

You Can Be a Teacher, Too

A Pocket-sized College Education

G. Edwin Lint

Educator and Author

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Attention: Corporate Trainers, Coaches, Home Schoolers, Parents, School Board Members, Scout Leaders, Sunday School Teachers, Supervisors and Administrators, In-service Trainers and anyone teaching anybody anything, especially those who have no formal training in education. This book is for you.

This is for you!

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C. Be alert for signs of physical discomfort or illness

D. Avoid sarcasm and ridicule

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Begin with the known and relate it to the unknown

Adjust your presentation to the initial learning level of the students.

Remember that you have not taught until the learner has learned.

3. Content

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1 Know what your students need to know when your instruction is over.

2 Know the difference between Learning Objectives, Methods, and Materials.

3 Be able to break a lesson into sequential learning objectives.

Here's a simple process for writing and sequencing objectives.

Divide that task into its separate sub-tasks.

Now write an objective at the top of each card, and begin each objective with a present-tense verb.

Last, put your 3x5 cards in the order in which you wish to teach the objectives.

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Student's Bill of Rights.

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1 Develop a positive relationship with the learner.

[Talking about the good old days and getting a prize in a box of ChrackerJacks.]

2 Avoid sarcasm and ridicule.

3 Begin with the known and relate it to the unknown. [Beginning with just blowing the whistle without the pipe.]

4 Adjust your instruction to the initial learning level of the students. [Playing *Mary Had a Little Lamb* at the approximate tempo of a beginning Flutophone player, rather than *Pretty Red Wing* played with flourishes.]

5 Break a lesson into sequential learning objectives. [1 Blow the whistle, 2. Blow the whistle with pipe added. Blow the whistle with the top four holes taped shut. 4. Watch me finger the holes as I played the song. 5. Point to the notes on the chart as I played the song. 6 Play each of the four notes individually. 7. Play the song as I slowly point to the notes on the chart.]

6 Reinforce the student's ability to perform/conform on a graduating scale.

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The author of You Can Be a Teacher, Too

G. Edwin Lint

Part 1: Basic Skills for All Teachers

Introduction

This will be a very informal book so let's start off by getting acquainted. My name is Ed and I like my friends to call me that. Don't think of me as a teacher or principal or even an author. Think of me as a friend, a friend who wants to share some important information with you about teaching.

You have known people who have done an excellent job teaching you things, but who have had no college degrees, no certificates, and no status as a professional educator. You have known other people with college degrees and teacher certification, but these people have no real ability to teach anything to anyone.

What makes the difference?

These guidelines will explain what can make that difference and show how you can be an effective instructor or teacher, *without professional training and certification as a teacher*.

First, let me introduce myself, and explain my personal qualifications. This is not to brag. However, you have a right to know that I'm not just writing off the top of my head. Although this book is designed to show how you can be an effective teacher even though you've never been to college a day in your life, I do have a college education and state teaching certificates. Therefore, I am qualified to say in this book what I am going to say.

One: I have a Master's degree in education administration and six education certificates from two states.

Two: I have over 36 years experience as a professional educator and have worked as a teacher, supervisor, principal, assistant superintendent, and education advisor for a state department of education. Right now, I'm an educational consultant specializing in the areas of curriculum development and microcomputer utilization.

Three: The following state education certificates hang on my office wall, to my left, as I write this:

Supervisor of Curriculum and Instruction

Elementary Principal

General Elementary Supervisor

Supervisor of Special Education

Elementary Teacher

Special Education Teacher

Self-Evaluation Checklist

Now, let's find out about you. I'd like you to think about your own abilities by completing the self-evaluation checklist shown below.

Check each item that describes you. *And please relax and tell the truth! No one will see this self-evaluation but you! Unless, you send it to me or show it to someone else.*

- I am intelligent. I may not have a high IQ but I am able to learn new things. [Intelligence is defined here as the ability to learn new things, not the amount of knowledge you already have.]
- I have horse sense. In other words, I am a *stable thinker*. I have street smarts.
- I have a college degree, but it's not in education.
- I have a high school diploma, but no formal training as a teacher.
- I know a good teacher when I see one. I may not be able to put my evaluation into technical terms but I still know good teaching when I see it.
- I know when teachers are doing a good job with my children. This is true even when I can't spend a lot of time in the classroom during school.
- I am a parent and want to help my children with their homework. I want to help them when they need help, not just do it for them.
- I am a parent and I am home-schooling my children (by teaching them at home.) I don't have any professional training as a teacher, but I still want to do a good job as their teacher.
- I am a teacher's aide. Sometimes I see my teacher doing things that don't look like good teaching to me. With just a little training, I think I could do as good a job as my teacher, or maybe even better.
- I am a Sunday school teacher, scout leader, or other type of volunteer teacher. I like to work with children in my spare time, and want to do the best possible job I can in helping them to learn new things.
- I am a corporate trainer or in-service training coordinator. My job description involves helping new employees develop basic skills and current employees master advanced skills.
- I am a supervisor on my job. In addition to overall supervision, I am responsible for training my employees to do things.
- I am a businessperson who is good at my job. I'd like to teach high school kids the things I have learned out here in the real world.

