic behaviors in the classroom. Teach with your strengths, futuristic positivity, individualism, and woo-strategies.

SESSION #7 **11:00 a.m. -12:00 noon**

7-A ROOM

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Professor of Education
Edison State College
Ft. Myers, Florida
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SUNDAY LUNCHEON

Sunday Lunch at 12:00 noon. This is a box lunch and will be handed out in a Ballroom.. Look for signs.



SESSION #8 **1:00 p.m.**

GRAND BALLROOM

Concluding session, evaluation, consideration, suggestions, and ideas for the future led by Jim Politis and NSTA officers and Board members.

Turn in conference evaluations for a drawing. The prize framed artwork will be delivered to the winner if transportation is a problem. **You must be present to receive the door prize.**

Hand out certificates of attendance to those who attended and intend to get school, professional, or in-service credit.



Clean up your room before checking-out of your room at the Commons front desk. ***It is your responsibility to leave your room it as you found it.*** TURN IN YOUR KEY. Each "lost" key will result in a charge of \$100.

Special, Thank you's goes to this years Conference staff.

Marvin Goetz, Conference Chairman
Sandra Goetz
Amanda Yoho
Carol Scott
Linda Carter
Chris Baucom
Phil Sakornsin

Thank You



A special thank you to these individuals, groups, and establishments for their sponsorship of the 7th Annual NSTA Conference, “There is No Substitute for a Good Substitute,” July 24-26, Fort Myers, Florida.

NSTA

Teachers Association of Lee County, Marc Castellanos, President

Sun Coast Credit Union

Mr. John Thompson, Retired Substitute, Pittsburg, PA.

Target Department Stores, SW Florida Division

Dr. Mel Youngs, Chiropractic Center, Cape Coral, Florida

Frame Gallery and Gift Shop, Cape Coral, Florida

No Person Left Behind, Executive Director Ms Linda Carter

Lee County Public School District

National Education Association

Maryland State Teachers Association

Walmart Dept. Stores, Cape Coral, Florida

Florida Attorney General’s Office

Lee County Sheriff’s Department

State Farm Insurance

Paesano’s Italian Fresh Market

Publix Food Corporation

Damex Home Remodeling, Inc., of Cape Coral

Embarq Communications of Cape Coral, Florida

Lee County Association of Professional Substitute Teachers

Lee County Association of Professional Substitute Teachers is the voice and of the substitutes in Lee County. Even though we do not have a contract with the school district, we do meet with the district administration to review substitute teachers’ concerns and to bring their issues forward. During the years of the organization, great gains have been made from class-room keys to wages.

Florida Gulf Coast University, College of Education, Dean, Dr. Marci Greene

Florida Gulf Coast University is one of the eleven universities in the State of Florida, and it is the newest. The college is just one college of many serving southwest Florida. The College of Education prepares and trains students to be Florida’s future teachers of the 21st century education programs.

Florida Alliance of Substitute Teachers is an incorporated and registered organization in Florida. It is made up of representatives who get together and share major common issues in the state.

National Substitute Teachers Association Conference Presentations July 24-26, 2009

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1-B "RTI" Responsive Teacher Invention
1-C Tried and True...Classroom Management
Strategies for Substitute Teachers
1-D How to get the Best substitute teaching jobs
- what the research says

2-A The Cutting Edge of Education
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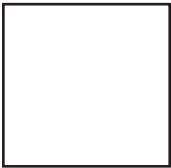
7-A Lesson Plans in a Bag

7-B Character Building Education

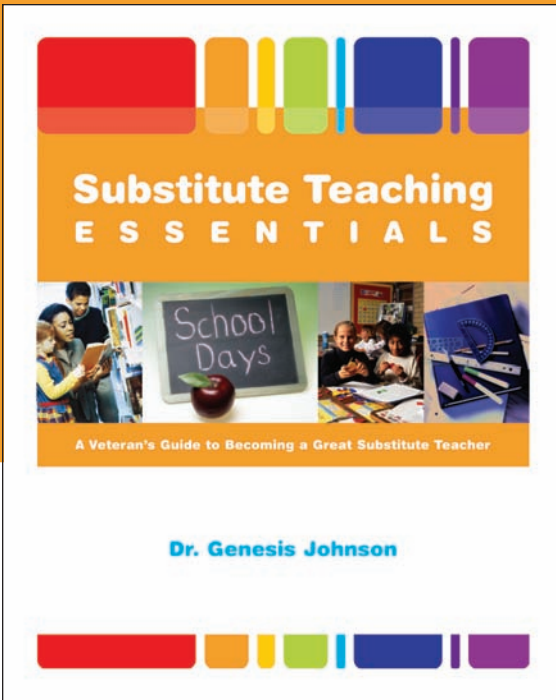
7-C Addressing Problematic Student Behavior

7-D Professional Misconduct by Substitute Teachers

Appendix 1 – A
Essentials of Substitute teaching



PEARSON CUSTOM PUBLISHING
75 ARLINGTON STREET, SUITE 300
BOSTON, MA 02116



Substitute Teaching ESSENTIALS

A Veteran's Guide to Becoming
a Great Substitute Teacher

Genesis Johnson





Substitute Teaching

ESSENTIALS

A Veteran's Guide to Becoming a Great Substitute Teacher

Genesis Johnson

Author Genesis Johnson always wanted to teach. But as with many of us, life took her in a different direction after college—until the day she got the chance to try substitute teaching. That was her first taste of life in the classroom, and since then she has never left.

Now, with *Substitute Teaching Essentials: A Veteran's Guide to Becoming a Great Substitute Teacher*, Dr. Johnson is helping others follow her path. The objective of this guidebook is to encourage those new to the profession—students considering teaching as a career, people returning to the work force after time away, or professionals from other vocations who want a change—to consider substitute teaching.

As the demand for qualified substitutes continues to grow, it is imperative that those coming in as first-time substitute teachers have a sense of what to expect in the classroom. *Substitute Teaching Essentials* preps the novice substitute on the essential skills needed to thrive in a dynamic educational environment. It will help the substitute teacher become successful at planning, organizing, and using skills and strategies that affect the daily routine of a classroom.

Teaching guidebooks vary in focus and scope, but this one—appropriate for inclusion in an introductory elementary or secondary education course, in a traditional or continuing education program—is unique in that it addresses the specific requirements of the substitute teaching process, from filling out the job application to understanding what supplies are needed and how to function in the role of guest teacher. The particular responsibilities of a substitute teacher are as varied as the schools substitutes serve, but the principles offered in this text represent a common standard of leadership and best practices in education.

Dr. Johnson has been involved in some aspect of education all of her professional life: as a public school teacher, museum director, consumer adviser, workshop and seminar presenter, college professor, and writer of children's books. She received her BS in human ecology from Howard University, and both her master's in elementary education and PhD in educational leadership and from Nova Southeastern University.

Contents

1. A Job Interview on the First Day of School
2. Walking the Interview Walk
3. Flash-Forward: Three Years Later—District Office
4. A Job Is a Job, but Teaching Is a Career
5. Teaching Is Learning, Practicing, and Persisting
6. Knowing Where and How to Apply
7. Job Applications: Be a Detail Person
8. Teaching Today
9. Visiting in Person
10. Location, Location, Location!
11. Dressing for Teaching Success
12. How Students See Us
13. Getting Rolling
14. Arrival Procedures for Elementary Schools
15. Elementary School Protocol
16. Essentials for Middle/Senior High Schools

Conclusion

APPENDIXES: Important Forms, Documents, and Ideas

- Appendix I – Sample Employment Letter
- Appendix II – Sample Going-Home Chart
- Appendix III – Sponge Activities Websites
- Appendix IV – Sample Class Note
- Appendix V – Lesson Plan: Elementary School
- Appendix VI – Lesson Plan: Middle/High School
- Appendix VII – Sample Business Card
- Appendix VIII – Sample Name Plate
- Appendix IX – “What-If” Game Questions
- Appendix X – Certification Requirements for 50 States (Websites)

Works Cited

Appendix 1 – B
“RTI” Responsive Teacher Invention

Specific Learning Disabilities: Definition, Characteristics and Response to Intervention

Douglas E. Carothers

Definition of Learning Disabilities

- “The term “specific learning disability” means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which disorder may manifest itself in an imperfect ability to listen , think, speak, read, write, spell, or to do mathematical calculations.

Definition of Learning Disabilities

- *Disorders included*—Such term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.
- *Disorders not included*—Such term does not include a learning problem that is primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage.”

Previous Diagnostic Criteria

- A severe discrepancy between the student's intellectual ability and academic achievement.
- An exclusion criteria: the student's difficulties are not the result of another known condition that can cause learning problems
- A need for special education services

Methods to Determine LD Under IDEA 2004

- Districts are not required to use the IQ-Discrepancy model
- Districts must allow a process for identifying students with learning disabilities that is based on the child's response to scientific, research-based interventions
- Districts may use other research-based procedures to determine whether a child has a learning disability

Identification of Learning Disabilities

- Response to Intervention does not replace a comprehensive evaluation.
- When evaluating students, educators must use a variety of data-gathering tools and strategies.
- Educators cannot rely on a single procedure as the sole criterion for determining a student has a learning disability.
- Each state must develop criteria to determine presence of a learning disability.

Documentation must include:

- Whether the student has a specific learning disability.
- The basis for making the determination.
- The relevant behavior noted during the observation of the student.
- The relationship of that behavior to the student's academic functioning.

Documentation must include:

- The educationally relevant medical findings, if any.
- Whether special education is needed.
- The determination of the team regarding the effects of environmental, cultural, or economic disadvantage.
- Each team member shall certify if writing if s/he agrees. If not, s/he shall submit a separate statement.

Characteristics of Students with Learning Disabilities

- Difficulty with reading
- What am I showing you?
- The letters “p”, “q”, “b”, and “d” are particularly problematic



Example

- I don't have any trouble reading.
- I know all my letters and can easily read words.
- I have no difficulty orally pronouncing the words I read.
- I easily understand what I am reading.

Example

- I disliked him from the first time I met him. This huge, loud-mouthed, grab-hanging, cigar-smoking extrovert insisted on hugging me.
- I remember having a party for our undergraduate teaching apprentices, where we served food with reckless, illegal abandon. He convinced undergraduates that behavior analysis was the true path to salvation.
- Another characteristic of him was that you couldn't always depend on him to follow up on his promises, but you could always count on him when times were tough.

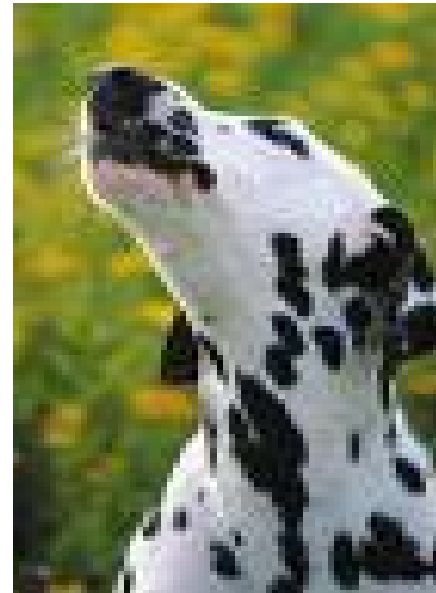
A different example

- I cdnuolt blveiee taht I cluod aulacly uesdnatnrd waht I was rdanieg The phaonmneal pweor of the hmuan mnid Aoccdrnig to rscheearch taem at Cmabrigde Uinervtisy, it deosn't mttae in waht oredr the ltteers in a wrod are, the olny iprmoatnt tihng is taht the frist and lsat ltteer be in the rghit pclae. The rset can be a taotl mses and you can sitll raed it wouthit a porbelm. Tihs is bcuseae the huamn mnid deos not raed ervey lteter by istlef, but the wrod as a wlohe. Such a cdonition is arppoiatly cllaed Typoglycemia.
-
- Amzanig huh? Yaeh and yuo awlyas thought slpeling was ipmorant.

Why do reading problems cause difficulties?

- Effects all other subjects
- Social inadequacy
- Emotional distress
- Inappropriate behavior

Another characteristic



Learned Helplessness

- A very simple theory of motivation states that effort is the product of “expectation of success” times “the value of the outcome.”
- LD has been referred to as “lazy and dumb” when the fact is many of these students are very bright but have learned that no matter how hard they try, they fail to succeed.

Why is learned helplessness a problem?

- Students may misbehave as a way of avoiding the embarrassment of failure.
- Students may fail to try to perform even those tasks that they are able to accomplish.
- Students may avoid school completely because it is too challenging, resulting in poorer adult outcomes.

Generalization

- My darned automobile wouldn't start. I was sooo frustrated.



Generalization

- My darned lawnmower wouldn't start. I worked on it for a long, long time. I was sooo frustrated.



Other Characteristics

- Inattentiveness and Impulsivity
 - May not pay attention to directions
 - May not think before acting
 - May “Christmas Tree” tests or take other shortcuts on assignments

Social Characteristics

- Don't comprehend social cues.
- May not use questions in conversation.
- Tend to have fewer friends.
- Less often chosen for extracurricular activities.
- Tendency to be trusting which can lead to victimization.
- Poor pragmatic language.

Now that we know.....

- We now know how students with learning disabilities have traditionally been identified.
- We also know some of the common characteristics of students with learning disabilities.
- So, what is response to intervention?

What is Response to Intervention

- Response to intervention is a multi-tiered approach in which interventions of increasing intensity are applied and the results on the student's performance are monitored to determine whether a student has been remediated, needs additional intensive interventions in general education, or should be referred for special education.

Common Components of RTI Models

- Begins in general education classes, and is primarily a general education responsibility.
- Relies upon several (usually three or four) tiers of intervention.
- Relies upon evidence-based practice (research-based instruction).
- Uses problem-solving to determine interventions.
- Monitors students regularly to determine the academic or behavioral impact of the interventions.

A three-tiered model

- Group screenings and group interventions:
As soon as possible, students are screened based on class performance or district-wide assessments. Students who appear to be at-risk for failure are provided with additional instruction in small groups in the general education setting. Progress is monitored and students who have made adequate progress are dismissed; those who have not made adequate progress move to tier two.

A three-tiered model

- Tier Two: Students receive more intensive interventions and services using research-based practices. This is in addition to instruction in the general curriculum. Students progress is again monitored, and those who fail to make progress in a relatively short period of time (typically no longer than one grading period) are moved to tier three.

A three-tiered model

- Tier three: Students receive individualized instruction that is targeted to areas of weakness. Progress is monitored. Those who still do not succeed are considered for eligibility for special education.

Making Eligibility Decisions

- Use information gathered through RTI
- Conduct a file review
- Review the student's attendance
- Observe the child in class
- Interview parents
- Administer assessments of achievement (IQ tests may only be used if mental retardation is suspected)

Appendix 1 – C
Tried and True...Classroom Management
Strategies for Substitute Teachers

Tried and True...

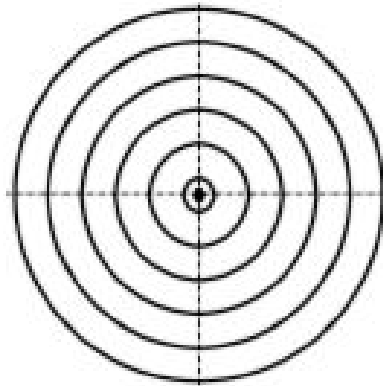
Classroom Management for Substitute Teachers



NSTA Conference
Fort Myers, Florida
July 24-26, 2009

Classroom Management For Substitute Teachers

How some students view substitute teachers:



Classroom Management For Substitute Teachers

How Substitute Teachers may be viewed by administrators and other adults in the school.

Why kids behave the way they do

1. Because they can...
2. It's learned behaviour...
3. Their behaviour meets their goals...
4. Substitute teachers are not trained to deal effectively with acting out behaviours...

❖ Choose the reason that you agree with most – be prepared to share your thoughts in a small group.

What Do Children Need?

