

# **RETIREES SCHOOL VOLUNTEER ASSOCIATION TRAINING**

## **DEMOGRAPHICS**

The following links take you to the Massachusetts Department of Education's profiles for the communities in which RSVA has volunteers working. The profiles contain general information on each school system as well as MCAS scores.

Action/Boxboro <http://ab.mec.edu/>

Arlington <http://www.arlington.k12.ma.us/home/>

Ashland <http://www.ashland.k12.ma.us/>

Bedford <http://www.bedford.k12.ma.us/>

Concord <http://www.concordpublicschools.net/>

Carlisle <http://www.carlisle.k12.ma.us/>

Framingham <http://www.framingham.k12.ma.us/>

Natick <http://www.natickps.org/>

Holliston <http://www.holliston.k12.ma.us/>

Hopkinton <http://www.hopkinton.k12.ma.us/>

Lancaster [http://www.ci.lancaster.ma.us/Pages/LancasterMA Schools/index](http://www.ci.lancaster.ma.us/Pages/LancasterMA_Schools/index)

Lawrence <http://www.lawrence.k12.ma.us/>

Leominster <http://www.leominster.mec.edu/>

Lincoln <http://www.lincnet.org/lincoln/site/default.asp>

Marlboro <http://marlborough.schoolfusion.us/>

Maynard <http://www.maynardschools.org/>

Nashoba Regional School District <http://www.nrsd.net/>

Newton <http://www3.newton.k12.ma.us/>

Northborough & Southborough <http://www.nsboro.k12.ma.us/>

Shrewsbury <http://schools.shrewsbury-ma.gov/>

Stoneham <http://www.stonehamschools.net/Pages/index>

Sudbury <http://www.sudbury.k12.ma.us/>

Waltham <http://www.walthampublicschools.org/>

Wayland <http://www.wayland.k12.ma.us/>

Woburn <http://woburnps.com/home/>

Worcester <http://www.wpsweb.com/>

## **MEMBER SKILLS**

**RE-SEED** (Retirees Enhancing Science Education through Demonstrations and Experiments) is a Northeastern University program that prepares engineers,

scientists, and other individuals with science backgrounds to assist middle school science teachers with the teaching of science. Participants volunteer in middle school classrooms throughout New England and is expanding to other parts of the country.

Each participant goes through a free comprehensive training program before being placed in a school. The training consists of twelve four-hour workshop sessions. In these sessions, the volunteers learn how to use many hands-on activities to effectively engage middle school students and facilitate their understanding of the basic concepts of physical science. Participants receive a free kit of science materials and a sourcebook with over 200 hands-on activities appropriate for middle school students. Most of the activities in the sourcebook can be conducted with inexpensive household materials.

For more information and to apply for RE-SEED training visit their web site at **Error! Bookmark not defined.**

### **TYPICAL VOLUNTEER ACTIVITIES**

**Future Scientist and Engineers of America** (FSEA) is a national non profit organization that provides the structure, project material, documentation and workshop training necessary to establish after-school clubs in K-12 schools. The FSEA program focuses on technology and can easily and readily be implemented in every school. For further information check their web site at <http://www.fsea.org/>

**The Future City Competition** asks middle school students from around the nation to create—first on computer and then in large, three-dimensional models—their visions of the city of tomorrow. For more information check the Future City Competition web site at <http://www.futurecity.org/>

### **MISSION OF TOWN CAPTAINS**

#### **Making initial contact with schools**

This is obviously the first step in placing volunteers in the school system. The approach will vary dependent on the school system and the status of the Town Captain in the community.

The best approach is to contact someone in the school system who you know, a

teacher, principal, administrator, member of the school board, or superintendent. Even if they can't make the decision on placement of volunteers they will be able to introduce you to someone who can.

Some systems/schools have an administrator who is dedicated to placing volunteers, if you don't have a personal contact this is the individual you want to approach first.

