

Substitute Teacher Reference Book

Contoocook Valley (ConVal) School District



~ConVal School District~

**Antrim Elementary School - Pierce School, Bennington -
Dublin Consolidated School - Frankestown Elementary School -
Greenfield Elementary School - Hancock Elementary School -
Peterborough Elementary School - Temple Elementary School -
Great Brook School, Antrim - South Meadow School, Peterborough -
ConVal High School**

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Dear Substitute Teacher,

Welcome! The staff of the ConVal School District would like to express our thanks and appreciation for all you do for our teachers and children. There are few things more reassuring to a teacher than the knowledge that a caring and professional substitute teacher is on hand when he or she is absent from school.

Substitute teachers have the very important job of providing our classes with a sense of continuity during a teacher's absence. The substitute teacher is responsible for providing for the needs of the class, and for ensuring that established rules, procedures, and all assigned responsibilities are performed in an effective and professional manner.

To make sure your day at our schools goes smoothly, we have put together this booklet of information we think will be helpful to you. Remember, you can always ask any of us for help if questions come up during the day.

Don't forget to ask the school administrative assistant to sign you up for your free lunch! Thank you for being here, and have a great day!

Sincerely,

Dr. Brendan Minnihan
Superintendent of Schools

The ConVal School District believes it is important to have capable, caring substitutes to stand in for our absent teachers and paraprofessionals, and we value your contributions to our programs. While the substitute teacher is there to ensure the education of each student, the first responsibility is to maintain the care, welfare, safety, and security of students in the classroom.

Our goal is to foster a quality school system that prepares students for a rapidly changing future. We count on you to keep the learning process flowing, and hope that this reference book will offer some tips to make the experience a positive one for all. Remember, the building principal is there to help you as well.

In the following pages you will find a description of the application process, information on applicable school district policies, and other pertinent material. The building administrator(s) will provide information relative to a particular school.

Good Luck!

The Application Process - Substitute applications are available on our website at: www.conval.edu click on Career Opportunities and begin the application process. Once the completed application has been received and approved by Human Resources, you will be scheduled for an interview with a Building Administrator.

Once approved as a ConVal substitute, you will be given a Conditional Letter of Employment by the interviewing Building Administrator. You must contact the Human Resources Office at 924-3336 ext. 2033 to schedule an appointment to complete your paperwork to begin employment. In accordance with NH RSA 189:13a, you are required to have a Criminal Record check. Fingerprinting will take place at the SAU Office during your scheduled appointment. You will also receive instructions on how to use AESOP (Automated Educational Substitute Operator), the automated system we use to track sub availability. AESOP allows staff to register their own absences using a web site or an Interactive Voice Response phone system. AESOP then finds substitute teachers to fill each vacancy and allows the substitute to view and accept jobs online. Unfilled jobs trigger automatic phone calls to qualified substitutes. In the AESOP system, you may select the days and locations you wish to work.

The ConVal School District cannot, and does not, guarantee that you will be employed any specific number of days as a substitute employee throughout the course of a year, or that you will earn a certain amount of money on a monthly basis.

2013-14 Pay Rates

Levels 1-4 are for Teachers, Paraprofessionals, and Administrative Assistants

Level 1	1-25 Full Days*	\$ 60.00/Full Day
	1-25 Half Days*	\$ 30.00/Half Day
Level 2	26-75 Full Days*	\$ 65.00/Full Day
	26-75 Half Days*	\$ 32.50/Half Day
Level 3	76 or More Full Days*	\$ 75.00/Full Day
	76 or More Half Days*	\$ 37.50/Half Day
Level 4	ConVal Retired Teachers &	\$ 80.00/Full Day
	Returning Prior Year Level 3	\$ 40.00/Half Day
* = Non-consecutive days, full and half days count as a day		
For Teacher Subs ONLY - Upon 11 consecutive full days in the same assignment		\$ 175.00/Full Day
Level 5	Teacher Long-Term Sub	\$ 175.00/Full Day