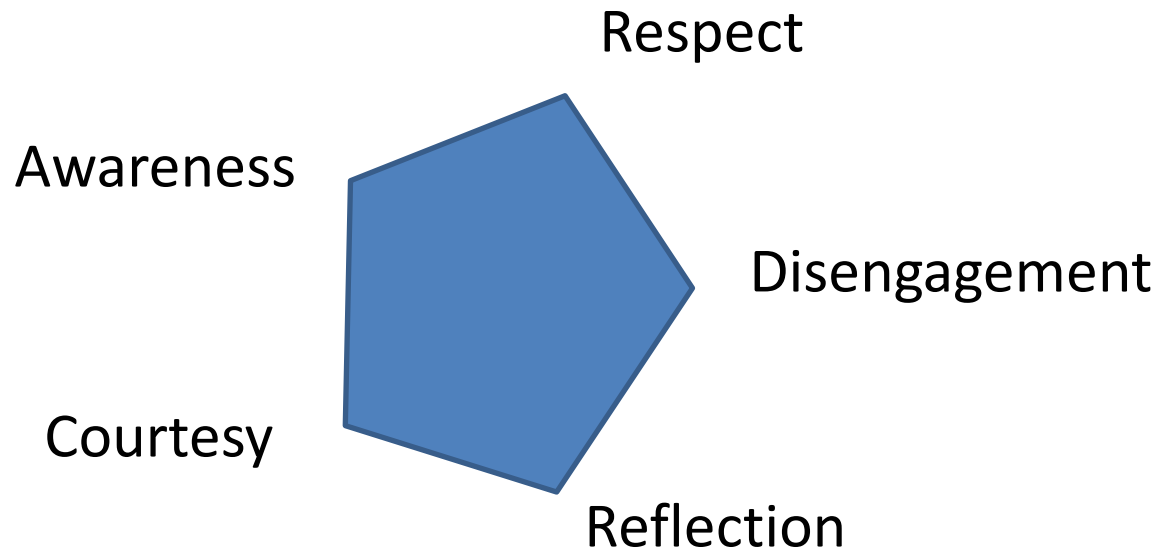
- To feel important.
- To be respected.
- To be treated with dignity.
- To feel they have the freedom of choice.



What stands in the way?

Prevention and Cures

An approach to classroom management:



Prevention and Cures

Greeting Students at the door

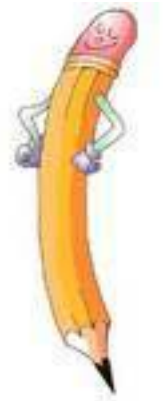
- Be visible in the hallway.
- Speak to each student as s/he enters the classroom.
- **NOTE THE RESPONSES YOU RECEIVE!**
- Thank students for their welcome – even if only one student responded!



Prevention and Cures

Mr. Smith's Amazing Class

- Great for primary and junior classes.
- Recognizes and encourages positive behaviour.
- Opportunity to have students tell you about class rules and routines.



Prevention and Cures

Name Tags and Seating Plans

- Being able to call students by name is very powerful.
- Have primary children wear name tags (if available) or print names on masking tape.
- Junior students – name tags on desk
- Intermediate students – seating plan



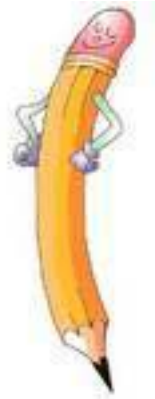
Prevention and Cures

Verbal Battles

- You won't win so don't get into verbal battles!
- Tell student you will discuss the matter at recess.

Talk With Them Privately

- Take away the audience.



Prevention and Cures

Five Amazing Words – That Work!

- YES
- NO
- OH REALLY
- WOW
- OH WELL

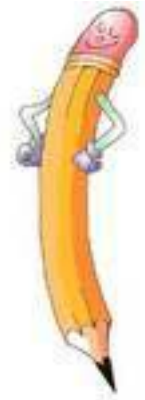


No attitude; be sincere; they prevent you from engaging in arguments with students.

Prevention and Cures

Proximity

- Walk around the room.
- Acknowledge on task behaviour.
- Pull up a chair and sit with a challenging group.
- Non-verbally, indicate what students should be doing.



Prevention and Cures

- Post It Notes

David,
You are working so well
on the math problems.
Great choice.
I appreciate your
cooperation!



Ms Thompson

Mary,
Thanks for helping Julia
with her art and staying
on task. Wonderful
choices! I appreciate
your cooperation.



Mr. Smith

Prevention and Cures

Model Courtesy

- Thank students for their answers, for being on task, for the jobs they do.

“Thank you for taking the attendance sheet to the office. I really appreciate your help!”

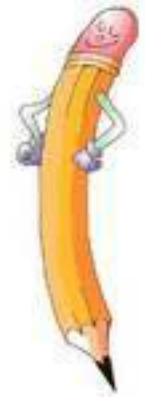
- Students are often surprised that they are thanked – and they like it!



Prevention and Cures

Transitions and Interruptions

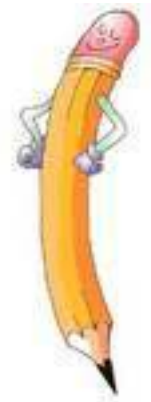
- Put away materials
- Wait
- Refocus students
- Redirect one-on-one
- Remain calm yourself
- Enforce established routines



Prevention and Cures

Encouragement

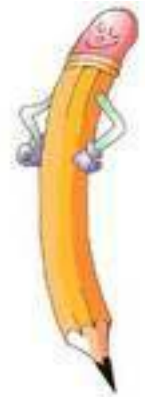
- Praise younger students in front of their peers
- Praise older students privately; in writing; one-on-one
- Attach the encouragement to the task
 - make it relevant



Prevention and Cures

Collecting Work

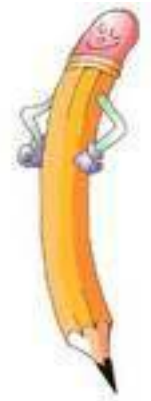
- Stand in the doorway and collect work as students leave: “ticket out the door”.
- Use a class list – check off names as work is handed in/completed
- Refusal: give them a choice but don't get into a power struggle!



Prevention and Cures

Extremely Challenging Class – Defy All Your Efforts?

- Write assignments on the board; hand out work; assist those who do want to work.
- Remain calm, pleasant.
- Speak often to students one-on-one.
- Take lots of deep breaths!
- Keep your “buttons” well hidden



Tried and True...

Classroom Management for Substitute Teachers

You are the teacher...act as if this is your class!

“We have all experienced challenging classes – and wonderful classes too. Reflect on both; be thankful that all are not difficult and appreciate those that are great!”

Tried and True...
Classroom Management for
Substitute Teachers

Thank you – much joy
and satisfaction in the
wonderful work you
do!

Appendix 1 – D
How to get the Best substitute teaching jobs –
what the research says

Appendix 2 – A
The Cutting Edge of Education

Appendix 2 – B
“RTI” Responsive Teacher Invention
Refer to appendix 1 - B

Appendix 2 – C
Essentials of Substitute teaching
Refer to appendix 1 - A

Appendix 3 – A
Training for Smart Board Technology

SMART BOARD



Chris Rahmings, M.Ed.
College of Education
Florida Gulf Coast University

Alana Smith-Gray, B.A.
Teacher
Collier County School District

“Interactive whiteboards — ***whiteboards are the new version of the traditional classroom chalkboard*** — use a computer and projector along with special touch-sensitive technology to create a mix between a giant computer screen and an overhead projector.”



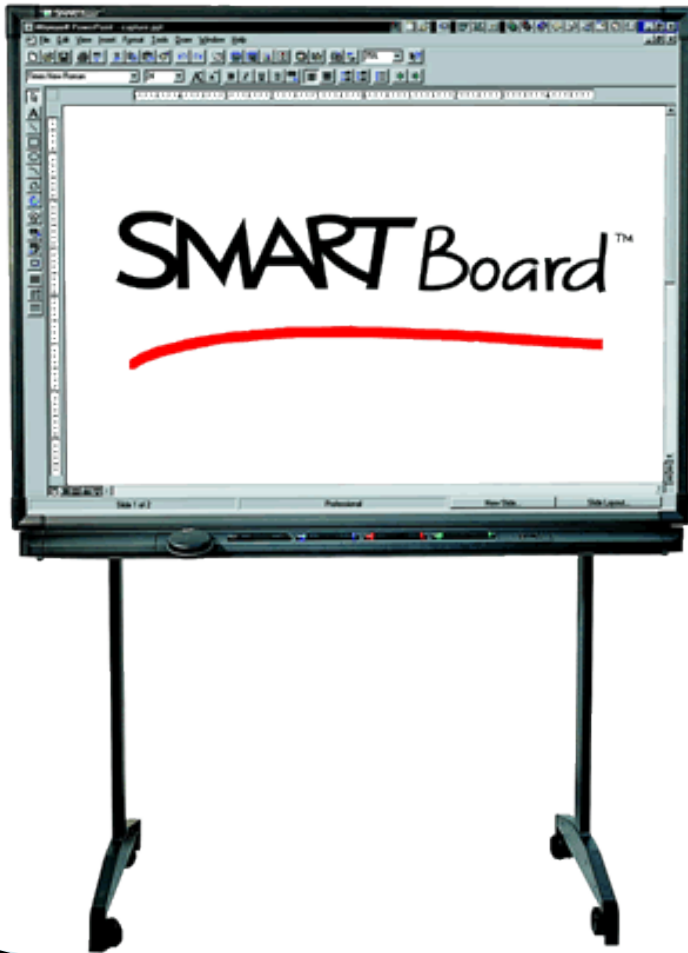
Waco Independent School District
August 2008

What is a SMART Board?

- ***Interactive whiteboard***
- Note saver
- Presentation “software”
- Interactive lessons
- Group Internet Search
- Computerized brainstorming device
- Daily Language Review
- Grammar Practice



What does it look like?



HOW DOES IT WORK?



A ***touch-controlled screen*** that receives a connection through a projector and a computer

Tools / Equipment

- Tool bar located on the screen
- Pens (or fingers!)
- Screen shade
- On-screen QWERTY keyboard
- Image gallery
- Video player
- Recorder
- Control panel

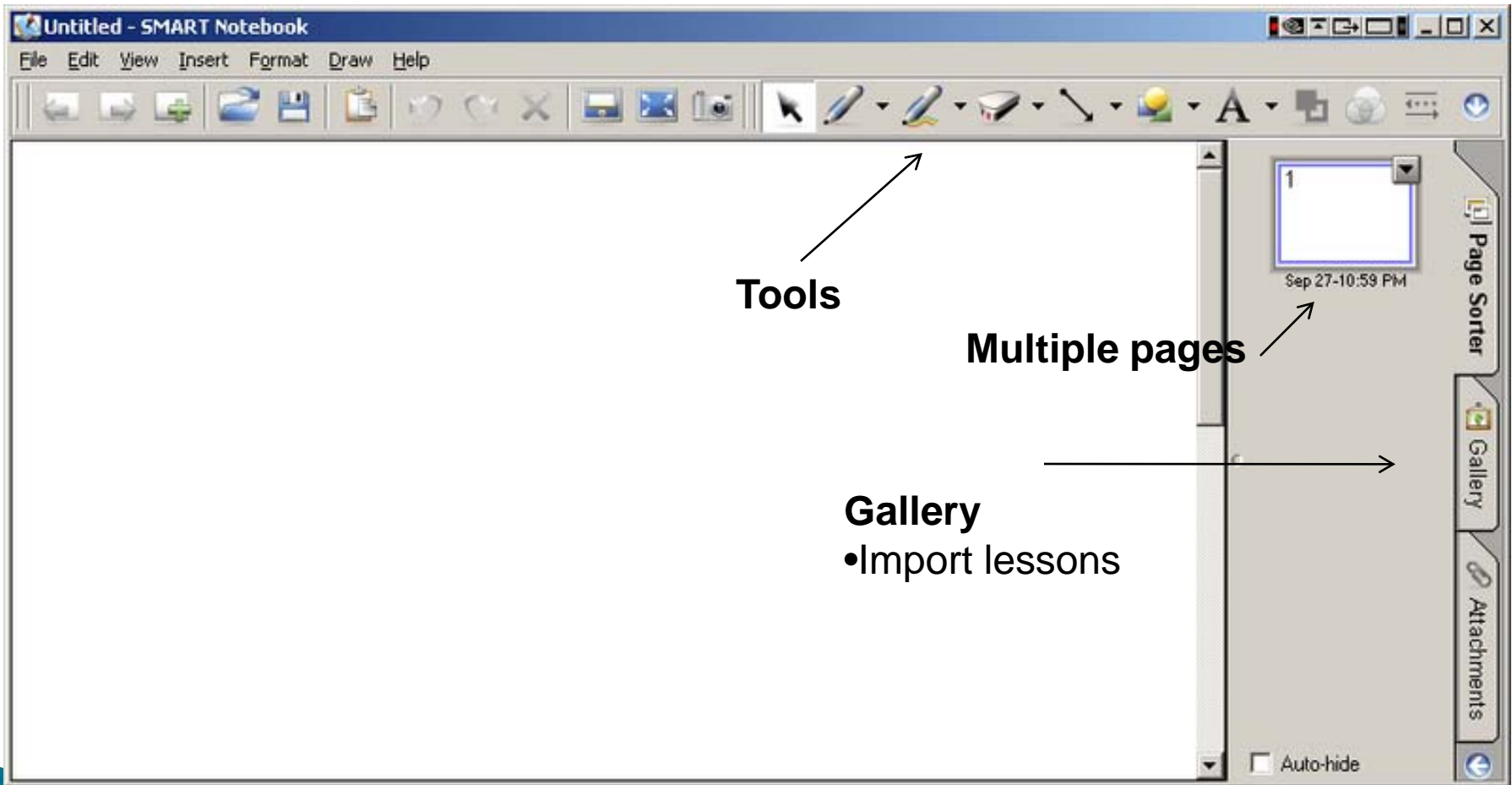


Teachers on a SMART Board



- Students who rarely participate are actively involved
- Students are actively participating in the learning process, compared to listening to a lecture
- Increased student participation and comprehension
- Accommodates different learning styles
- Excellent tool for the constructivist educator
- Save time from “overhead projector” sheets

What does it look like?

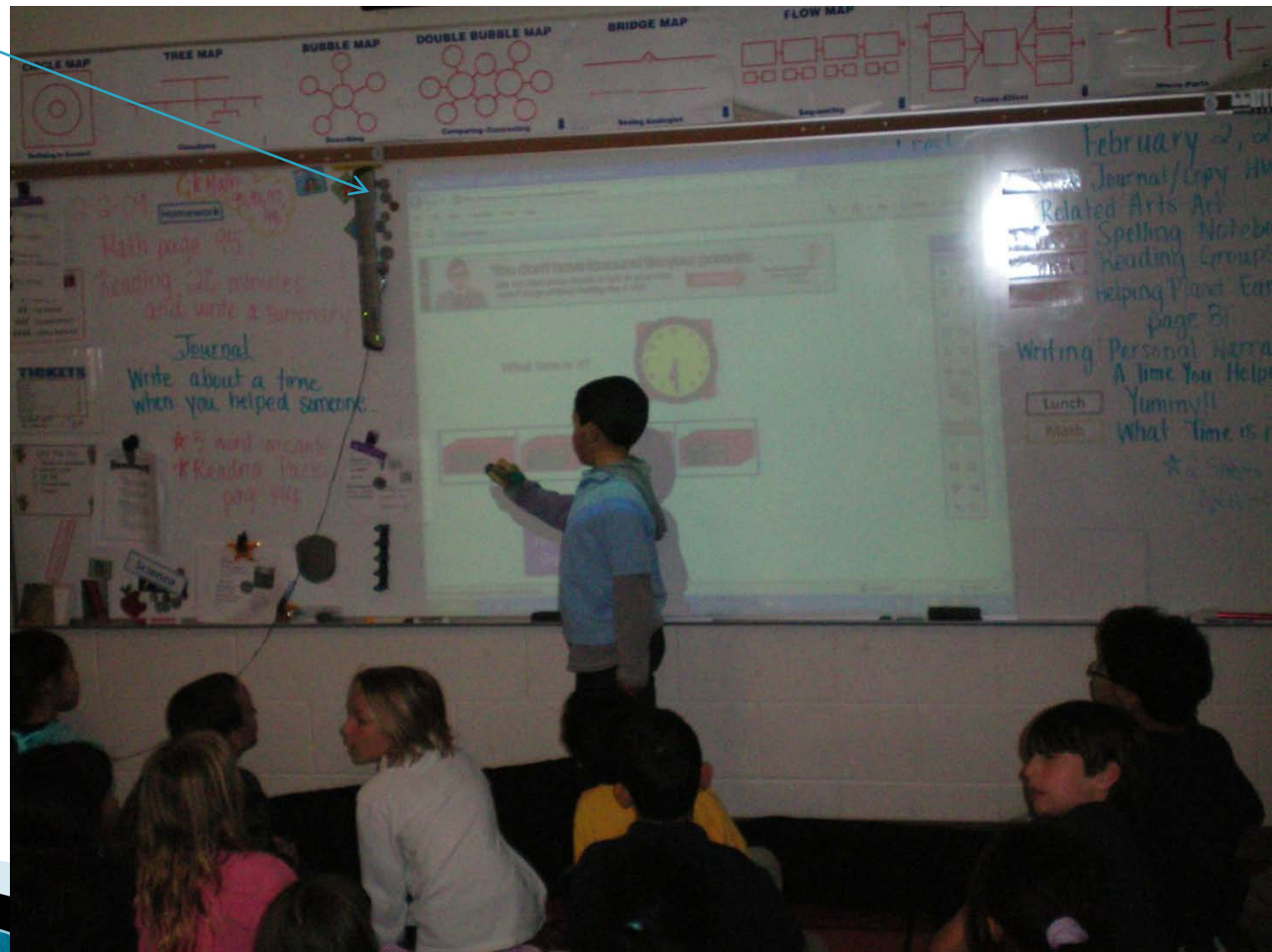


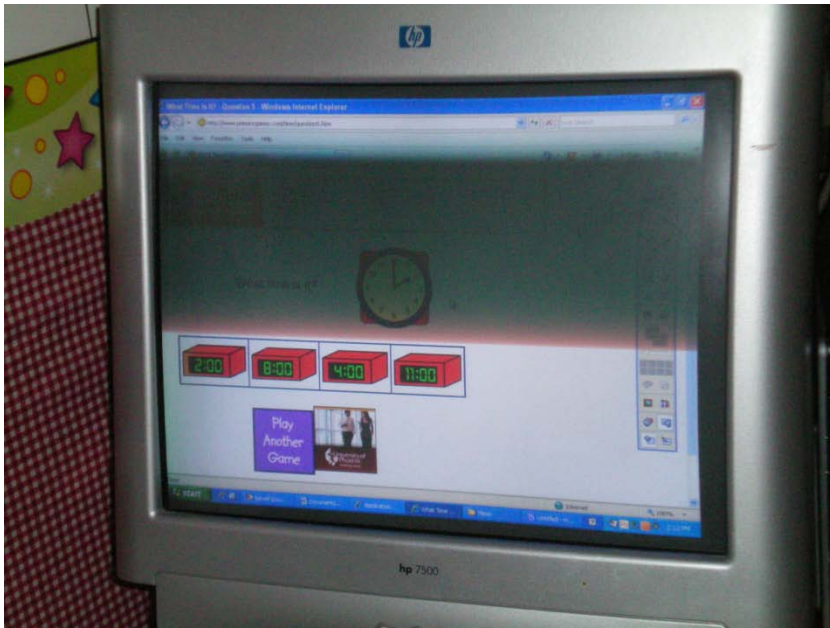
What teachers have to say about SMART Board...