Be aware that the perception some educators have is that volunteers are just another person in the classroom that the teacher has to cope with. Stress the mission of RSVA and that you are there to help with their mission to educate the children.

### **Determining the need**

Determining the need is the easy part, it is whatever the Principal and teachers decide it is. Once you become part of the team, then you may be invited to help.

### **Recruiting and placing Volunteers (recruit, interview, train, recognize)**

The most important and challenging function of the Town Captain is to recruit volunteers.

Before going out into the community to recruit volunteers understand RSVA's history of volunteer involvement. Be prepared to speak knowledgeably about RSVA's mission. You should know:

- How volunteers have been used in the past
- Which programs were successful and which were not
- With what groups has RSVA collaborated
- How have volunteers felt about their experiences
- What sort of publicity - good or bad - have organizations like RSVA received that might impact your recruitment effort

You should also be able to discuss with potential volunteers the school system that you are recruiting for.

Learn as much as you can about your school system's organizational structure and politics. Become familiar with each school in the system. Know what grades are taught in each school. Understand the school system's mission and goals which are spelled out in the following:

- school system mission and philosophy statements

- School Improvement Plan which defines the direction a school is headed and how it is going to achieve their goals.
- grade and subject curriculum outlines based on the State's Curriculum Frameworks.

### Understand why people volunteer

There are many reasons that individuals volunteer, usually it is to fulfill some personal need. To successfully recruit you have to satisfy at least one of those reasons. Here is a short list of a few of those reasons.

- to keep busy
- to share or acquire a skill
- satisfaction
- civic duty
- recognition
- peer pressure
- to keep skills alive
- to do something different
- to be a watchdog or an agent for change
- as therapy or fun

### Outreach

You have to get the word out that you are looking for volunteers. There are two approaches, one is to solicit a specific group, such as the recent retirees. The other is to advertise to the general population. Both have their advantages and disadvantages. Recruiting from the general population provides you with a larger pool of potential volunteers, however it may also include more undesirable candidates. Recruiting volunteers from a select group such as retirees with a science or mathematics background limits the potential candidates to those more closely aligned with RSVA's mission.

Experience has shown that the most effective way to recruit is a personnel one - one approach. However this is not very efficient way of making initial contacts. Initial

contact may be made by one of the following methods:

- letters to known retirees
- distribution of flyers
- telephone solicitation
- presentation at local community meetings
- appearances on local radio talk shows
- appearances on local public access TV
- stories in local print media

### Providing support to volunteers

Once you have recruited a volunteer you have to support his/her activities to keep them on the job. Remember that the motivation to volunteer their services may not be the reasons why they stay. Once they are on the volunteer job, they will continue to serve as long as they feel that their efforts are accomplishing something, that they are appreciated, and make a difference.

You should stay in touch with your volunteers and reassure them that their efforts are useful and appreciated. This should not be a hollow telephone call stating the obvious, although that might not hurt from time to time.

A more meaningful approach would be to demonstrate their importance by offering your help and guidance. Let them know that they can call anytime if they have a problem. Some things you might do::

- Help prepare of a class
- Provide advice on how to handle a difficult student
- Help to coordinate activities with a teacher
- Assist with a demonstration or experiment
- Share your successes
- Share your resources

This help will also keep new volunteers from getting in over their heads and becoming discouraged.

## **THE VOLUNTEER JOB**

### **Being a successful school volunteer**

Once you decide to volunteer, then you need to establish what and how much you want to contribute.

### **Setting your goals**

You need to establish realistic goals.

First determine how much time you can comfortably give. Remember your obligations to family, friends, community and yourself. There is no reason to volunteer if you feel stressed trying to meet your obligations. Take into consideration the time necessary to prepare, this can be greater than the time you spend with students.

Second, don't believe that you can solve all the problems with our education system. Set your sights on one small goal that you can accomplish in a short period of time, when you reach it establish a new one. These small successes will eventually add up to make a significant impact.