Kindergarten (.6) for Teachers and Paraprofessionals

Level 1	1-25 Non-consecutive Days	\$ 36.00/ (.6) Day
Level 2	26-75 Non-consecutive Days	\$ 39.00/ (.6) Day
Level 3	76 or More Non-consecutive Days	\$ 45.00/ (.6) Day
Level 4	ConVal Retired Teacher & Returning Prior Year Level 3	\$ 48.00/ (.6) Day
For Teacher Subs ONLY – Upon 11 consecutive full (.6) days in the same assignment		\$ 105.00/ (.6) Day
Level 5	Teacher Long-Term Sub	\$ 105.00/ (.6) Day

Registered Nurse	\$ 110.00/Full Day
	\$ 55.00/Half Day

Food Service	Flat Rate	\$ 7.25/Hour
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Maintenance/Custodial – No Sub Needed

Congratulations! You are now a substitute teacher for the ConVal School District!

The following pages outline some general expectations, and offer some tips and techniques. We greatly appreciate the job you are about to undertake, and want your experience with the staff and students of the ConVal School District to be a positive one.

You have accepted an assignment on AESOP, now what do you do?

- The substitute teacher’s position is regarded as an integral part of the school system. The substitute teacher is expected to be prepared to assist the teacher by following plans and performing all assigned duties.
- Arrive early, and report to the school office for specific assignments, instructions, classroom location, explanations, etc.
- Become familiar with individual school procedures regarding student absences, student privileges, and staff duties (lunchtime, dismissal, and emergencies).
- After checking in, proceed to your designated classroom and review the plan book, daily schedule, procedures, seating charts, fire drill and other emergency instruction, the lunch procedures, etc.
- Establish a classroom environment that is respectful of learning and individuals. Seek support from administration if problems arise during the day that disrupt the students’ education.
- If assistance is needed, see a neighboring teacher, a department head, or a building administrator.
- Report serious incidents or accidents to the office. As a substitute teacher you are responsible for reporting any injuries to the students or yourself. In the event of accident or injury, please be sure to contact the school nurse and the office immediately so the required accident reports can be completed.
- As a substitute, you are expected to be present in the classroom at all times during regularly scheduled periods. As a staff member, you are expected to help maintain order among students in the hallways, cafeteria, lobbies, and assemblies.
- Respect confidentiality. Do not discuss students, grades, or records with non-school personnel. In addition, the confidentiality of school situations must be respected. Since you are a professional, we expect any concerns will be discussed with an administrator and not the community at large. Remember that your input is appreciated.
- Check out with office personnel at the end of the day.

On Arrival

- Arrive at school with sufficient time to organize your materials, familiarize yourself with building rules, bell times, and procedures.
- Take advantage of local resources, starting with the office.
- Check with administrators, counselors, and administrative assistants to get any general information you may need during the day.
- Obtain any keys that might be necessary.
- Ask about student passes and procedures, and whether there will be any extra duties associated with the assignment.
- Introduce yourself to the teachers on both sides of your classroom.
- Above all, be flexible, expect the unexpected, and have a sense of humor.

In the Classroom Before School

- Procure, and have ready, all needed materials for the day's instructional program.
- Review any special needs that children in the classroom might have, and be aware of any special education staff, Title 1 staff, and/or specialists who might be offering instruction to children in the classroom.
- Put your name on the board.
- Be in the classroom when students arrive. This helps establish good discipline and effective control. It also meets the legal responsibilities of insuring that students are always supervised.
- Reflect a positive relationship with the students by greeting them with a smile and pleasant "good morning." Create a friendly, yet firm, atmosphere. Follow the procedures for opening exercises.
- Review the expectations or rules, if any are posted.
- If there is a class seating chart, locate it and use it during the day to acknowledge students by name. Don't be afraid to ask a student to pronounce a name if you are unsure.
- You should typically find a lesson plan for the day. Just in case, be prepared with a generic plan that deals with appropriate subject material.
- Allow enough time to review either plan before students arrive, and locate any needed materials.
- Get ready to greet students as they come in.