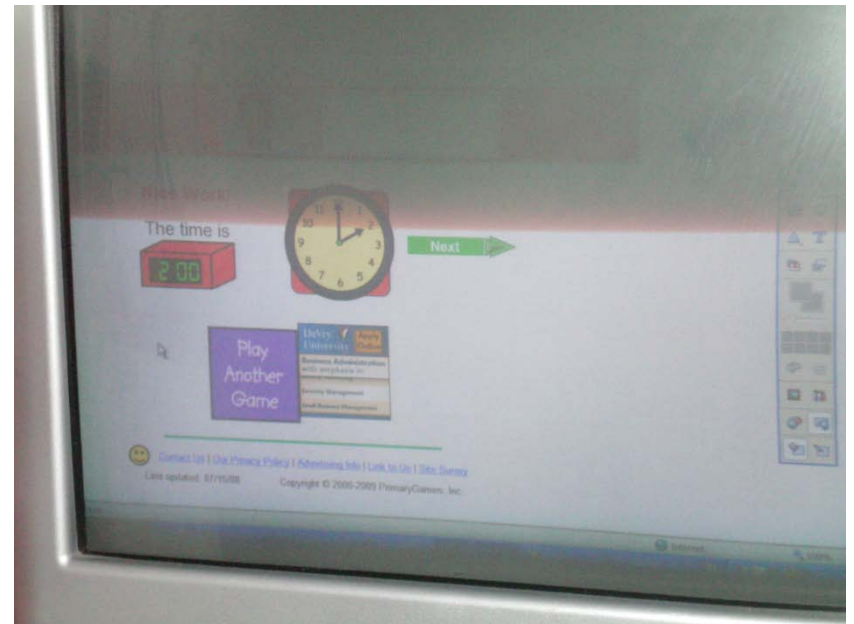
http://www.scholastic.com/smartsolutions/video_easeofuse.html

MIMIO BOARD





Teacher's computer screen





Students use the Mimio pen to mark their answers.

Mimio and Jeopardy





Websites for SMART Board use

- <http://www.eduscapes.com/sessions/smartboard/>
- <http://www.vectorkids.com/>
- <http://www.teacherslovesmartboards.com/>
- <http://www.scholastic.com/interactivewhiteboards/>
- [http://www.internet4classrooms.com/smart board.htm](http://www.internet4classrooms.com/smart_board.htm)
- <http://www.ecarter.k12.mo.us/dept/elementary/fourthgrade/ccrites/etipslesson1.html>
- <http://treasures.macmillanmh.com/florida/students/grade2/book1>
- <http://www.gateschili.org/bbs/teachers.cfm?subpage=19899>

Resource Websites

- <http://www.teacherslovesmartboards.com/>
- <http://www.scholastic.com/interactivewhiteboards/>
- http://www.internet4classrooms.com/smart_board.htm




Appendix 3 – B
How to get the best substitute teaching jobs –
what the research says
Refer to appendix 1 - D

Appendix 3 – C
Dealing with Diverse Learning Needs in an
Inclusion Classroom

Answer on index cards, put your name on card, bring to front

<p>English - on on</p> <hr/> <p>1</p>	<p>doinglearn</p> <p>2</p>	<p>KOOLLOOKCROSSING</p> <p>3</p>																		
<p>SCHOOL</p> <p>SCHOOL</p> <p>TARYLMSCHOOL</p> <p>4</p>	<p>FAR</p> <p>TELLI</p> <p>AVERAGE</p> <p>GENCE</p> <p>5</p>	<table border="0"> <tr> <td>F</td> <td></td> <td>F</td> </tr> <tr> <td>R</td> <td></td> <td>R</td> </tr> <tr> <td>I</td> <td>STANDING</td> <td>I</td> </tr> <tr> <td>E</td> <td>MISS</td> <td>E</td> </tr> <tr> <td>N</td> <td></td> <td>N</td> </tr> <tr> <td>D</td> <td></td> <td>D</td> </tr> </table> <p>6</p>	F		F	R		R	I	STANDING	I	E	MISS	E	N		N	D		D
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<p>IKD</p> <p>10</p>	<p>ECNALG</p> <p>11</p>	<table border="0"> <tr> <td><u>0</u></td> </tr> <tr> <td>Ph.D.</td> </tr> <tr> <td>M.Ed.</td> </tr> <tr> <td>B.S.</td> </tr> </table> <p>12</p>	<u>0</u>	Ph.D.	M.Ed.	B.S.														
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ACCOMMODATING DIVERSE LEARNERS IN GENERAL EDUCATION CLASSROOMS

Stan Weser

Florida Inclusion Network

Florida Gulf Coast University

July 25, 2009

Imprints

What do you hope to bring to the students
with whom you work?

What do you hope to leave with them?



The Big Picture

- I've come to a frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized.

- Haim Ginott

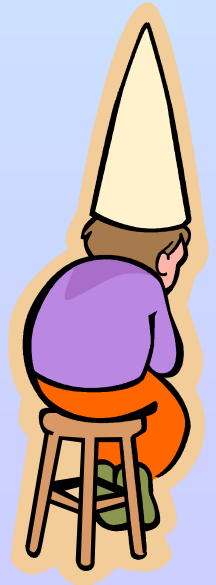
Agree/Disagree

- **Students who do not conform instructionally and behaviorally experience significantly more teacher rejection.**

Good & Brophy (1972)

Koeb & Jussim (1994)

Focus on Exceptional Children April (1997)



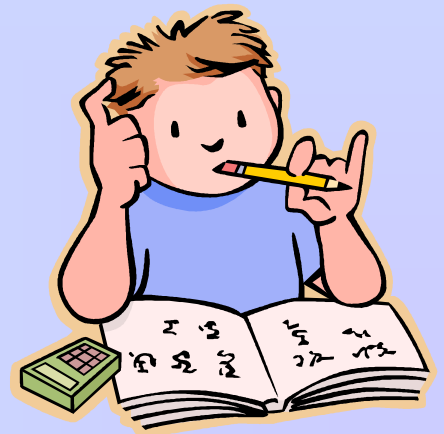
Agree/Disagree

- **Students with diverse academic needs spend significantly less time academically engaged than their peers.**

Kolb & Jussim (1994)

Skinner & Belmont (1993)

Focus on Exceptional Children (1997)



Agree/Disagree

- **Low expectations of students with diverse needs have a significant effect on student learning.**





Agree/Disagree

- **Effective Student performance by All Students is possible despite low levels of parent education and involvement.**

A study of the Characteristics of Effective and Less Effective Elementary Schools in West Virginia (1995)

Agree/Disagree

- **Teachers have a positive regard for accommodations but do not make a variety of instructional or curriculum modifications for the students in their classroom.**

Focus on Exceptional Children (April 1997)



As you know, students come to our classrooms with a variety of:

Prior Educational Experiences

Readiness Levels

Learning Styles

Motivators



Multiple Intelligences
Multiple Intelligences

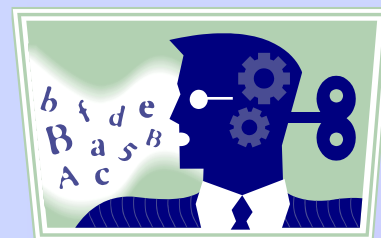
Personal Experiences

interests

People First

As professional educators and communicators, we are continually shaping the public image of students with disabilities. The words we use and the actions we display create images that have a profound effect upon the way the school community includes and interacts with students with disabilities.

- Words shape Action
- Actions shape Attitudes
- Attitudes shape Communities



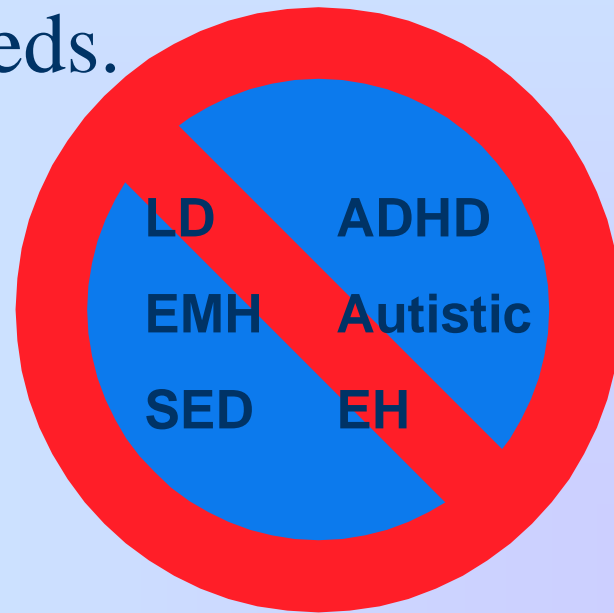
People First

- “A handicap has been defined as an obstacle which society imposes on a person with a disability, i.e., inaccessible transportation or buildings, no signage. Handicapped is not a term to describe human beings.
- A disability has been defined as a body function that operates differently. It’s that simple!” – Kathie Snow



Types of Needs and Levels of Support – NOT LABELS

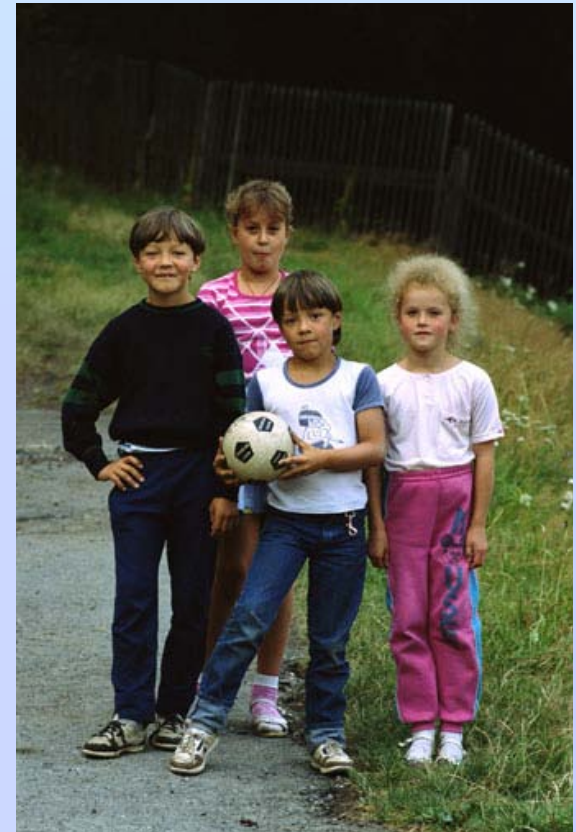
- Remember that Special Education is a service provided to students based upon their individual needs.



Who Are These Kids?

Students with:

- Learning Disabilities
- Behavior/Emotional Disabilities
- Mental Disabilities
- Speech/Language Impairment
- Visual Impairment
- Hearing Impairment
- Traumatic Brain Injury
- Autism
- Attention Deficit Disorder
- Giftedness



*Students with significant disabilities
are...*

People with **abilities** and
special needs who can learn
when given appropriate
experiences and support



What are their special needs?

Speech and language

Hearing or vision

Physical

Medical

Behavioral



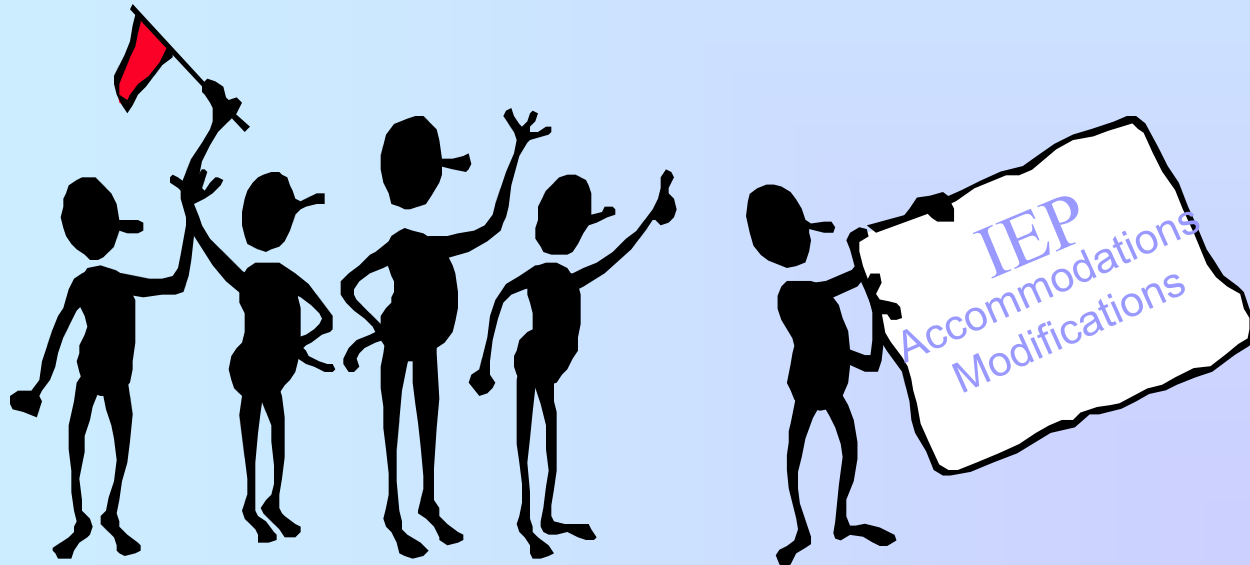
Instructional Needs

- ◆ More time to learn and practice skills
- ◆ Explicit and systematic instruction
- ◆ Opportunities to apply skills in natural settings
- ◆ Reliable support for learning



Accommodations and Modifications Are....

- Determined by the IEP team



Try to learn the following abstract symbols as quickly as you can:

A =



D =



G =



B =



E =



H =



C =



F =



I =



Does This Help?

A	B	C
D	E	F
G	H	I

Confused by Vocabulary?



ADAPTATIONS

- **Accommodations**

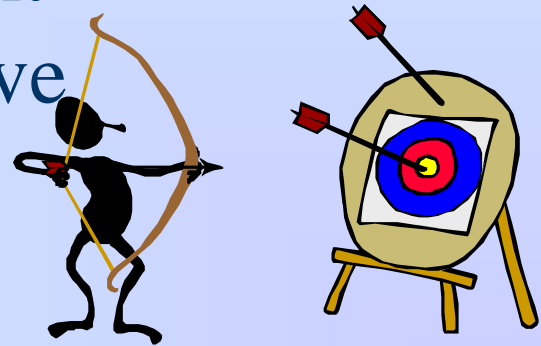
- Change **how** students learn and ways they demonstrate what they have learned
- Same objectives
- Standard diploma

- **Modifications**

- Change **what** students are expected to learn and demonstrate
- Different objectives
- Special diploma

What Are Accommodations?

- Changes to **how** students are instructed and assessed
- Expectations for student achievement do not have to change



What are Accommodations?