### **Do your homework**

Learn as much as you can about the school system. Know what is driving the administrators, principals, staff, teachers and students in their day to day activities. Understand what the problems are with education in the U.S.

The Third International Mathematics and Science Study (TIMSS) is often quoted in trying to define the problem with our educational system. A summary of TIMSS is included below, the complete study can be downloaded from the internet at

### **THIRD INTERNATIONAL MATHEMATICS AND SCIENCE STUDY (TIMSS)**

The Third International Mathematics and Science Study (TIMSS) examines the mathematics and science achievement of students in 42 countries at three different grade levels (fourth, eighth, and the end of secondary school). Conducted during the

1995 school year, TIMSS includes several components the U.S. can use to examine its education system through the prism of other countries and better understand the context in which mathematics and science learning takes place. The success of TIMSS has led to a follow-up study (TIMSS-R) in 1999. You can learn more about TIMSS at <http://nces.ed.gov/>

## **CURRICULUM FRAMEWORK AND MASSACHUSETTS**

The Massachusetts Mathematics Curriculum Frameworks provides a guide for the development of specific Curriculums by each school system. The frameworks also establishes the standards for learning and testing, and is the guiding document for MCAS.

The following is an overview of a typical Curriculum Framework:

### **Core Concept**

Achieving in mathematics through problem solving, communicating, reasoning, and by making connections.

### **Guiding Principles**

- I. Students explore mathematical ideas in ways that help them develop depth of understanding.
- II An effective program focuses on the solving of problems and promotes the pursuit of further study of mathematics.
- III. Technology is an essential tool for effective mathematics education
- IV. All students should have access to mathematics curricula aligned with this framework.
- V. Mathematics assessment is a multifaceted process that monitors, enhances, and evaluates all students' learning and informs instruction.\_

### **Strands**

- Number and Operations
- Patterns, Functions, and Algebra
- Geometry and Measurement
- Data Analysis, Statistics, and Probability

Complete Frameworks can be downloaded from the Massachusetts Department of Education's web site at <http://www.doe.mass.edu/>

## **MASSACHUSETTS COMPREHENSIVE ASSESSMENT SYSTEM (MCAS)**

**What are the State testing requirements?** MCAS was implemented in response to the Education Reform Law of 1993, which required that MCAS be designed to: test all public school students across the Commonwealth, including students with disabilities and students with limited English proficiency be administered annually in at least grades 4, 8, and 10<sup>1</sup> measure performance based on the Massachusetts Curriculum Framework </frameworks/> learning standards report on the performance of individual students, schools, and districts serve as one basis of accountability for students, schools, and districts (for example, beginning with the class of 2003, grade 10 students must pass the MCAS tests as one condition of eligibility for earning a high school diploma. Students will be given multiple opportunities, if necessary, to pass the tests between grade 10 and the end of their senior year. In addition to passing the MCAS tests, students must also meet local requirements for high school graduation.) <sup>1</sup>*Beginning in 2001, students in grades 3, 4, 5, 6, 7, 8, and 10 will be tested.*

**What is tested on the MCAS?** Learning standards in the Massachusetts Curriculum Frameworks </frameworks/> *MCAS 2001: English Language Arts: grades 3, 4, 7, 8, and 10 Mathematics: grades 4, 6, 8, and 10 Science & Technology: grades 5, 8, and 10 History and Social Science: grades 5, 8, and 10*

**What types of questions appear on the MCAS?** Multiple-choice questions used in all content area tests students select an answer from four options Short-answer questions used in Mathematics tests only students generate a brief response, for example, a short statement or computation leading to a numeric solution Open-response questions used in all content area tests students create a one- or two-paragraph response in writing or in the form of a narrative or a chart, table, diagram, illustration, or graph, as appropriate Writing Prompts used in English Language Arts tests only students write a composition based on the writing prompt, which may relate to a reading passage .