Throughout the Day

- Use a positive approach.
- Immediately get students involved in a learning activity.
- Carry out lesson plans and assigned duties, improvising when necessary, to fill extra time, enhance activities, or supplement sketchy lesson plans.
- Be fair, and be sure to carry out rewards and consequences you have established.
- Learn as many students' names as you can.
- Don't feel threatened when administrators visit the classroom.
- Expect interruptions such as fire drills, power outages, injuries, etc.

At the End of the Day

- Challenge students to recall topics learned that day.
- Remind students of assignments.
- Organize and label students' work, and leave notes regarding the day's lesson for the regular teacher.
- Make sure all classroom materials are accounted for.
- Close windows and lights, and make sure the room is in good order.
- Turn in keys.
- Jot down some notes about what was accomplished, and how things went.

General Information

(Refer to school packet for specific details regarding plans and procedures with a particular building)

Expectations - ConVal has high expectations for our students and staff members. Our culture is one that promotes innovation, healthy relationships, and success. It is our belief that all students have the right and ability to learn, and that all schools must provide a positive, safe, caring environment for teaching and learning. Negative behavior is never valued. The result is often damaging and can result in a sub developing a negative reputation and not being invited back.

It is our policy to set examples that are an important part of the educational process - we expect staff members to set exemplary standards, as well as provide exemplary instruction. Substitute teachers are considered staff members, and as such are expected to serve as role models.

Legal Responsibilities Of Substitute Teachers - Courts have held that schools have a special relationship with students and have a legal duty to protect students from foreseeable harm. The degree of foreseeable harm will often determine the extent to which staff members may be held liable if a student is injured. The key is to act within the scope of employment, if not, you may be held personally responsible for acts and omissions resulting in injury to students and others.

While students are in school, staff members serve in loco parentis (in place of the parents). Do not leave students unattended. You are responsible for all students under your charge, and are legally responsible for their welfare. If you observe a dangerous situation, report it immediately, and if possible, take immediate corrective action. Dangerous situations can include unsafe equipment, physical obstacles, and potential and/or actual student confrontations. Do not release students to anyone other than school personnel, without written authorization from either the parent/guardian or office staff. When in doubt, contact the Principal or administrator in charge.

Make sure you are familiar with school/district policies before taking any disciplinary measures against a student.

Handling Crises -

Handling Accidents, Illnesses and Injuries

- Do not touch a student where he/she is bleeding, even if you use gloves. Provide student with tissue or paper towels, instructing them to hold it on their wound.
- If appropriate, send the student to the office or nurse's station for further care.
- If the situation is an emergency, dial 911.
- Do not administer medicine of any kind to students. (No aspirin, cough medicine, prescription or non-prescription drugs.)
- If you or a student in your classroom is injured (no matter how insignificant the injury), then you **must report** the injury to the principal immediately.

Response to a Crisis - Each school has a comprehensive crisis, emergency management and medical emergency response plan.

Crisis in your Classroom

- Notify building principal immediately
- Get help from a neighboring teacher (if possible)

Crisis in the School

- Lockdown will be announced
- Check hallway and bring any student into your classroom
- Lock the classroom door
- Direct students to a place that cannot be seen from doorway glass
- Turn off the lights
- Everyone should remain silent
- Wait for Principal to announce "All Clear"

Safety/Evacuation Procedures

- If you are not provided with a copy of the school's emergency procedures when you arrive to substitute, then please request this information at the office.

- Familiarize yourself with your surroundings so that you know how to evacuate the class in the event of a fire drill or other emergency. Fire/weather drill routes are posted in all classrooms.
- Know where the nearest exits are located.
- Have a class roster to take with you as you evacuate building.