- “Whatever it takes” to assure students with disabilities the opportunity to participate as fully as possible in the general curriculum and ultimately earn a diploma.



Why Can We Use Accommodations?

- “To ensure that students with disabilities have access to an appropriate education program, federal and state laws and regulations require schools to provide accommodations.”



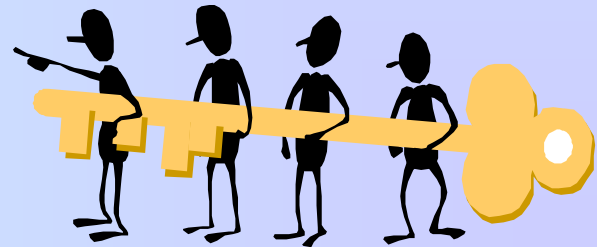
Who is eligible for accommodations?

- Students who have been evaluated and staffed into programs for students with disabilities
- Students with “504 plans”
- Others who need support to achieve the desired learning outcomes



Accommodations...

- Involve varied techniques and support systems
- Help students to work around any limitations that result from disability
- Assure opportunity to access general curriculum and earn a standard diploma



Types of Accommodations

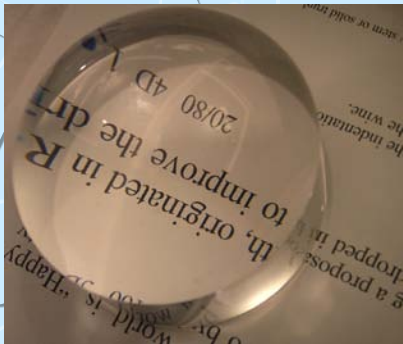
- Accommodations may be provided in five general areas:
 - **M**ethods and **m**aterials for instruction
 - **A**ssignments and classroom **a**ssessments
 - **L**earning environment
 - **T**ime demands and scheduling
 - **S**pecial communication systems



Instructional **M**ethods and **M**aterials

Students need accommodations because they have:

- Limited reading abilities
 - Difficulty understanding lectures and discussions
- Visual or hearing impairments



Instructional **M**ethods and **M**aterials

Can't read?

- Use audio version
- Use alternate version (lower reading level)
- Use videotape or movie
- Use reading buddy





Instructional **M**ethods and **M**aterials

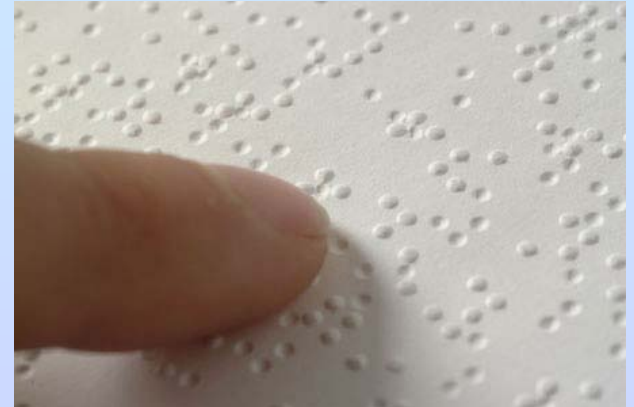
Can't understand lectures and discussions?

- Before: Provide visual aids, provide advance organizers, give overview
- During: Provide notetaking organizers, emphasize verbally or with color
- After: Repeat, paraphrase, summarize; provide written summary aid; encourage questions

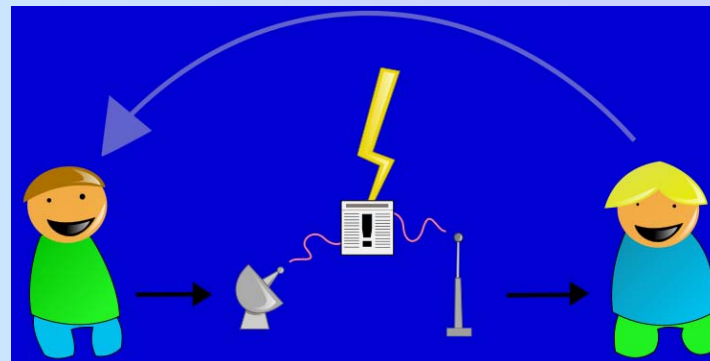
Instructional **M**ethods and **M**aterials

Visual or hearing impairment?

- Preferential seating
- Materials in alternative format
- Specialized equipment



Special communication systems



Assignments and Assessments

Difficulty following instructions?

- Provide oral/written directions, include pictures or diagrams
- Model, describe critical components
- Complete sample problems or tasks
- Have student paraphrase directions
- Provide assessment rubric



Assignments and Assessments

Difficulty completing assignments?

- Provide individual responsibility checklist
- Use kitchen timer to define work periods
- Reduce work to essentials for learning objectives
- Teach use of planner/calendar



Assignments and Assessments

What can be changed for assessments?

- Presentation format
- Response mode
- Test procedures
- Setting



Time Demands & Scheduling

- Assignments: More time, choice of due dates, project timeline
- Assessments: Complete after school or in several short time periods
- Courses: Grade of “incomplete,” flexible scheduling



Nine Types of Adaptations

<p>Size</p> <p>Adapt the number of items that the learner is expected to learn or complete.</p>	<p>Time</p> <p>Adapt the time allotted and allowed for learning, task completion, or testing.</p>	<p>Level of Support</p> <p>Increase the amount of personal assistance with a specific learner.</p>
<p>Input</p> <p>Adapt the way instruction is delivered to the learner.</p>	<p>Difficulty</p> <p>Adapt the skill level, problem type, or the rules on how the learner may approach the work.</p>	<p>Output</p> <p>Adapt how the learner can respond to instruction.</p>
<p>Participation</p> <p>Adapt the extent to which a learner is actively involved in the task.</p>	<p>Alternate Goals</p> <p>Adapt the goals or outcome expectations while using the same materials.</p>	<p>Substitute Curriculum</p> <p>Provide different instruction and materials to meet a learner's individual goals.</p>



Every brain is uniquely organized

- Differences in genetic endowment, differing experiences, and differing environments.
- Differences express themselves in terms of learning styles, talents, intelligences, etc.
- We must appreciate that learners are different and need choice, while ensuring that they are exposed to a multiplicity of inputs.

PHILOSOPHY 101

OOPS...

PLATO

PLATO

PLATO

PLAY-DOUGH

PLATO

PLATO

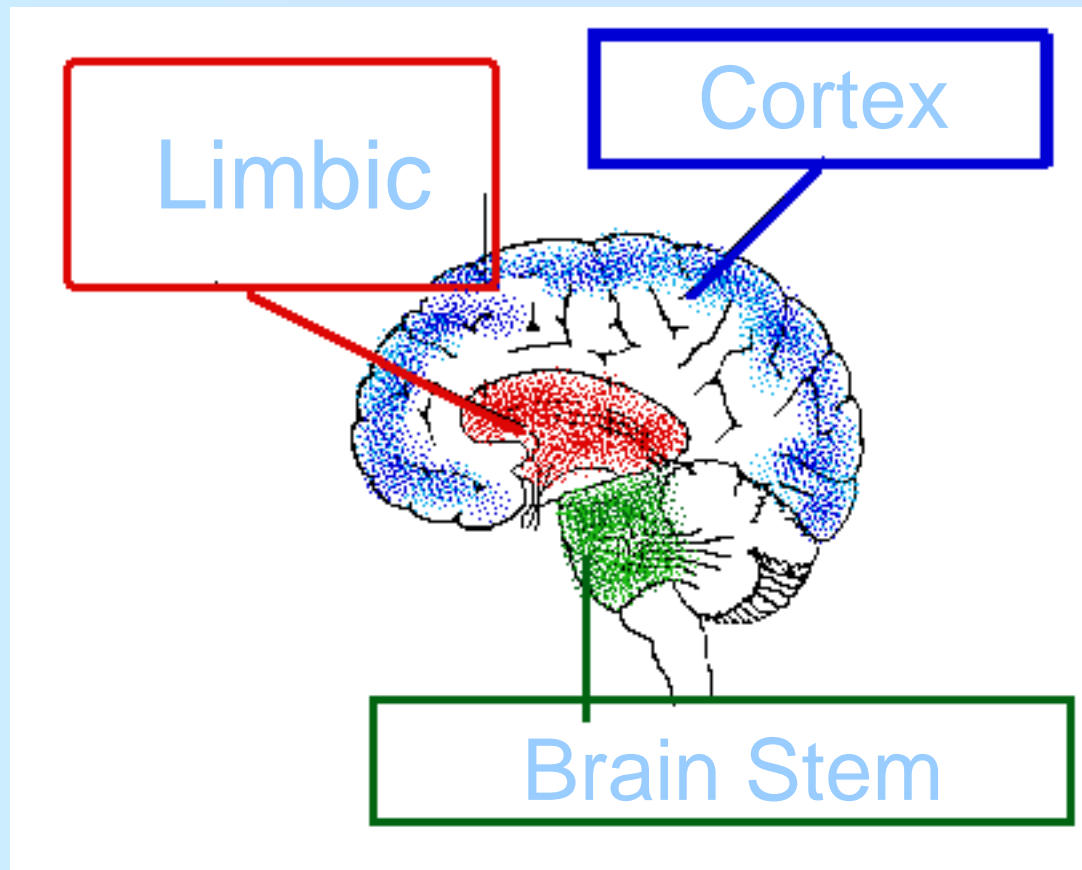
MARK
FAR

The human brain is not designed for continuous learning

- The brain needs processing time and “down time” away from directed, focused learning.
- The best learning occurs with alternating cycles of focus, diffusion, focus, diffusion.
- Focused learning is continued, directed attention with minimal learner choice (lectures, discussion)
- Diffusion is unfocused , positive choice time where the learner may be journaling, having partner share or creating and developing projects.



The Triune Brain



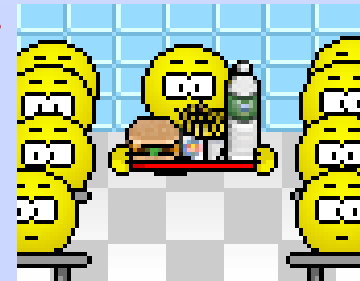
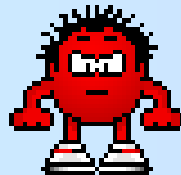
THE BRAIN STEM

- In times of perceived, physically life-threatening situations, humans have three choices – **Fight, Flight or Freeze**. This is the job of The Brain Stem.
- It also controls things that happen automatically
 - Heartbeat, walking, breathing, eyeblinks ...
 - and are genetic/instinctual
 - bonding, nesting, flocking, greeting, playing
- The Brain Stem demands that your body be comfortable if it is to learn, i.e. not too hot or too cold.

LIMBIC SYSTEM

- Outside information is inputted directly into the Limbic System where the decision is made as to what part of the brain needs to respond.

- **EMOTIONS HAPPEN FIRST!**





LIMBIC SYSTEM, cont'd.

Boredom and frustration shut down the brain; so do put-downs from classmates and/or teachers and so does the threat of “not belonging” to one’s group. . .

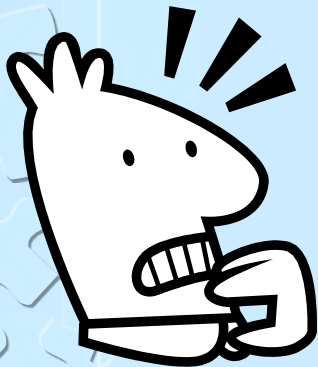
Academic learning goes on hold.

Curiosity and enthusiasm open the doors and gives the limbic system a reason to send the information to the cerebral cortex.

Positive emotional engagement is essential to learning.

Complex learning is enhanced by challenge and inhibited by threat

- The brain/mind learns optimally (makes maximum connections) when appropriately challenged in an environment that encourages taking risks.
- The brain “downshifts” under perceived threat (feeling helplessness or fatigue)



THE CORTEX or “THINKING BRAIN”

- If the environment is positive, then information/knowledge “upshifts” into the cerebral cortex.
- Cognition takes place when the body is in a relaxed, alert, and comfortable state.
- The Cortex controls conscious processing.

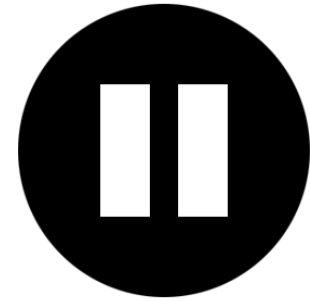


Not all students come to us motivated and/or responsible

- Some are responsible and highly motivated.
- Some are responsible, but only moderately motivated.
- Some are like Huck Finn.

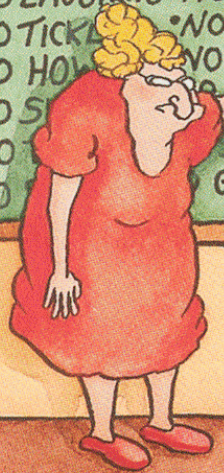


Before You Act



- Are expectations clearly defined for the student?
- Is the student capable of understanding and performing the expected behavior?
- Is the student given adequate time to perform the expected behavior?
- Are expectations communicated with respect?
 - Tone and volume of voice is controlled
 - Personal space of student is honored.
 - Unnecessary attention is not drawn to the student.
 - Nonverbal communication supports positive interactions.

- NO TALKING • NO SMILING • NO WEARING WEIRD CLOTHES
- NO RUNNING • NO EATING • NO DUMB QUESTIONS
- NO KICKING • NO SWEATING • NO COMING IN LATE
- NO BITING • NO SWEARING • NO COMING IN EARLY
- NO LAUGHING • NO BURPING • NO LOOKING AT THE CLOCK
- NO TICKING • NO SNEEZING • NO LOOKING OUT THE WINDOW
- NO HOWLING • NO COUGHING • NO SMART-ALECKY REMARKS
- NO SHOOLING • NO MAKING STUPID FACES
- NO SCREAMING • NO CRYING DURING TESTS
- NO GIGGLING • NO DORKY HAIRSTYLES



Mrs. Mutner liked to go over a few of her rules on the first day of school.

McPHEE

Before You Remove a Student from Your Classroom

- Ask:

1. Have you reviewed/clarified the rules?
2. Are the rules posted?
3. Does this behavior interfere with learning?
4. Is the behavior a manifestation of the student's disability?
5. What interventions have you tried?
Document!
6. Is there another solution?
7. Will removal solve the problem or merely relocate it?

Behavior Management

Common problems

- Short attention span
- Difficulty working in groups
- Difficulty controlling own behavior



Behavior Management

Short attention span?

- Study carrel for independent work
- Tasks that can be completed in short periods of time
- Opportunities to move around in the classroom



Behavior Management

Difficulty working in large groups?

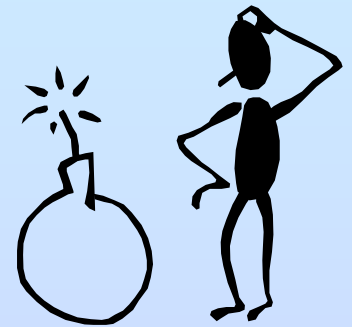
- Strategic seating arrangement
- Activities: preview; passive/active
- Follow-up instruction

Difficulty working in small groups?

- Group interaction skills
- Specific role/responsibility
- Pair up, partial participation

Behavior Management

Difficulty controlling own behavior?



- Predictable classroom routines
- Clear rules, expectations and consequences; consistent enforcement
- Regular monitoring of behavior
- Specialized behavior management system if needed

Behavior Management

Changing inappropriate behavior

1. Determine the function of the behavior
2. Teach positive replacement behaviors
3. Reinforce the desired behavior

Consult your school/district Behavior Specialist – You are not alone!



Behavior Management

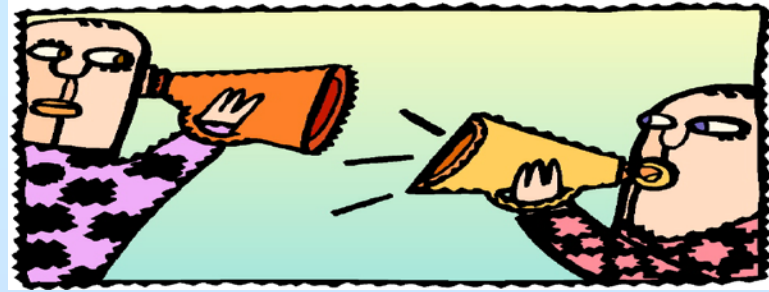
Provide a quiet place for the student to “chill out.”





"Well, Timmy, it looks like you've just earned yourself 10 minutes with Mr. Whiskers."