**How are the student answers scored?** Over 6 million student responses are scored by professional scorers and Massachusetts teachers who have been specifically trained. All open response answers are scored by professional scorers only. The compositions are scored by Massachusetts teachers at the Summer Scoring Institutes held since 1998. Responses to the open-response questions are scored using a scoring guide, or rubric. MCAS scoring guides indicate what knowledge and

skills students must demonstrate to earn 1, 2, 3, or 4 score points. Students' compositions are evaluated on two criteria: topic development, based on a 1-6 score point scale standard English conventions, based on a 1-4 score point scale

**How are test results reported?** Results are reported for individual students, schools, and districts according to four performance levels defined by the Board of Education: *Advanced Proficient Needs Improvement Failing*

**How are test results used? Improvements in teaching and learning** Parents and students will use the results to monitor students progress. Local educators will use results to help identify strengths and weaknesses in curriculum and instruction.

**School and district accountability** The Board of Education has established standards for performance for districts that improve or fail to improve student academic performance, as required by the Education Reform Law. **Student accountability** Beginning with the Class of 2003, students will be required to pass the MCAS grade 10 tests in *English Language Arts* and *Mathematics* as one requirement for a high school diploma. Students will be given multiple opportunities, if necessary, to pass the tests. Students must also meet local graduation requirements for high school graduation, for example, completion of required coursework.

**Is a ranking of districts and towns by MCAS scores available?** The Massachusetts Department of Education does **NOT** rank cities or towns based on MCAS scores. Often local media do take the statewide results and create their own rankings. However, this is not encouraged or endorsed by the Department of Education.

**Are all students required to participate?** *All* public school students in grades being testing, including students in charter schools, in institutional school programs, in educational collaborative receiving publicly funded special education in private schools with disabilities who either have an Instructional Education Program (IEP) or receive Section 504 instructional accommodations who are limited English proficient (unless they have been enrolled in United States schools for three or fewer years and who are ineligible for the Spanish-language version of MCAS) The Education Reform Law of 1993 requires the participation of all public school students in grades being tested. This law ensures that all students are provided with an opportunity to learn the material covered by the Massachusetts *Curriculum Frameworks'* academic learning standards. Home-schooled students are **not** enrolled in the public school system and are, therefore, **not** required **nor** entitled by law to participate in MCAS. After MCAS has been fully implemented, the

Department of Education plans to consider whether and under what circumstances it is feasible to permit privately educated students, including those being home-schooled, to participate in the MCAS testing program if they wish do so.

**Can parents refuse their child's participation in MCAS?** Parents may *not* legally refuse their child's participation in MCAS. Massachusetts General Laws chapter 76, Sections 2 and 4, establish penalties for truancy as well as for inducing unlawful absence of a minor from school. In addition, school discipline codes generally define local rules for school attendance and penalties for unauthorized absence from school or from a required part of the school day.

**How do students with disabilities participate in the MCAS?** The student's IEP or Section 504 Team determines *how* the student will participate in MCAS. If the Team determines that it is appropriate and allowed within the guidelines, certain testing accommodations are permitted. If the Team determines that the student's disability prevents the student from taking the MCAS tests, even with accommodations, the Team must develop an alternate assessment for that student which is appropriate to the student's academic development. The Department is in the process of developing a system of alternate assessments for these students that will be available for MCAS administrations beginning in the 2000-2001 school year.