Emergency Plans & Exits - Each school within the ConVal District has a detailed **Emergency Plan**. Please take a moment to look at the plan for the building where you are substituting. Familiarize yourself with all procedures and exits in the event of an emergency. If you have any questions about what you are expected to do and where to go, ask any administrator or staff member for clarification. Be sure to identify emergency exits, routes, and procedures for student emergency, evacuation, and drills.

Medical Concerns - There are a number of students in the District with health concerns that can affect them during the school day. At the elementary level, teacher plans may include information regarding “students of concern” - please check with the administrator in that building.

Confidentiality - Confidentiality is not only a legal responsibility; it is essential for the protection of students and families. Discussing school matters outside of school should be avoided. If there is a serious concern, the school administrators **must** be notified immediately.

Collaboration - The ability to work successfully with others is essential. As noted earlier, our culture is such that we expect everyone be treated in a friendly, courteous, and respectful manner. Negativity, absence of a sense of humor, or an unwillingness to be flexible, cooperative, or helpful, may result in not being invited back as a substitute teacher.

Complaints about Substitute - If a significant complaint in regard to a substitute teacher’s performance or behavior is received, then the substitute will be contacted by the Human Resources Department. If the behavior reported amounts to a serious breach of duties, the substitute will be removed or suspended from the Active Substitute List. The substitute will be notified of the action taken and the reason for the action. If the complaint/concern is less serious, then the substitute will be asked to come in for a conference. At this conference, the nature of the complaint will be discussed and appropriate actions to address the problem will be decided. If continued complaints are received, then the substitute teacher will be removed from the Active Substitute List. Reinstatement to the Active Substitute List will be made only upon the recommendation of the Superintendent.

An individual school may request that a substitute teacher be restricted from substituting at that school. If the basis for restricting a substitute from a school is reasonable, then the request will be honored. Depending on the circumstances and the nature of the reason for the restriction, the substitute may or may not be notified of the restriction. If several schools request restriction of the same substitute, the substitute is subject to being removed from the Active Substitute List.

Immediate Removal - The following list contains examples of some actions that may subject a substitute to immediate removal:

- Using profanity in the presence of students;
- Endangering students by leaving them unattended for inappropriate amounts of time or by falling asleep in the classroom;
- Making sexually or racially inappropriate oral/written comments or displaying inappropriate graphic or physical conduct, or subjecting students to racial or sexual harassment;
- Using alcohol or unlawful drugs on school premises;
- Insubordination;
- Willful violation of school rules/regulations;
- Willful refusal to follow instructions and/or lesson plans left by the classroom teacher; or
- Any other inappropriate behavior.

Assignment Preparation - In most instances, substitute teachers will find that the classroom teacher left detailed lesson plans. If additional learning materials are needed, the school or teacher should provide them. Plan on arriving early, and check in with the school office immediately upon arrival. The office staff will provide applicable information where necessary. You should become familiar with this information as soon as possible. Check with Department Heads where applicable.

Classroom Lesson Plans - If a lesson plan has been left for you, the expectation is that you follow the lesson plans closely.

Attendance - It is the professional and legal responsibility of teachers to ensure accurate student attendance accounting each class period. Missing students should be reported to the school office immediately.

Language Barriers - In a case where the student and teacher cannot readily communicate due to a language barrier, a substitute teacher should identify an instructional aide or a student who can serve as an interpreter when possible.

Correcting Student Papers - Unless specifically directed, substitute teachers are not required to correct student papers. If applicable, follow specific grading instructions from the regular classroom teacher. As a minimum, student papers should be organized.

Use of Controversial Materials - Substitute teachers should obtain prior approval from school administration before showing private or commercial videos to students. Videos need to serve a legitimate educational purpose, and should be closely related to the school curriculum. Do not use personal material without administrative approval.

Student Use of Computers and the Internet - **Parent permission is required before students receive computer access.** Be sure that **permission levels** for students are **clear** before allowing access. All ConVal schools have Student Internet Acceptable Use policies. Make sure you are familiar with these agreements **prior** to allowing students to use the Internet. Close monitoring of student use of computers will ensure proper educational use.