Let's Communicate Strategies for Difficult Situations

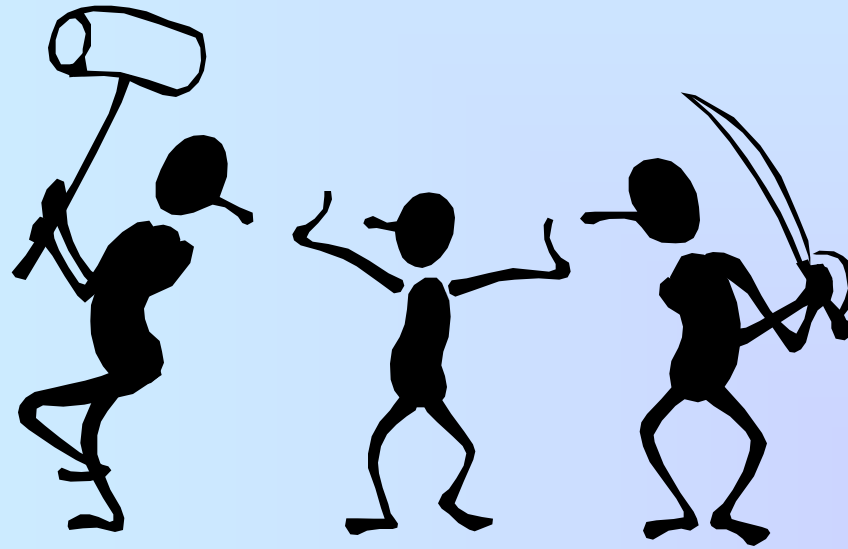


- “I” Statements
- Describe the behavior
- Express your true feelings about the behavior
- State the outcome of the behavior
- Avoid blaming
- Strategic silence
- Cooling down period
- Others speak louder, you speak softer

More Suggestions

- Be direct
 - Get everyone's attention, then say what you want
- Pay attention to the small things
 - Intervene as soon as you notice misbehavior beginning
- Keep it simple and clear
 - Say what you mean concisely
- Be firm when needed
 - No hedging, no beating around the bush
- Don't ask a question when you mean to give a command

When what we do causes students to lose their dignity, the students and teacher are juxtaposed, and those students will do whatever they can to fight us. – Hunter (1990)





Remember that most behavioral issues relate to the curriculum.

- If the work is too hard and/or the appropriate support is not available, students may exhibit inappropriate behavior.
 - It's better to be a “bad” kid than a “dumb” kid.
- If the work is too easy or not age appropriate, students may exhibit inappropriate behavior.
 - “I wonder what Johnny will do if I ...”



Confidentiality Tips

Tips to help keep confidentiality from becoming a problem . . .

1. Be careful with whom you share information. Is that person directly involved with the student's education?
2. Don't point out or label students in public, outside of school, as "your students".
3. If you are asked about your job avoid using specific student names.
4. Suggest that questions about a student are best directed to the teacher of record or other school professionals.

Confidentiality Tips

5. Be careful not to distort, exaggerate, or confuse information.
6. Never use information about a student as gossip or as a joke.
7. Focus comments on students strengths and be positive.
8. Be prepared to respond to questions. No matter who asks you a question about a student, if you don't feel comfortable answering it. . . don't. You can do this gently and politely. Be direct and honest, "I'm sorry, I can't say" and refer the person to someone else, such as the teacher of record.

More Suggestions

- Expect the best
 - “I believe you can do this. Now show me.”
- Invite cooperation
- Be sincere
- Pay attention to tone, volume, and body language
 - 82% of classroom communication is non-verbal
- Keep your sense of humor



That wasn't chicken

Appendix 3– D
Planning for the Un-Planned Day

Planning for the Un-Planned Day

Presented by:
"No Person Left Behind"

NSTC
July 2009
Linda Carter



Disaster Preparedness is a -

**24 hour a day
7 day a week
365 day a year**

Program



Why should we teach disaster preparedness?

Each and every individual must be able to survive during a disaster and be able to respond in a normal, natural manner. With a Plan in place, it can be used anytime a disaster occurs.



MJ/Schnitt 2004



Planning - Does your School/Class Have a Plan ?

- Know what and where the School/Class Disaster Plan is located.

A school/class disaster plan can help you keep your class safe during a hurricane or disaster.

- First, know your evacuation route.
- Next, keep track of all your students.
- Take Class Rosters and other documents located in classroom evacuation containers.



How do we teach students?

- Hands on Education
- Hands on Publications
- Hands on Online websites
- Hands on Disaster games

Links – Disaster Training for Schools.



Provided by
[sesameworkshop .org](http://sesameworkshop.org)

www.sesameworkshop.org/initiatives/emotion/ready



Links – Disaster Training for Schools.



FEMA for Kids
FEDERAL EMERGENCY MANAGEMENT AGENCY

www.fema.gov/kids

Links – Disaster Training for Schools.



FEMA

FEMA Publications

www.fema.gov/news/newsrelease.fema?id=26563

www.fema.gov/help/publications.shtm



FEMA Publication Account Setup

- To set up a FEMA Account at the FEMA Publications Center, you will need to do the following:
 - Call (800) 480-2520
 - Ask for Mary or Penny
 - State your setting your organization or agency under “No Person Left Behind” program.
 - Request all available publications in Braille, tape, alternate language for all Hurricane and Disaster Information that they have available.



FEMA Publications

- You can order FEMA publications every 2 weeks.
- If you get a limited number of tapes you will have to have them reproduced.
- Remember to keep a master copy of all publications you receive.
- Remember to order alternate formats
 - Braille
 - Tape
 - Alternate language
 - Large print if they have them





Web Site Information

www.nopersonleftbehind.org

Safe Travel Guidelines

<http://nopersonleftbehind.com/safe-travel/safe-travel.htm>

Mailing list

<http://nopersonleftbehind.net/mailman/listinfo>



Contact Information

- Executive Director – Linda Carter
 - Mailing address:
 - 704 Homer Ave North, Lehigh Acres, FL 33971
 - Phone:
 - 239 368 6846 – Home
 - 239 368 7733 – Fax
 - 239 826 8696 – Cell
 - Email:
 - MsLindaCarter@comcast.net
 - msslinda@nopersonleftbehind.org
 - General-info@nopersonleftbehind.org
 - Linda.Carter@nopersonleftbehind.org - Cell Phone Email



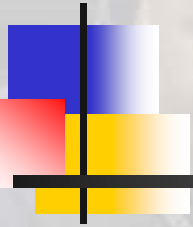
Please Support
"No Person Left Behind"

Voluntary Register at
www.nopersonleftbehind.org

So that you can be part of the solution

OPERATED BY
GOLD LINE, INC. TUXEDO, MD
USDOT 120818 WMATC 14

Questions?



Appendix 4 – A
Training for Smart Board Technology
Refer to appendix 3 - A

Appendix 4 – B
Planning for the Un-Planned Day
Refer to appendix 3 - D

Appendix 4 – C
Dealing with Diverse Learning Needs in an
Inclusion Classroom
Refer to appendix 3 - C

Appendix 4 – D
Tried and True...Classroom Management
Strategies for Substitute Teachers
Refer to appendix 1 - C

Appendix 6 – A
Professional Misconduct by Substitute Teachers

Professional Misconduct by Substitute Teachers



7th Annual
Substitute Teachers
Alliance
July 26, 2009

Presenters:

RANICE MONROE, *Director of Professional Standards & Equity*

CRAIG A. BAKER, *Coordinator of Professional Standards & Equity*

The School District of Lee County

OBJECTIVE:

- The objective of this presentation is designed to increase the level of substitute awareness concerning ethics and professional standards. This presentation will also provide information on levels of penalties when substitutes violate professional conduct in the School District of Lee County.





DESCRIPTION OF THE DEPARTMENT

- The Department of Professional Standards & Equity was established to maintain a high-performing learning community committed to student achievement. Through professional standards, the School Board shall establish high standards and expectations for its professional faculty and staff.

Some of the specific responsibilities of the department include:

- Conducts investigations of employee/substitute misconduct and recommends discipline.
- Hears request for accommodations in compliance with the Americans with Disabilities Act (ADA).
- Maintains and ensures equity within the District for applicants, employees, and students.
- Investigates and resolves claims of discrimination and sexual harassment.
- Conducts background screening of employees and vendors in compliance with Jessica Lunsford Act.
- Administers reasonable and random drug testing.
- Responds to anonymous employee complaints and inquiries on the District's Employee Hotline.

Additional functions of the department include:



- Mediation and response to claims of incivility
- FRISK Training (employee documentation)
- Code of Ethics Training
- Employment Law Training; and
- Compliance with applicable federal and State laws, rules, codes, regulations and policies concerning professional credentials and employment.

Current Statutes and Rules that apply to Substitute Teachers



6B-1.001

Code of Ethics of the Education Profession in Florida

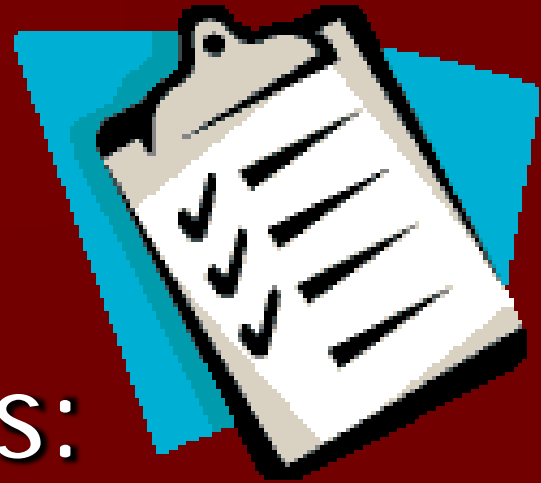


6B-1.006

Principles of Professional Conduct for the Education profession in Florida

The educator's primary professional concern will always be for the student and the development of the student's potential.





1. The educator values:

- ✓ *The worth and dignity of every person*
- ✓ *The pursuit of truth*
- ✓ *Devotion to excellence*
- ✓ *Acquisition of knowledge*
- ✓ *The nurture of democratic citizenship*

2. The educator strives to achieve and sustain the highest degree of ethical conduct.
3. The educator's primary professional concern will always be for the student and the development of the student's potential.

4. The educator will report alleged violations of state or local school board rules by other educators.





The Bureau of Professional Practices Services

– *Department of Education*



- The Florida Department of Education's Bureau of Professional Practices Services administers a state-level grievance process and plays an integral part in ensuring that appropriate disciplinary actions are taken against the certificate of an educator certified to teach in Florida.



- The Bureau of Professional Practices Services (PPS) investigates alleged misconduct by teachers in Florida who hold a teaching certificate and pursues disciplinary actions against the certificates of teachers found to have committed acts of misconduct. The PPS investigates when there is cause to believe the educator has broken the law or violated a State Board of Education Rule, which includes the Code of Ethics and Principles of Professional Conduct. These laws and rules outline the standards of conduct expected of certified educators in Florida.

- The Department of Education is committed to working closely with local school districts to ensure that Florida public schools and classrooms are safe and healthy environments for our children. Students are not only protected by their teachers, school staff, principals, and resource officers, but also by district personnel, state officials and law enforcement officers.



Reporting Misconduct to the Department of children & Families (DCF)



- **Section 1006.061**, Florida Statutes, states that all employees of a school district have an affirmative duty to report all actual or suspected cases of child abuse, abandonment, or neglect. Employees have immunity from liability when they report such cases in good faith. Suspected or known abuse should be reported to the Florida Department of Children & Families (DCF) toll-free at 1-800-96-ABUSE. Further information about reporting abuse may be found on the DCF Web site at www.dcf.state.fl.us/abuse.
- *You should report your findings to the school administrator and you may also contact the Department of Professional Standards & Equity*

Identifying and Reporting Professional Misconduct



- Pursuant to Florida Statutes section 1006.061, all employees and agents of the district school board, charter schools and private schools that accept scholarship students, have an obligation to report misconduct by an instructional personnel member or school administrator. The following behavior may be indicative of misconduct that should be reported:

- Being alone with a student in a dark or closed room or secluded area
- Behaving in an overly friendly or familiar way or failing to maintain an appropriate professional boundary with a student
- Using forceful or unnecessary physical contact with a student
- Administering discipline not compliant with district policy
- Accepting or offering of gifts for return of a favor or privilege from students or colleagues

- Badgering or habitually teasing a student, mocking or belittling a student, or chronically embarrassing a student
- Suspicion of being under the influence of drugs or alcohol
- Cheating, falsifying information or testing violations
- Failing to properly supervise students or to ensure student safety
- Making lewd or suggestive comments or overtures toward a student or colleague
- Retaliating against a student or colleague for reporting misconduct

How to Report Misconduct...

- Report allegations or suspicion of misconduct to school administrators or to the Department of Professional Standards & Equity.



Failure to Report Misconduct

- Possible penalties for instructional personnel or site administrators who fail to report misconduct may include:
 - *Written reprimand*
 - *Discipline/sanctions on an educator's certificate*
 - *Termination of substitute teaching position*

The District's "Do Not Call" List

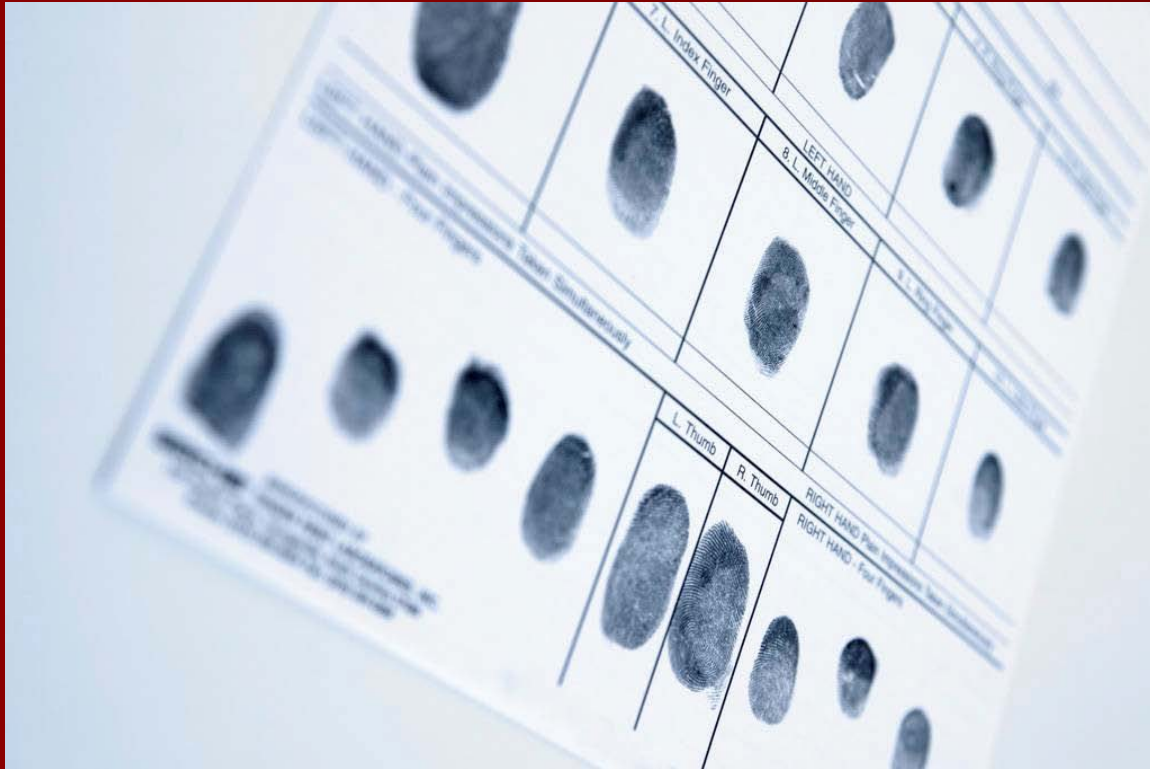


- **School Board policy 5.09**, Substitute Teachers (11) states the Board authorizes the Superintendent to design and implement procedures for the purpose of removing substitute teachers from the Board approved list. An affected substitute teacher may appeal the decision of the Director of Personnel to remove them from the substitute list to the Chief Human Resources Officer whose decision shall be final and binding.

The following allegations of misconduct have caused substitute teachers to be removed and/or restricted from a location:

- Making lewd or sexual comments to students or staff
- Reporting to work under the influence of drugs and/or alcohol
- Making disparaging or embarrassing comments towards students
- Making negative comments or racist comments towards students or staff
- Taking photographs of students
- Inappropriate use of district e-mail or the internet

- Using inappropriate or unnecessary force towards a student
- Testing violations
- Misdemeanor/felony arrests or convictions (case by case review)
- Receiving four or more complaints from locations on your level of service (case by case review)
- If the substitute holds a valid Florida teaching certificate, the violations will also be reported to the Bureau of Professional Practice Services, Department of Education.



FINGERPRINTING REQUIREMENTS

- Pursuant to Florida Statute section 1012.32, all instructional and non-instructional personnel who are hired or contracted to fill positions requiring direct contact with students in any district school system must be fingerprinted and undergo a background screening. School Districts are required to resubmit an employee/contractors fingerprints every five years thereafter for an FDLE and FBI check and monitoring fee.