**How do students with limited English proficiency participate in the MCAS?** A student with limited English proficiency (LEP) is defined as *a student whose first language is a language other than English who is unable to perform ordinary classroom work in English*. LEP students may receive instruction in a range of programs and settings that include: Transitional Bilingual Education (TBE) programs two-way bilingual programs English as a Second Language (ESL) programs *sheltered* English-language programs other language support or tutoring Students with limited English proficiency in tested grades are required to take the MCAS tests **in English** if they meet **either** of the following conditions: the student had been enrolled in schools in the (continental) United States for more than three years; **OR** the student has been enrolled in schools in the (continental) United States for **three or fewer years** and will no longer be enrolled in a bilingual program or receive English as a Second Language support during the following school year. Spanish-speaking LEP students who have been enrolled in schools in the (continental) United States for **three or fewer years** must participate in the Spanish-language versions of the *Mathematics, Science & Technology, and History and Social Science* MCAS tests if they meet **all three** of the following criteria: the student does not have sufficient fluency in English to participate in the English-language versions of the tests; **AND** the student will continue to receive either

instruction in a Transitional Bilingual Education program or English as a Second Language support in the 2000-2001 school year; **AND** the student can read and write in Spanish. If students do not satisfy the above criteria to take either the English-language or Spanish-language versions of the MCAS tests, then they are not required to take MCAS tests.

More information about MCAS and sample test questions can be found on the Massachusetts Department of Education's web site at <http://www.doe.mass.edu/>

## **PREPARATION**

### **FINDING RESOURCES**

Finding resources and ideas for classroom exercises, discussions, experiments and demonstrations is not difficult in today's information saturated world. The trick is to find something that works and illustrates the idea that you want to convey. The first source should be the students textbook, most modern text books have an abundance of demonstrations and experiments. A word of caution some of them do not work or do not work well. There are also many books devoted to how things work or contain science experiments that can either be purchased or found in the library.

Lesson Plans, projects, demonstrations and experiments are readily available on the internet. Remember that all search engines are not built equal. I usually search on several engines to make sure I find what I am looking for. A few other internet sources are:

- Texas Educational network <http://www.tenet.edu/>
- National Center for Educational Statistics <http://nces.ed.gov/>
- Resource Materials and Technology Center for the Deaf and Hard of Hearing  
<http://www.fsdb.k12.fl.us/rmc/content/sci.htm>
- Marvelous Machines <http://www.galaxy.net/~k12/machines/>
- National Data Buoy Center <http://www.ndbc.noaa.gov/>
- Reeko's Mad Scientist Lab <http://www.spartechsoftware.com/reeko/>
- Science Experiments at Home  
<http://members.ozemail.com.au/~macinnis/scifun/miniexp.htm>

- Physics Simulation Library <http://webphysics.ph.msstate.edu/jc/library/>
- Java Applets on Physics <http://home.a-city.de/walter.fendt/physengl/phe10.htm>
- Southeastern Michigan Math-Science Learning Coalition  
<http://www.eecs.umich.edu/mathscience/>

## **MAKING A LESSON PLAN**

A LESSON PLAN is a guide to lead you through what you are going to do for a particular lesson. The form of the lesson plan can range from just a few notes to a detailed minute by minute guide as to what you are to do and say. Lesson plans are very important, as you are writing a plan you are forced to think through the class and what you are going to do. No matter how experienced you are as a teacher, when you are involved in class it is easy to forget key points, and it is necessary to have a guide that you can refer to.

Some people like to use 3X5 cards with notes as their lesson plan. I never did because I knew that I would drop them and be in serious trouble. However looking back at some of my lesson plans a random pick up of 3X5 cards may have been more interesting. What ever the lesson plan, it should be easy to access the information, you usually don't have a lot of time to look at your notes. Remember some of the classes you attended, there is nothing more boring than a teacher reading his/her notes. You should be able to access your plan/notes without the audience noticing. For a recent lesson on the solar system my notes were on the back of the cutout of the sun. Every time I held it up I was looking at my notes.

## **MAKING SURE IT WILL WORK**

Even the simplest experiments and demonstrations can go wrong. Make sure you try them before going into class. If the setup is critical, be sure you have detailed instructions for the students to follow.