Leaving A Comprehensive Report - Regular classroom teachers want to know how the day went. The names of particular students who were helpful, the names of students who may have been a particular challenge, information about the tasks completed, and any other relevant information needs to be shared with the regular classroom teacher.

Checking Out - At the end of the day, leave the room in the same condition as when you arrived. Remember to turn your classroom keys in to the Administrative Assistant in the school office.

School District Policies

The following policies may be found in their entirety in each building, or at www.conval.edu

Nondiscrimination - The School Board, in accordance with the requirements of the federal and state laws, and the regulations which implement those laws, hereby declares formally that it is the policy of the Board, in its actions and those of its employees and students, that there shall be no discrimination on the basis of age, sex, race, creed, color, marital status, physical or mental disability, national origin, sexual orientation, or on the basis of any other factor unrelated to one's basic qualification for employment in, participation in, admission/access to, or operation and administration of any educational program or activity in the School District.

Drug-Free Workplace Statement - The Contoocook Valley School District will provide a drug-free workplace in accordance with the Drug-Free Workplace Act of 1988 and its implementing regulations.

Joint Loss Management Program - Every employee has a right to a workplace free from occupational safety and health hazards. A Joint Loss Management Program is designed to prevent accidents and illness and is established jointly between employees and management. This program provides a framework for safety to be managed like any other function through planning, education, organization, leadership, and control.

Communicable Disease Control - The Contoocook Valley School District will work cooperatively with the New Hampshire Division of Public Health Service to enforce and adhere to the Public Health Code (Chapter He-P 300 Diseases) for the prevention, control, and containment of communicable disease in schools. To insure adherence to current law and medical practices, these policies and administrative regulations will be reviewed annually by the school nurses.

Student Medication Policy - Always check with the school nurse or building administrator. Upon receiving request from the parent or physician relative to a particular student's need for medication during school hours, the school nurse should contact the parent and family physician and give due consideration to whether the student should remain at home, or whether the medication can be taken at home before and after school is in session.

Acceptable Use Policy - The Contoocook Valley School District has established this policy with regard to access and disclosure of electronic data composed, stored, sent, or received by employees and students using the District computer system. This policy is designed to protect the safety and security of the District's computer systems, including E-mail and Internet use.

Establishing a Positive Classroom Environment

It is important for substitute teachers to establish expectations and consequences at the beginning of the day. It is essential to be perceived as confident, in charge, and fair. Do not lose control. Model appropriate behaviors, even under stressful conditions. Losing control makes it difficult to make proper decisions and retain the respect of students; in addition your behavior, rather than the student's, becomes the focus.

Respect - Each student is a person who deserves to be treated with respect regardless of ability, language, social and cultural background, or personal circumstance. Students respect adults who respect them.

Expectations - The first step in creating a positive classroom environment is making sure students clearly understand what is expected. State expectations in positive and instructional terms. Younger students will need to understand the expectation within the context of each situation - for example, what is proper behavior for waiting in line, going from one place to another, or classroom conduct. One way to be sure younger students understand the concept being addressed is to role-play. In all cases, teachers should have students restate what is expected of them.

You must be fair, firm, and consistent. Setting reasonable standards and consequences and constant enforcement of these standards is essential in maintaining a safe and orderly learning environment.

Make sure students understand the correlation between their choice and the consequence (of their behavior).

Communicate the Significance of Learning - Minimize time spent on procedural matters. Require student attention and participation, and provide feedback about students' work. Provide closure at the end of the class.

Importance of Task - Getting students on task as quickly as possible makes it much easier to keep them actively engaged in learning. Active learners spend less time getting into trouble.

Eye Contact - Direct eye contact and nonverbal communication are effective classroom management tools, provided the non-verbal communication is not threatening or intimidating.