The Department of Professional Standards & Equity



The School District of Lee County
2855 Colonial Boulevard / Fort Myers, FL 33966

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craigaba@leeschools.net



Questions???

Thank you for your attention to
this matter!

Appendix 6 – B
Character Building Education

Appendix 6 – C
Lesson Plans in a Bag

Lesson Plans in a Bag

National Substitute Teachers'
Alliance

July 26, 2009

Presented by:
Joyce Rollins



jrollins@edison.edu

The Million Dollar Mission

Pose this question to students:

"Suppose someone offered to pay you one penny on the first day of the month, then double your wages each day for 30 more days OR \$1million to work on a special project. Which would you choose?" Solicit responses from students.

Have students work in groups to calculate the wages for 31 days (more than \$21 million).

Students can use calculators, or they can practice rounding and mental math, or they can use paper/pencil depending on the grade level and the skill you want to reinforce.

The Dictionary Game

Choose a word that no student can define, and write the definition on an index card. Ask each student to write a made-up definition for the word on an identical index card. Collect and shuffle the index cards. Read each definition and have students vote for the correct definition. Students score points each time another student votes for their definitions or if they identify the correct definition. The student with the most points wins the game.

Super Stories

Using a timer or the classroom clock, have the students start writing a story. After a set period of time have them switch with another student. The next student reads the story and adds on to it. After a little bit longer period of time, to allow reading what has been written, the students again switch papers. After a few more times the students return the paper to the original author who shares it with the class.

Bing

The game, as I explain it, is a spelling game. However I'm certain you will think of other subjects and applications for it. Because you can play several rounds with the students it will take up as much time as you need it to. This game is great for a quick review just before an assembly or at the end of the day.

Give each student a sheet of scrap paper. The blank sides of old worksheets work great for this. Show the students how to fold the paper to get 16 squares on the paper. Hint: a little showmanship here also takes up time as well. It also will help calm down a difficult room. Once the students 16 squares on the paper have them number the squares randomly. For primary students (K-3) you may need to show them what you mean.

They numbers their squares randomly as well. Then, only the teacher tears up the sheet on the folds to make tickets to be drawn at random. With the spelling word list draw a number and say that word. Students write the word in the appropriate square. Typical Bingo rules apply. When a student has four in a row horizontally, vertically, or diagonally they say Bing! You then check to

make sure they spelled them correctly before
declaring them the winner.

Calendar Algebra

Take *any* calendar. Tell your friend to choose 4 days that form a square like the four below. Your friend should tell you only the sum of the four days, and you can tell her what the four days are.

18	19
25	26

How does the puzzle work? You know how people always want to see a use for algebra? Well this puzzle uses algebra. Here's what I mean.

Let's pretend that the 4 numbers that the person chose were the highlighted ones here - 18, 19, 25, and 26. She adds up the four numbers and tells you only that the sum is 88.

You make a couple of calculations and tell her the numbers. What calculations? Let's figure that out with algebra. Let's call the first number n . Then you know that the next number would be $n + 1$ and the next number would be $n + 7$ and the next number would be $n + 8$. We had our friend add up the four numbers, so let's add our four numbers:

$$n + n + 1 + n + 7 + n + 8$$

And since our friend got 88 when she added them, let's make our sum equal 88:

$$n + n + 1 + n + 7 + n + 8 = 88$$

Simplify our equation by adding like terms:

$$4n + 16 = 88$$

How would you solve this equation? Subtract 16 from both sides?

$$4n = 72$$

Divide both sides by 4?

$$n = 18$$

Subtract 16 and divide by 4. That's exactly how you solve the puzzle. When your friend tells you the sum, you subtract 16 then divide by 4. This gives you the first number n . (Then add 1 and 7 and 8 for the other numbers).

Alternate and easier method: Subtracting 16 mentally isn't so easy. Go back to that equation:

$$4n + 16 = 88$$

I think I see a better way. Factor 4 from the left side of the equation:

$$4(n + 4) = 88$$

Now, I could divide both sides by 4:

$$(n + 4) = 22$$

Subtract 4 from both sides.

$$n = 18$$

That's a *lot* easier to do mentally. **Divide by four and then subtract 4.**

Summary: So how does the puzzle work again? Your friend adds any 4 numbers that form a square on the calendar and tells you the sum. You **divide by four and then subtract 4**. That gives you the first number. You add 1, 7, and 8 to get the other numbers.

And algebra makes it all possible.

Think About It

Name _____

Runs all day, but never walks, Often murmurs, but never talks; It has a bed, but never sleeps; It has a mouth but never eats. What is it?

What grows bigger the more you take out of it? _____

How many times can you subtract the number 2 from the number 50? _____

Mr. and Mrs. Rabbit have six children who are boy rabbits. Each boy rabbit has two sisters. How many children are in the Rabbit family?

Every morning, Mr. Finster takes 3 minutes to boil an egg for his breakfast. One day, two friends join him for breakfast. How long will it take him to boil three eggs?

Not far outside the town of Pottsville, a railroad track runs through a tunnel in a hillside. There is only one track, and the tunnel is wide enough for only one train. But one day, two trains went into the tunnel

from opposite directions. Each train entered the tunnel at exactly 8 o'clock. Three minutes later each train came out at the opposite end of the tunnel. Yet there was no collision! How was that possible?

A bus driver was going down a street. He went right past a stop sign without stopping. He turned left where there was a "No Left Turn" sign. Then he went the wrong way on a one-way street. And yet he didn't break a single traffic law. Why not?

If five horses can eat five bags of oats in five minutes, how long will it take 100 horses to eat 100 bags of oats?

Two mothers and two daughters decided to go shopping. They found that they had \$27 in \$1 bills. They divided up the money evenly, without making any of the dollars into change so they each had exactly the same amount. How was that possible?

It was the first day of school. The teacher had several new students in the class. She

asked all the children to write their names and their date of birth for her. The first two names she looked at were those of girls. She saw that they both had the same last name. They also had the same birthday. "Will Jane and June Campbell please stand?" asked the teacher. Two girls stood up, and the teacher saw that they looked just alike. "Oh, you're twins," she said. One of the girls shook her head. "No," she said. "We're sisters, but we're not twins." How could they be sisters and be the same age, but not be twins?

ANSWER KEY: 1. a river; 2. a hole; 3. once, then the number is 48; 4. Eight children are in the Rabbit family, 6 boys and 2 girls; 5. He can cook all the eggs in one pot in three minutes; 6. One train went in at 8 a.m. and the other at 8 p.m.; 7. The bus driver was walking; it was his day off; 8. five minutes, each horse can eat one bag in five minutes; 9. The two mothers and two daughters were actually three people, a girl, her mother, and her grandmother; 10. They were not twins; they were triplets. The third one was a boy.

A Unique Drawing Experience

What You Do:

Teacher will call out directions for their students and children.

Students will draw what they hear.

Students should be encouraged to listen carefully to the directions.

Students should not look at one-another's work while doing this exercise.

Teacher can use the following directions or they can make up their own:

For Younger Students:

Draw four straight lines from one edge of your paper to the other.

Draw five circles anywhere on your paper.

Draw one curved line that starts at one edge of your paper and ends up somewhere in the middle of your paper.

Color in two of the circles -- any color you like.

Fill in three areas of your paper however you like (completely colored in, lines, squiggles etc.)

For Older Students:

Draw four straight lines from one edge of your paper to the other.

Draw two more straight lines from one edge of you paper to the other only this time, make the lines cross over the lines you have already drawn.

Draw five circles - any size - anywhere on your paper.

Draw two curved lines beginning at the edge of the paper and ending up somewhere in the middle of the paper.

Fill in three of the five circles.

Fill in four areas of your paper however you would like.

Once the drawings are complete, students should sign their work.

The work should be put on display in the classroom and a discussion should take place.

Do the drawings look the same? Different? How are they similar? How are they different? Why?

Come up with as many different sets of directions as you can. You will be amazed at the unique qualities of all of the drawings.

Appendix 6 – D
Addressing Problematic Student Behavior



Addressing Problematic Student Behaviors

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Workshop Objectives



This workshop will address:

- The importance of effective **classroom environment, instructional practices, community building, and professionalism** in the classroom
- Principles of **behavior analysis**

Why is this important?

- Teachers who feel better prepared in classroom management are more likely to remain in the teaching profession (Darling-Hammond, 2003).
- Effective classroom management is an essential element of effective teaching (Slavin, 2003).



Essential Elements of Effective Classroom Management

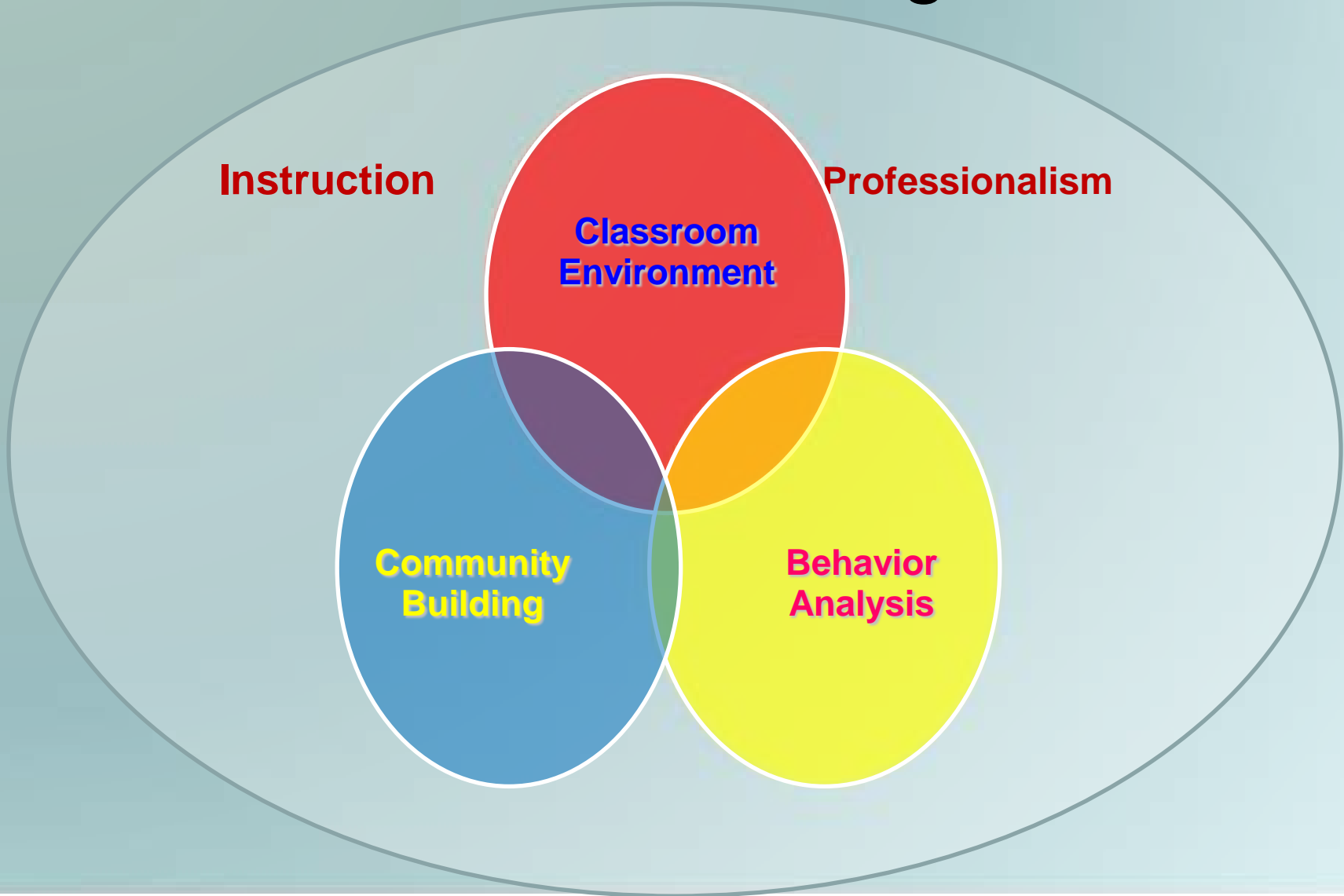
Instruction

Professionalism

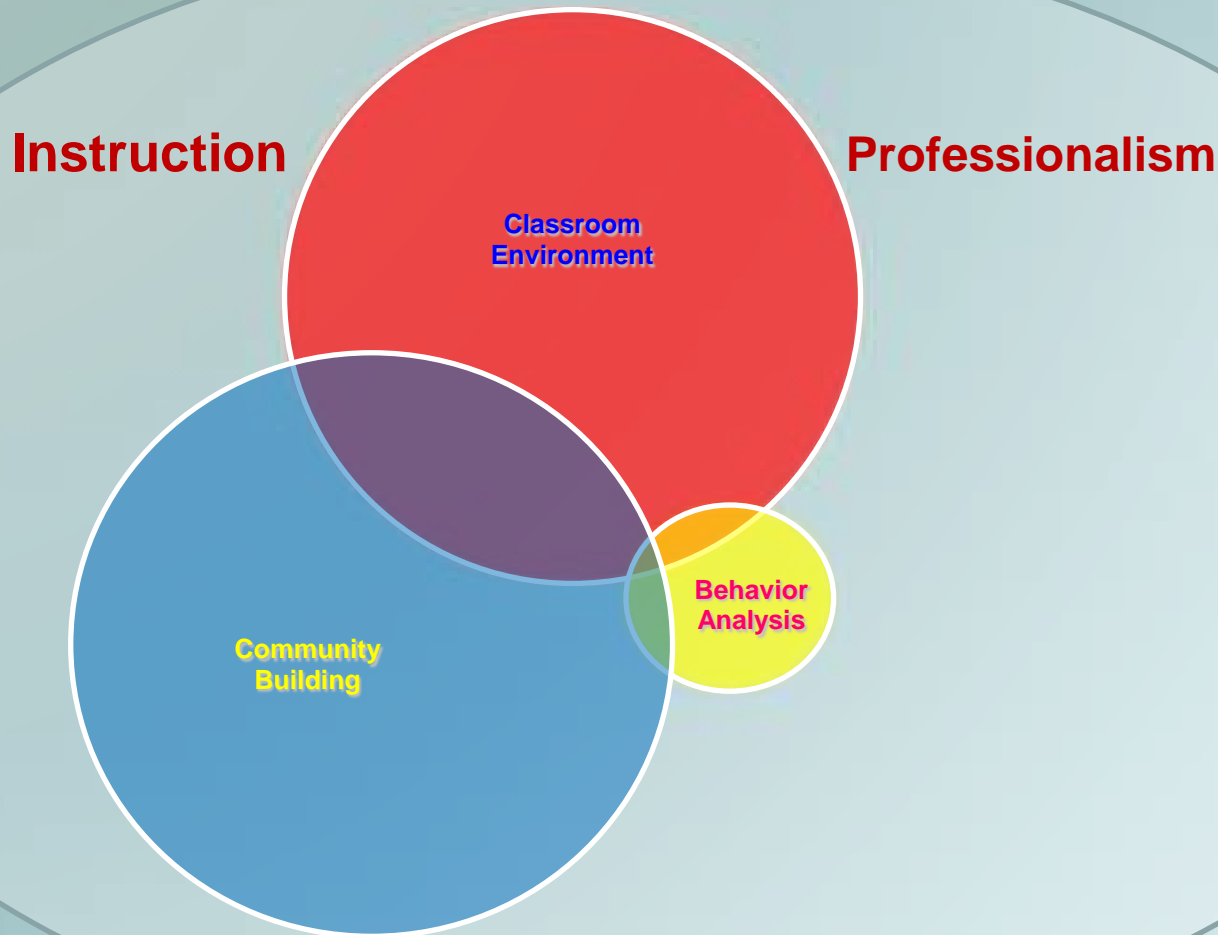
**Classroom
Environment**

**Community
Building**

**Behavior
Analysis**



Essential Elements of Effective Classroom Management



Classroom Environment

- Room arranged for ease of traffic flow and visibility
- Schedule is appropriate
- Rules clearly posted
- Procedures established
- Supplies easily accessible
- Walls visually pleasing (not over-stimulating)





Proximity

PROXIMITY CONTROL, being able easily to walk by trouble spots, is the highest priority in managing a difficult classroom.

NO. A sense of humor is the highest priority!