## **BE PREPARED TO MAKE CHANGES**

What do you do if it goes wrong? What if you walk into a class expecting two 45 minute periods and find out that the schedule has changed and you only have one period? What if the students are just not interested in the subject or the way you are presenting it? There are no pat answers to these questions! The key is not to get flustered, or as the kids say "Chill Out." If you have done a good job of preparing you will knowledgeable enough to make the necessary changes on the fly. Go with the flow!

## **WORKING WITH THE TEACHER (YOU ARE THERE TO HELP)**

As volunteer, you are there to help! Remember that and you will become an important member of the school team. Don't ask what you should do every time you walk into the room, look around and do what you think is needed. Be sure your activities do not interfere with the other classroom activities. The following are some tips to making you volunteer experience worthwhile.

### **Teachers are Individuals**

Volunteers should be aware of the variation in teaching styles. Some teachers lecture or have the students do a lot of seat work, copying and memorizing facts. Others are more hands-on orientated and have students participate in experiments and demonstrations. Some teaching styles do not make good use of volunteers, be patient and as helpful as you can.

### **Be part of the team not a burden**

What ever the teacher's style, you must find a way to help. The teacher may provide some guidance in the beginning, however don't expect it all the time or you become a burden. After a few sessions you will know which students need help and how to go about it without interfering with the normal classroom activities.

### **Being on time every time**

You should attend all the sessions that you volunteered for. Teachers depend on you being there for certain activities and plan their schedules accordingly. Should some circumstance prevent your scheduled attendance let them know as far in advance as possible.

You should always be on time. If you enter even a few minutes late it is a disruption.

### **Be as prepared as you can for the class**

Do your homework. When you go to a class once a week and have not planned a specific lesson with the teacher it is difficult to know exactly where the class will be. The way I handle this is to make sure I have copies of the book and read ahead. After a few weeks with a class you can predict how far they will have progressed.

### **Only on a need to know basis**

When you are working closely with the teaching staff and students you may acquire

information which must be kept confidential. You may learn things about the students, their families, and the teaching staff that could do harm if it became general knowledge. You must only discuss any such information you gain on a need to know basis.

### **THE TEACHER IS ALWAYS IN CHARGE**

Some students will look for alternate sources of permission that they know they can't get from the teacher. They will ask you for permission to go to the bathroom, get a drink, or sharpen their pencil. My response always is "that the teacher is in charge you will have to ask him/her." They really try to take advantage when the teacher has stepped out of the room for a moment. I make them wait. The reason I take such a strong stance is that the teacher knows the children much better and know which ones will find any excuse to shirk work. The teacher also has to maintain control of the class, therefore their authority should not be compromised.

### **ABOUT SUBSTITUTE TEACHERS**

Substitute teachers usually do not have control of the class, and therefore very little learning takes place when they are there. It is not their fault, but the children know that there will not be any long-term effects because of their misbehavior. You have two choices, leave or stay. Normally the best choice is to leave. However, if you have a very good relationship with the class or have a presentation in which the students will be extremely interested, you might choose to stay.

### **WHAT DO YOU DO IF A TEACHER MAKES A MISTAKE**

**Rule number one, don't point out mistakes during class.** Students must have confidence in the teacher to learn. You can not destroy that confidence. During the course a year teachers may make small mistakes, but the great majority of the time they are correct and good learning takes place. If you destroy the confidence in the teacher no learning takes place.

If you have a good working relationship with the teacher you might discuss what you think is an error after class and in the absence of students. Remember you also do not want to destroy the teacher's confidence.

### **WORKING WITH THE STUDENT**

#### **(HOW TO MAKE KNOWLEDGE STICK)**

Here are some things you can do to help students:

### **Identify exactly what the students need to learn.**

The teacher, the student's text, and the student himself will help with this one. Familiarity with the Massachusetts Curriculum Frameworks will also help.

### **Find out what the student knows (or can do) and doesn't know (or can't do).**

Have the student solve a couple of sample problems. Have the student explain his/her approach to finding the solution. Have them explain what steps they are taking to find the answer. This will allow you to quickly identify what they do not understand.