Verbal Communication - Using different voice inflections in the classroom is appropriate if it has legitimate educational purposes, and doesn't result in yelling or doesn't demean students.

Student Behavior - You must be able to **distinguish between minor and major** disruptions. If a student's behavior is merely annoying, it is usually minor, best dealt with by ignoring it, and praising positive behavior. Use caution when bringing attention to minor disruptions, since recognition can often strengthen unwanted behaviors. Major disruptions occur when student learning is affected and should be dealt with quickly and privately, whenever possible. Stopping the unwanted behavior quickly, and reiterating expectations, is an essential tool in creating and maintaining a positive classroom environment. Negative consequences should be logical and in proportion to the offense.

Listen - Listen carefully and consider all points of view before taking disciplinary action. This is particularly important when you have not witnessed the situation personally. The process of listening will not only help in determining a proper course of action, it can often result in a “teachable moment”.

Do not:

- ✓ allow students to publicly argue with you: encourage them to discuss concerns privately.
- ✓ allow students to challenge your authority.
- ✓ threaten students with consequences you are either unwilling or unable to deliver. Be prepared to back up your words with consistent actions.
- ✓ use students as an example for negative behavior. Remember to always reinforce your concern for students’ well being.
- ✓ visually isolate a student. Except in certain circumstances, you must be able to directly supervise all students in your charge.
- ✓ take students home with you or transport them in your car without prior administrative approval
- ✓ criticize others
- ✓ make personal telephone calls while with the class

Do:

- ✓ maintain a professional barrier between you and students
- ✓ act like the expert, not one of the “kids”
- ✓ keep classroom door open when talking with students
- ✓ respect students and their cultural backgrounds

Proximity - Walk around the classroom, modeling professional, positive behavior even when under stress. Maintain a calm and serene demeanor. Supervising students from the back of the room can also be highly effective.

Positive Interaction - Research shows that 90% of the positive things students do in a classroom go unrecognized. Maintaining a high rate of positive interactions greatly increases the probability of a positive classroom environment. Acknowledge positive student behavior when it is not expected. Verbal praise should be done in a casual manner, and be sufficient to motivate students into making correct choices. Praising desired behavior is much more effective than punishing undesired behavior. Preventive discipline is more effective than reactive discipline.

It is more powerful (and appropriate) to correct students one-on-one at every grade level. Public discipline can cause a student to act out further, and/or have the student’s peer group rush to his/her support at your expense. Generally, at the elementary level, it is best to correct privately and praise publicly. Usually, praise at the middle and high school levels is done on a group basis. In all cases, praise should be genuine.

Students need and expect clear direction and predictability. A disciplinary surprise is not only ineffective; it often results in students perceiving the teacher as being unfair and unreasonable.

Success & Student Behavior - It has been shown that there is a correlation between difficulty of assigned work and student behavior. If the assignment is too difficult, students may become frustrated and begin to act out. If the assignment is too easy, students may become bored, and also begin to act out. Constant monitoring of student understanding goes a long way in ensuring proper classroom management. Assisting students who are having difficulty, adjusting the level of the work, or providing alternative learning assignments will help prevent boredom and /or disruptions.

Unoccupied Student Time - Non-directed student time often results in classroom management difficulties. Provide activities that students can begin immediately upon entering the classroom and continue upon conclusion of regular classroom assignments.

Some Basic Rules: State any rules at the appropriate level of students’ maturity

- Keep, hands, feet, objects to yourself
- Talk when you have raised your hand and been given permission
- Remain in your seats unless given permission to be out of them
- No student will stop another student from learning

Reflection - Highly effective teachers continually reflect on their lessons, student learning, and classroom environments. Carefully analyze student learning and devise strategies for more effective instruction.