- L. Tobin, 1991

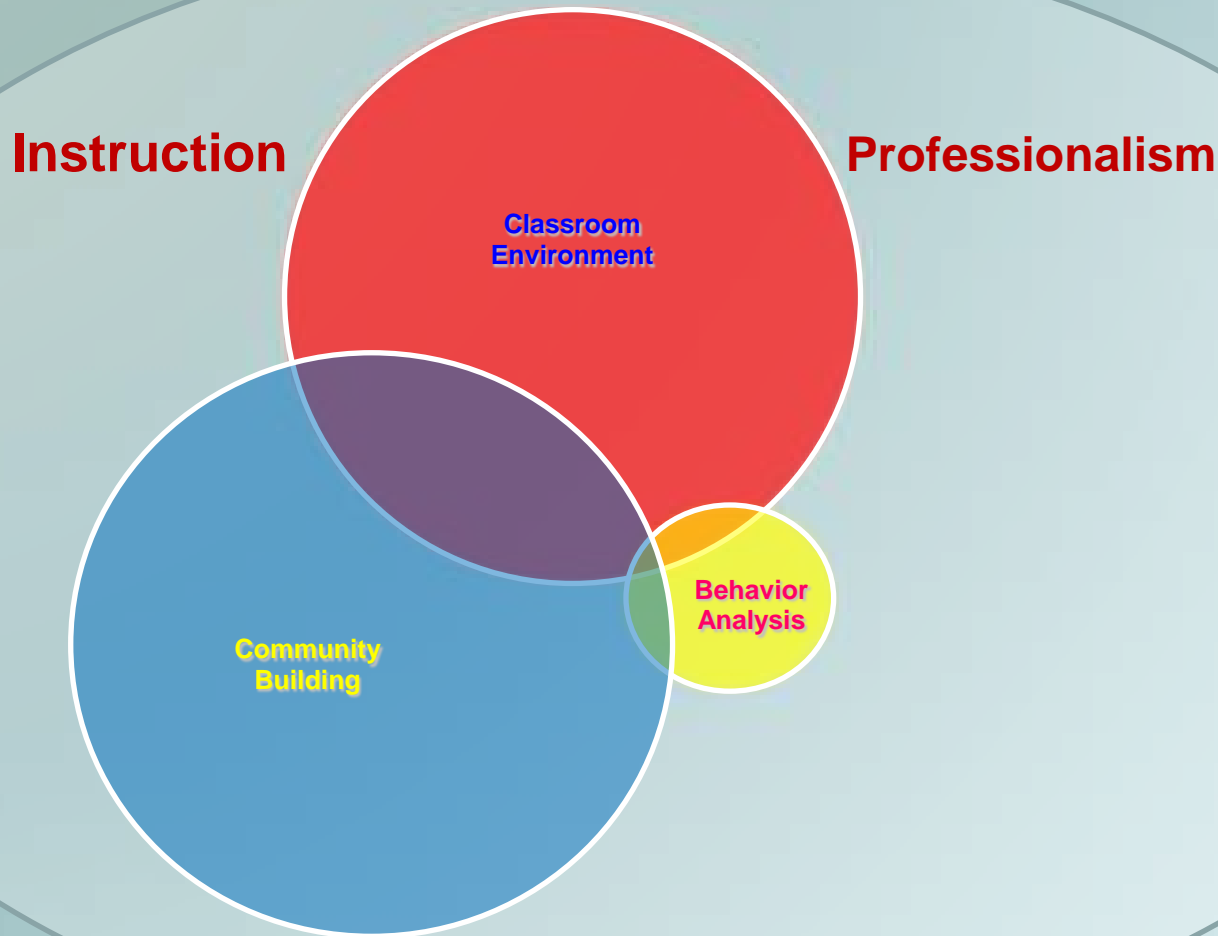
Define Community

- a **unified body** of individuals
- people with **common interests** living in a particular area
- an **interacting population** of various kinds of individuals (as species) in a common location
- a group of people with a **common characteristic** or interest living together within a larger society
- a group linked by a **common policy**
- a body of persons or nations having a **common history** or common social, economic, and political interests



Merriam Webster Dictionary

Essential Elements of Effective Classroom Management



Essential Elements of Effective Classroom Management

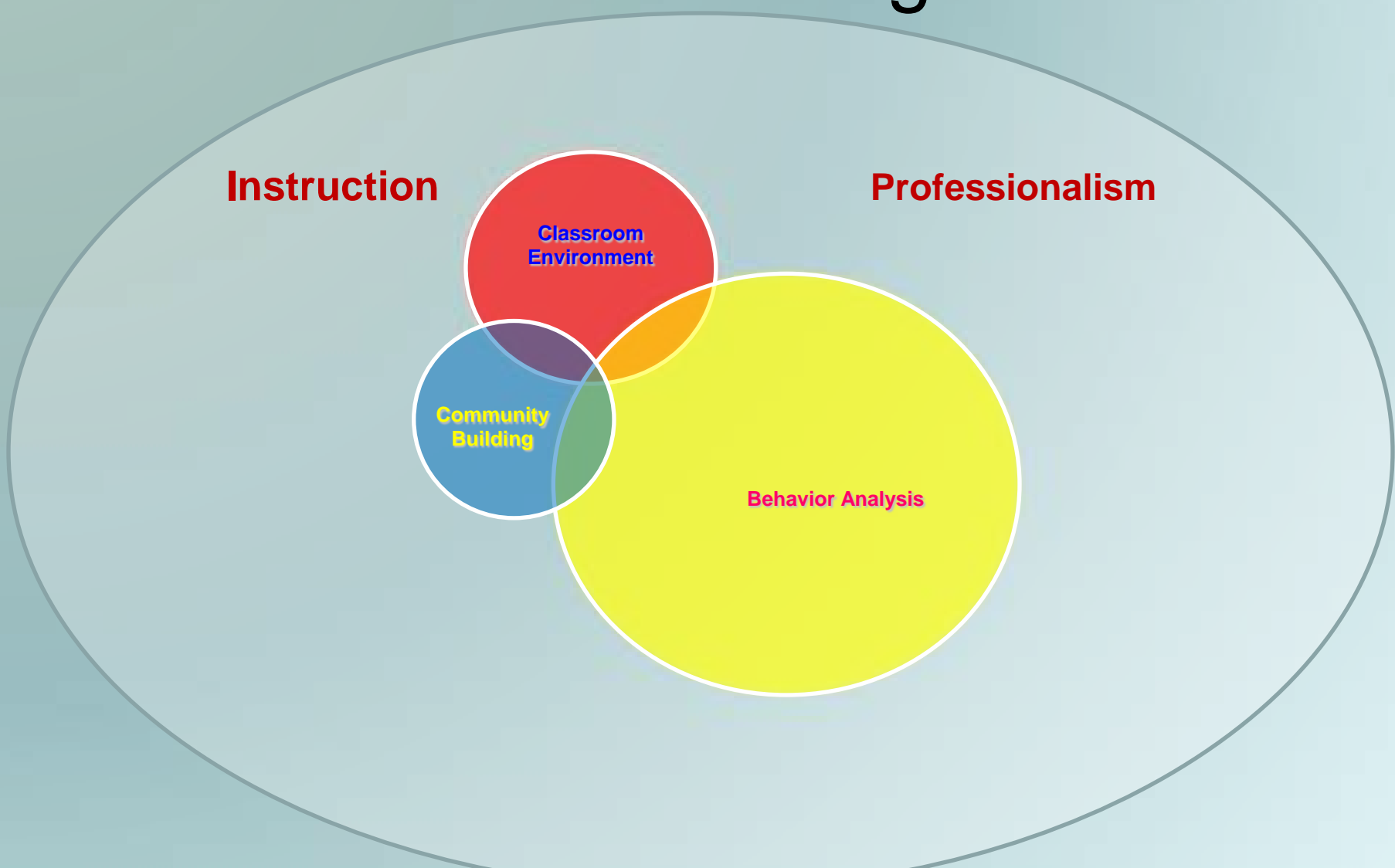
Instruction

Professionalism

Classroom Environment

Community Building

Behavior Analysis



Community Building

- Create student jobs
- Develop traditions
- Hold class meetings
- Incorporate cooperative learning
- Focus on student-centered learning
- Teach conflict resolution strategies
- Provide opportunities for student input and choice
- Laugh and have fun!



What about students ...



...who aren't successful with an appropriate environment and community building?



What do we do if...

If a child doesn't know how to **read**, *we teach.*

If a child doesn't know how to **swim**, *we teach.*

If a child doesn't know how to **multiply**, *we teach.*

If a child doesn't know how to **drive**, *we teach.*

If a child doesn't know how to **behave**, *we.....*

.....teach?

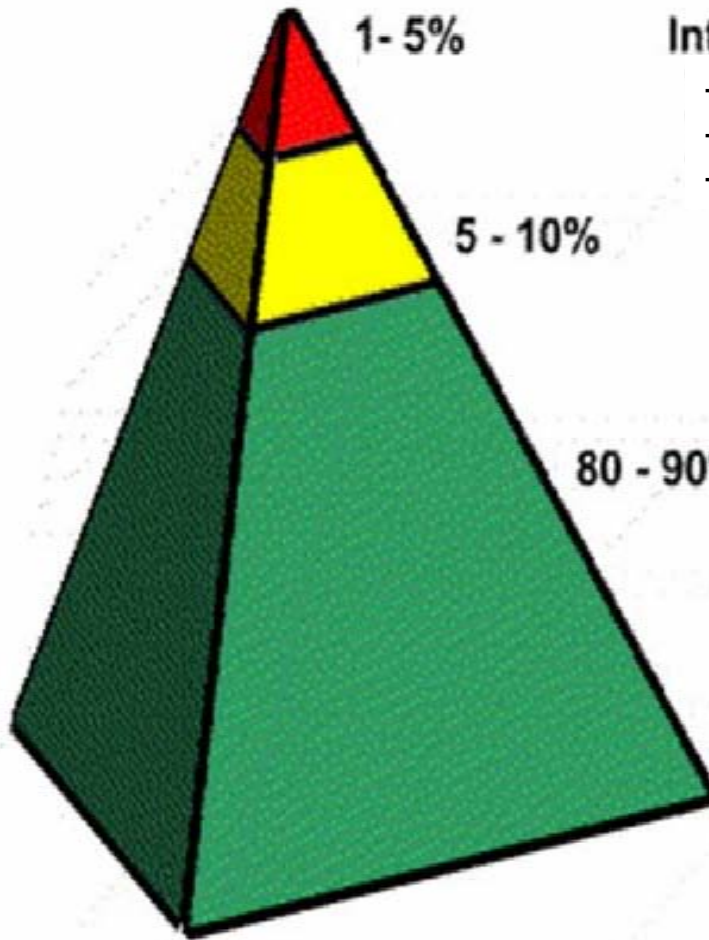
.....punish?

Why can't we finish the last sentence as automatically as we do the others?

Tom Herner (former NASDE President)

Counterpoint 1998, p.2

Academic Systems



Intensive, Individual Interventions

- Individual students
- Assessment-based
- Intense, durable procedures

Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions

- All settings, all students
- Preventative, proactive

Positive Behavior Support

http://flpbs.fmhi.usf.edu/pdfs/Brief_Faculty_Intro_2006.pdf

Behavioral Systems

Intensive, Individual Interventions

1-5%

- Individual students
- Assessment-based
- Intense, durable procedures

Targeted Group Interventions

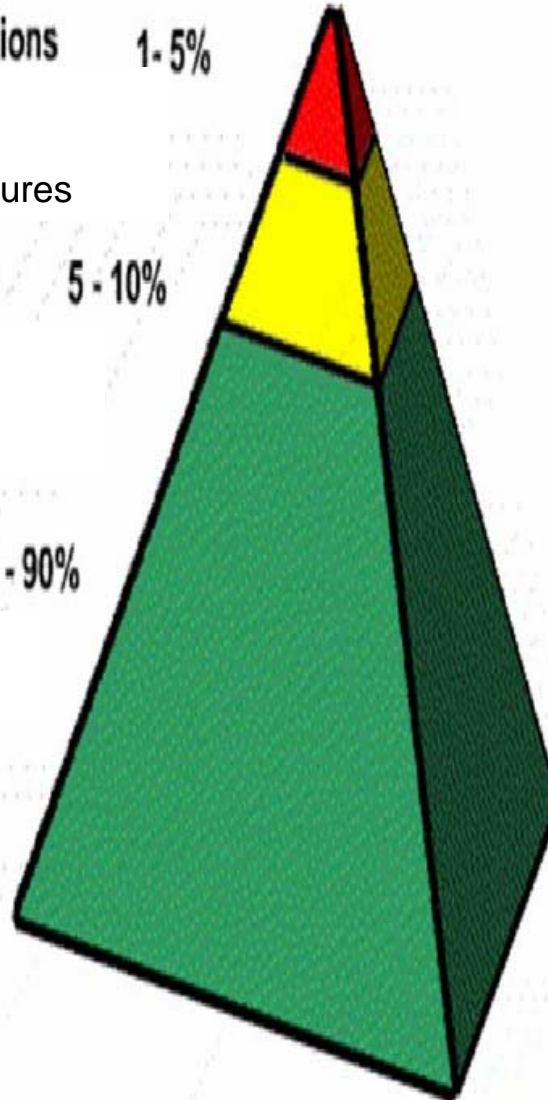
5-10%

- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions

80-90%

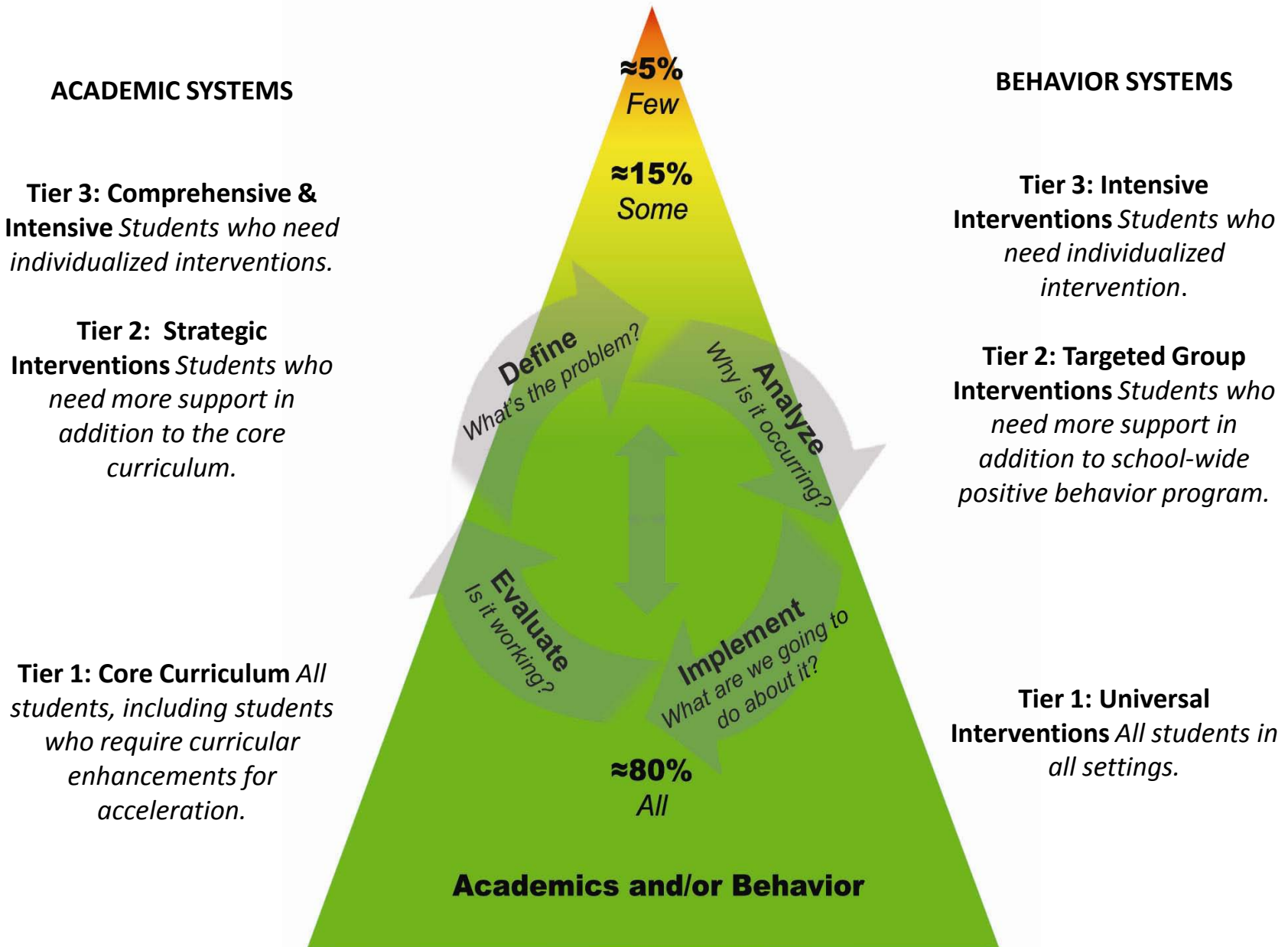
- All settings, all students
- Preventative, proactive



Positive Behavior Support

http://flpbs.fmhi.usf.edu/pdfs/Brief_Faculty_Intro_2006.pdf

Three-Tiered Model of School Supports & the Problem-solving Process





Assume lack of awareness

Assume that the child does not know the right way. And assume that the child is willing to change.