### **Start instruction where understanding begins to weaken.**

Once you have identified where the students understanding begins to weaken, review what the student knows. Try to structure the review so that it builds a foundation for the next key point. Think about it, all of our knowledge is built on very few basic concepts. What scientist and engineers are good at, is building complex systems from those basic concepts. *It is easier to remember when you understand.*

### **Explain or demonstrate in small, attainable and related steps.**

Don't overwhelm the students by making the tasks too complex. Start with what they know and build with small related steps. Remember, what you think are small related steps may be great leaps of faith in the minds of students.

### **Have the student appraise his/her advancement.**

If they are answering a question have them develop and perform a test of reasonableness on the answer. Have them talk through the process for performing the test. This activity allows the student practice working through a logical thought process to find answers to questions. Many times the student has all the basic information to answer a question, but does not know how to use that information to find a solution.

### **Keep it simple.**

Lengthy explanations and complicated procedures tend to confuse. Focus on small steps in your explanation. Ask frequent questions to determine how well they are understanding. Adjust the pace of your presentation to meet their needs. It is almost as bad to go too slow as it is to go too fast.

### **Keep the student involved.**

Obviously, the best way to do this is to have them perform seat work and lab exercises/experiments individually or in small groups of 2 or 3. When you are restricted by limited resources such as space and equipment the next best approach

is to use demonstrations. Achieve maximum participation by having students do various steps of the demonstration.

Taking a page from the old "teaching machines" you can keep the students involved by asking a series of questions. The questions should be constructed so that the answer to each succeeding question can be easily derived from the previous answer. Using this approach you can actually have the class solve very complex problems.

## **THEIR GOALS**

The student's goals may not be the same as yours. They may not have the same enthusiasm for the subject as you do. Tying the lesson to baseball, skateboarding, video games, or automobiles may help get their interest. The thing that is guaranteed not to work is standing in the front of the room and saying "Please pay attention, this is going to be important for your future."

## **COGNITIVE LEVELS**

You don't have to be an educational physiologist but you should realize that students minds and ways of thinking change as they mature. Students in the 6th grade may be able to tell you that when the current is reversed through a D.C motor that it's direction of rotation will change. However, most will not be able to think in the abstract and describe the electromagnetic theory involved, that ability develops with age. You should also remember the cognitive levels of a group of students are not all the same. The significance of this is that while a presentation may work for most in the class, there will always be a few out side the box.

The following list of difficulties that a student may possess which should be considered, may or may not be cognitive related.

- Difficulty memorizing
- Poor sequencing skills
- Poor "understanding" of the subject
- Lack the prerequisite skills
- Misunderstanding or a misconception
- Low self-esteem, little expectation of success
- Poor perceptions of time and space

## **HOW ARE THEY GOING TO TEST YOU?**

Yes, the students are going to test you! They are going to test your commitment, patience, and knowledge. They are going to ask about your watch, clothes, age or anything else that can get you off the subject. They are going to ask questions that may relate to the subject, science as an example, but far from the current topic. Some will even try to engage you in inappropriate (obscene) subjects.

You have to stay focused, don't get flustered, thank them for their comment, and continue with the class. In the case of inappropriate discussions or language, report it to the teacher or principal immediately.

## **DO'S AND DON'TS**

### **DON'TS**

- Be alone with a student
- Touch or hug a student
- Contradict a teacher

### **DO'S**

- Be relaxed, friendly, firm, and fair
- Learn students' names and how to pronounce them
- Keep to your schedule
- Listen to and pay attention to the students
- Don't be afraid to make mistakes
- Set an example by being courteous and respectful
- Be prepared
- If students are losing interest, change activities
- Let the students know you expect them to do well, this will boost their self-confidence
- Allow the student time to think and respond to a question
- Ask for help when you have a problem

- Be patient