Working with Students with Special Needs

(Some general guidelines)

Getting Started	<ul style="list-style-type: none"> • Give a cue to start working • Give work in small amounts • Provide immediate feedback • Provide time suggestions for each task
Staying on Task	<ul style="list-style-type: none"> • Have child work at “clean” desk • Allow child to hold one object • Place student with a child who can help • Reduce distractions • Increase reinforcement
Staying in Seat	<ul style="list-style-type: none"> • Make sure student knows expectations • Ask student to sit for set time and reward accordingly • Move seat away from distractions • Isolate, time out
Following Directions	<ul style="list-style-type: none"> • Use concrete directions & vocabulary • Use fewer words • Provide examples • Repeat instructions • Have student repeat & explain • Provide peer tutor

Reading Styles & Strategies

Visual	Students Can Easily	Enjoy / Learn By	Learn to Read Best with
	Recall what they see Follow written/ drawn instructions Learn by observing people, objects, pictures	Computer graphics, visual puzzles Designing maps, charts, graphs, diagrams	Sight methods, dissimilar words, silent reading Words accompanied by pictures or slides Filmstrips or videos
Auditory	Students Can Easily	Enjoy / Learn By	Learn to Read Best with
	Recall what they hear Follow spoken instructions Learn by listening & speaking	Talking, interviewing, debating Panel discussions Memorizing, and oral reports	Phonics, choral reading Listening to stories and recordings of books Reading aloud

<p>Tactile</p> 	<p>Recall what they touch</p> <p>Follow instructions they write or touch</p> <p>Learn by touching or manipulating others</p>	<p>Doodling, sketching, playing board games</p> <p>Building models or dioramas and relief maps</p> <p>Setting up experiments, writing, tracing</p>	<p>Writing/tracing methods</p> <p>Playing games</p> <p>Making something</p>
<p>Kinesthetic</p> 	<p>Recall their experiences</p> <p>Follow instructions they perform or rehearse</p> <p>Learn by touching or manipulating objects</p>	<p>Playing floor games, assembling objects, building models,</p> <p>Participating in fairs, setting up experiments</p> <p>Acting, role-playing, scavenger hunts</p>	<p>Pantomiming, acting in plays</p> <p>Riding a stationary bike while listening to a book</p> <p>Reading instructions, then building/doing something</p>
<p>Global</p>	<p>Students Can Easily</p>	<p>Enjoy/Learn By</p>	<p>Learn to Read Best with</p>
	<p>Make decisions based on emotions/intuition</p> <p>Are spontaneous</p> <p>Focus in creativity</p> <p>Care less about tidiness</p>	<p>Information presented in an interesting or humorous story</p> <p>Examples, interesting materials</p> <p>Group work, and activities</p>	<p>Holistic reading methods, such as recorded books</p> <p>Story writing, choral reading with books</p> <p>computer software, audiovisual materials, projects, and games</p>
<p>Analytic</p>	 <p>Make decisions based on logic/common sense</p> <p>Plan and organize well</p> <p>Focus on details and facts</p> <p>Like a tidy environment</p>	<p>Information presented in sequential steps, with rules and examples,</p> <p>Structure materials, teacher-directed lessons, clear goals and requirements</p>	<p>Phonics (if auditory)</p> <p>Programmed materials, puzzles</p> <p>Same worksheets-reinforced by strategies appropriate for global learners</p>

Quick Tips

Ask the students to write down 5 - 10 questions pertaining to the subject matter they are reviewing. Use these for an oral or written quiz.

Try game formats for drill materials.

Have students brainstorm ideas related to a discussion topic, or pick a student to lead the discussion.

Have students write free association word lists about a topic.

If the class is to review for a test, have students and make up model tests.

If watching a video, have students write down 2 or 3 questions that were answered in the video. Or, before watching the video, have them write down what topics they would include if they were making it. Compare their lists to what was in the video.

For younger children

- use post-it notes to notice good behavior
- use a “microphone” (an empty paper towel roll colored black with aluminum foil on top)
- have students write a letter to their teacher welcoming them back and telling them about their day
- have students design “name tents” to place on their desks or tables
- have students scramble 5 spelling words and pass to other students to unscramble