Assume lack of awareness.



Assume the willingness to change.

- L. Tobin, 1991



Guiding Principle

*Ensure the student understands
and can perform the expectation.*

Teach appropriate behavior:

- Describe
- Demonstrate
- Practice

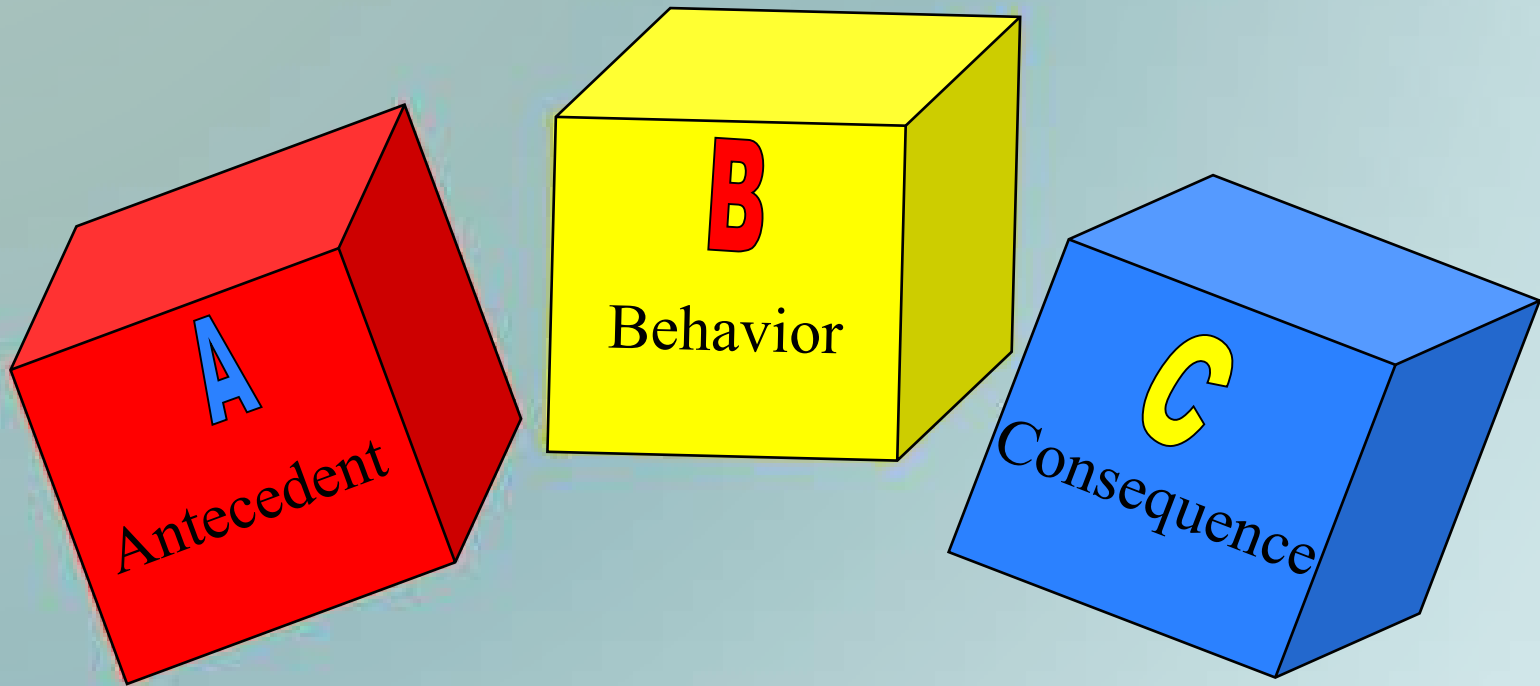
Remember, Telling isn't Teaching!

B. F. Skinner's Behavior Modification

- Understand the principles behind behavior analysis and modification to guide selection of appropriate interventions



Observe





Won't, or can't?

STUDENTS WHO *cannot* or who believe they *cannot* become very skilled at making it appear that they *will not*.

AT ANY GIVEN MOMENT, any child would prefer to be seen by peers as *bad* rather than *dumb*. Some children make a career of it.

- L. Tobin, 1991



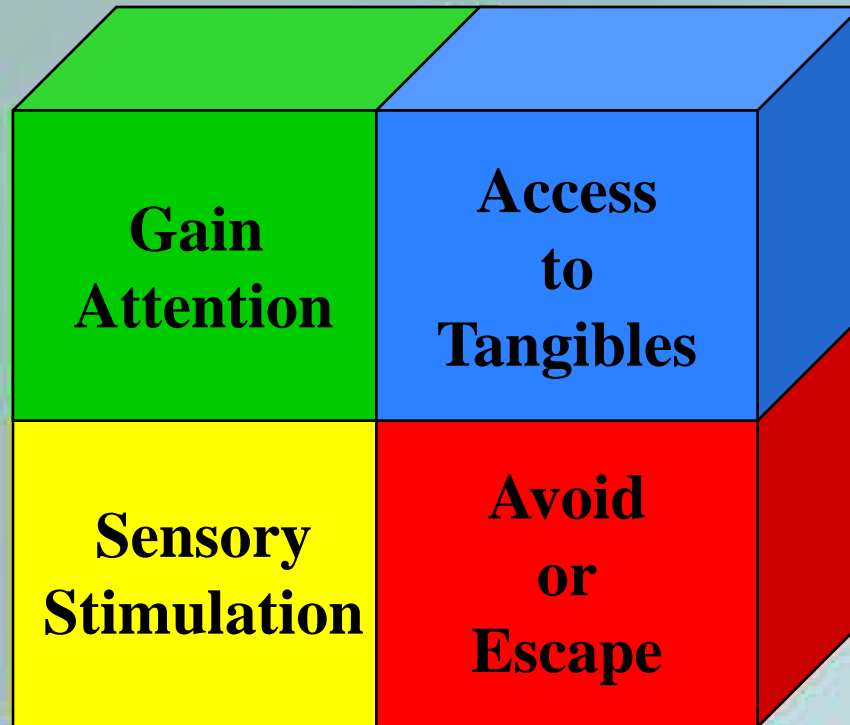
Guiding Principle

Identify the consequence (what happens immediately following a behavior) to help determine the function of the behavior.

Is the student sent to the office for misbehavior?

Does the student get out of completing an assignment when he/she is in the office?

Identify the Function





Attention seeking?

“ATTENTION SEEKING BEHAVIORS” is an unfortunate phrase. It sounds so devious. Children who *seek* attention are children who *need* attention. The behavior may be ignored, but not the need.

- L. Tobin, 1991



Guiding Principle

Always address the need behind the function.

Teach students how to gain attention appropriately.

Provide opportunities to access tangibles or to escape.



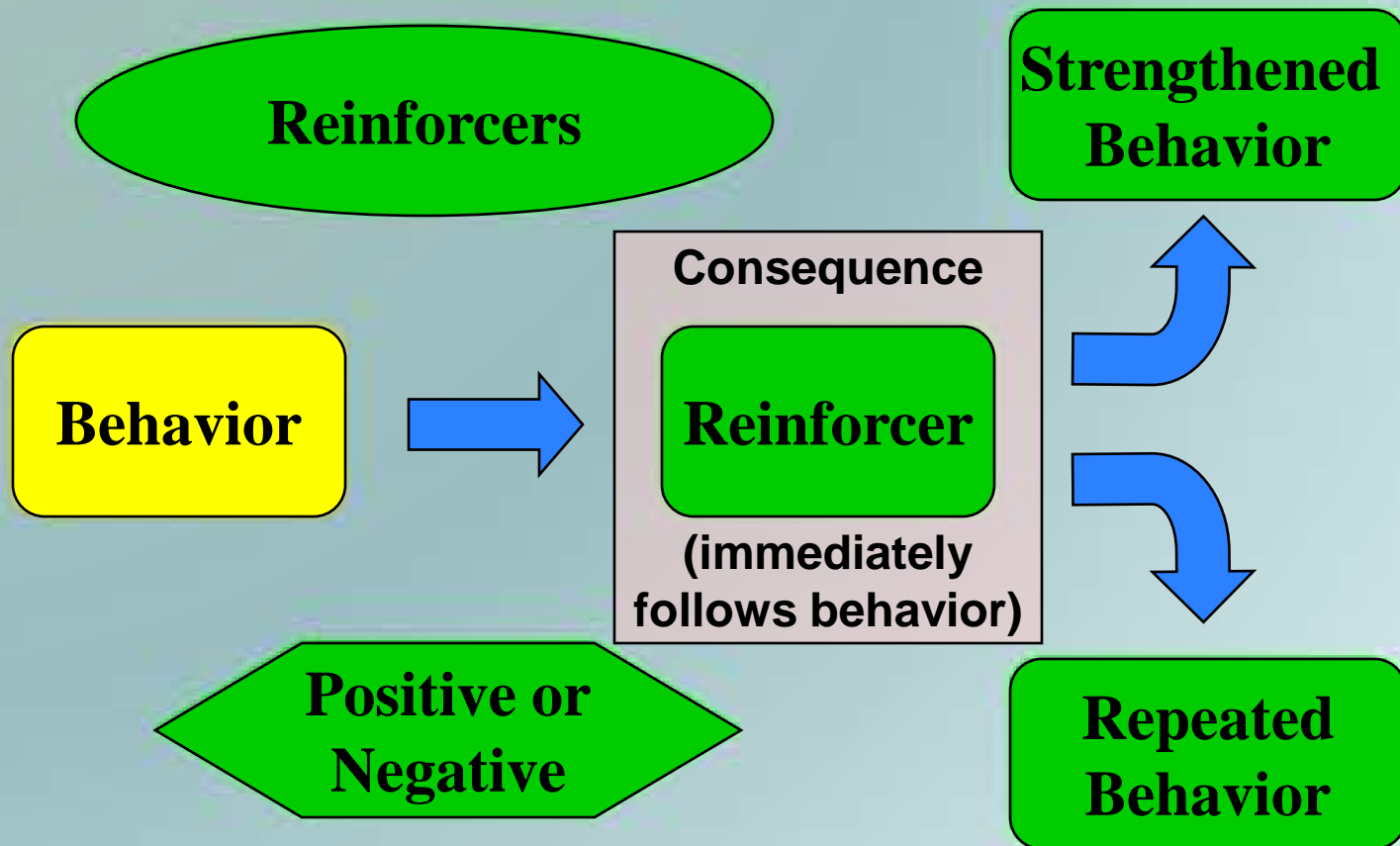
Guiding Principles

A reinforcer will strengthen or increase a behavior.

A punisher will weaken or decrease a behavior.

*Is “it” a reinforcer or punisher?
That’s in the eye of the beholder.*

Increase or Strengthen



Reinforcers

Positive:

- Praise
- Special activity
- Tokens or scholar dollars (to be traded for prizes)
- Food

Negative:

- Decrease or removal of homework, assignment, test, etc.



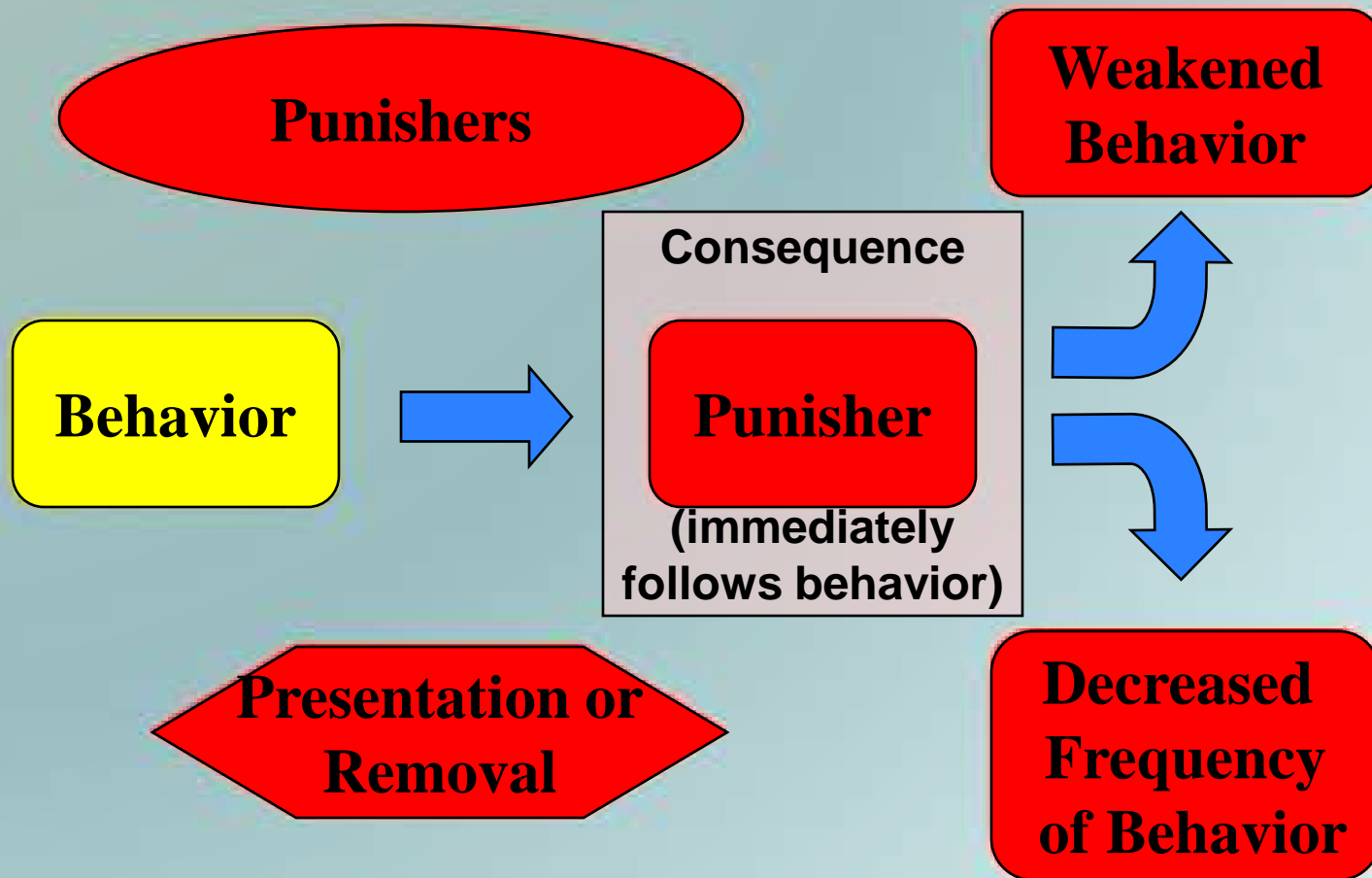


Rewards?

Children who have had everything taken from them as punishment – toys, food, friends – won't work for typical rewards. They've played that game with adults and always ended up losing. Only people-rewards will work – five minutes with the principal, lunch with the teacher, maybe time with the janitor. Moments of our time, our attention, are the only things they know we can never take back.

- L. Tobin, 1991

Decrease or Weaken



Punishers (not advocated)

- Time out
- Lunch detention
- ISS or OSS
- Loss of privilege
- Yelling





Guiding Principle

Positive reinforcement (versus punishment) is most effective for changing behavior.

Identify the behavior you wish to change.

i.e. wandering around the room

Identify an incompatible behavior.

i.e. in seat

Use positive reinforcement to strengthen/increase appropriate behavior.



Reward or punishment?

STAYING AFTER SCHOOL with the teacher can be a reward or a punishment. It all depends on the child and the circumstances. But nine out of ten times, in spite of what you think, in spite of the circumstances, it's a reward.

- L. Tobin, 1991

Ethical Considerations

- Place emphasis on academic learning
- Try positive, less-intrusive approaches first
- Use rewards and incentives appropriately
- Apply immediately and consistently
- *Teach* replacement behaviors
- *Teach* goal-setting and problem-solving skills
- *Teach* self-management and self-monitoring skills



Guiding Principle

- *Identify the consequence (that which happens immediately following the behavior) to help determine the function of the behavior.*
- *Always address the need behind the function.*
- *A reinforcer will strengthen or increase a behavior.*
- *A punisher will weaken or decrease a behavior.*
- *Reinforcement (rather than punishment) is most effective for changing behavior.*

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- Tobin, L., (1991). *What do you do with a child like this? Inside the lives of troubled children*. Duluth, MN: Whole Person Associates.

Appendix 7 – A
Lesson Plans in a Bag
Refer to appendix 6 - C

Appendix 7 – B
Character Building Education
Refer to appendix 6 - B

Appendix 7 – C
Addressing Problematic Student Behavior
Refer to appendix 6 - D

Appendix 7 – D
Professional Misconduct by Substitute Teachers
Refer to appendix 6 - A