- I am an elected member of a school board. I take my job seriously and want to help the children in our community get the quality education for which their parents are paying taxes.
- I am a member of a steering committee at my school. We're working on a district-wide program to improve the quality of our education. I want to help but I'm not sure I know what I'm talking about.
- I am thinking about a career in education. All my life, I've dreamed about being a teacher. I'd sure like to get off to a good start.
- I have been appointed or hired into an administrative capacity. However, I have no training or experience in how to supervise and evaluate teachers or other education personnel.
- I am ready to graduate from college, but goofed off during a lot of my classes. Although I'll be qualified to teach on paper, I'd like a chance to catch up on what I missed out on while I was goofing off.
- I have a relative/friend who really needs this book. I will read it and pass it on to them.
- I'm now in my first teaching job, and I'm scared. I have all the credits and hold a certificate, but there's a lot I still need to know.

Now look back over your self-evaluation. Each time you've checked an item, this is an indication that you need to read *You Can Be a Teacher, Too*.

The Three Cardinal Laws of Teaching

These three laws are most frequently broken because it is easier and cheaper to teach the wrong way, not because teachers are not intelligent enough to do it the right way. Outcome-based education (OBE), as described in Appendix C, is specifically designed to make it easy to follow these rules.

Federal law mandates that all school-age persons with a mental or physical disability as described in the law must have a written individual education plan (IEP). Such an IEP must include instructional outcomes, methods and materials for achieving those outcomes, and expected levels of achievement for those outcomes. This enables the student as well as the teachers and parents to know when an outcome has been achieved.

Common sense dictates that all students should receive this kind of education. However, the sad fact is that individualized instruction is rarely provided for any students, exceptional or otherwise. While it is true that exceptional students who are covered by Federal mandates almost always have a piece of paper in their files, which is labeled IEP, that piece of paper is seldom a working document. All too often, the IEP is nothing but a compliance document which has little cause and effect relationship to the instruction, which is actually being provided for the student, involved.

Ed Lint's Three Cardinal Laws of Teaching require it for all students of any age. Federal mandates or not:

First, Don't teach a skill that has already been learned.

This annoys students.

When you're not sure of the student's ability, do a little testing first. Then, start your instruction at the current ability level and move up from there. This pre-testing may be very informal but it should be based on what you see the students can do, not what students say they can do. Sometimes this rule is broken because the teacher wants to review.

Second, Don't teach a skill that will never be used. This bores students.

What's a young child's favorite question? "Why". It's yours, too. We all want to know why and we ask "why" questions a thousand times a day. If you can't give a decent answer to the "Why do I have to learn this?" question, skip that lesson until you, the teacher, know why. If you never learn why, never teach it. Unless the boss tells you to, and then let him/her answer the "why" question.

Third, Don't teach a skill until the student is ready.

This frustrates students. The way to find out is to ask the learner to show you what he already can do. Maybe he knows the first step in the lesson. And the second, the third, and the fourth, too. So much the better, start at

the fifth step and go on from there. There's nothing more boring for the learner than to have to muddle through a lot of things he already knows.

Most children come to school loving it. When do they start hating school?

When they start getting bored. Being annoyed. Being frustrated. That's When!

The Four Basic Skills of Effective Teaching

You need these skills regardless of the age or circumstances of the students involved: day care ... kindergarten ... elementary school ... middle school ... high school ... college ... graduate school ... pre-service and in-service training-- there are no exceptions to these rules.

If you fail to master these four concepts, you'll never be an effective teacher, regardless of the number of college degrees you earn or professional certificates you acquire.

Some of the examples and illustrations given in these pages involve relatively young students. If you teach older students or adults, make the necessary adjustments for your students.

By the way, I'll usually use the term student when talking about the persons you teach. The term *children* infers a relatively young chronological age. The term *students* can apply to persons of any age that are in a learning situation. Since you are reading this book, you are a student. I will never cease to be a student. I like to learn at least one new thing every day of my life, and I was born March 10, 1934.

Here are the four keys to good teaching, listed in order of importance:

1 Compassion: This is your ability to treat other persons as you like to be treated, as the Bible states in the Golden Rule.

2 Communication: This is your ability to transport ideas, concepts, and facts from your brain to someone else's brain.

3 Content: This is the accumulation of information that you are responsible for conveying to your students. If it's not in your brain, you need to know how to teach your students to find it so they can get in their brain.

4 Control: This is your ability to structure the learning environment so all students have a chance to learn. If you've mastered skills one through three, number four pretty much takes care of itself.

Working with Adults versus Children

You say you're working with adults and don't need to know anything about such things as control? Stay with me. We'll see about this as we go along. I predict you'll be amazed how much of what you feel is directed to those that work with children can also apply to those that work with adults.

I can still remember my first day on the job as a professional educator, back in late August of 1958. The school district I was going to teach for had called a meeting of all teachers so we could get information for the coming school year. Let me describe that meeting:

All the teachers were talking to each other in their outdoor, not indoor, voices.

They had pulled the chairs out of their orderly rows and clustered them into informal coffee klatches.

When it was time to begin the meeting, the person in charge had to make repeated calls for order before anything meaningful could be accomplished.

The first thing I learned that day was that the primary difference between students and teachers was their physical size. [That didn't even apply to many high school students and their teachers.]

You may have developed, or learned, these skills in the school of hard knocks. Or, you may have acquired these skills in a formal teacher-training program in college. Regardless of how it happened, if you have these skills, you are an effective teacher. If you do not demonstrate these skills in the way you deal with your students, you are not an effective teacher. I know that's blunt. But that's the way it is.

If you're reading this book on the fly, stop and jot down these four words:

- 1. Compassion**
- 2. Communication**
- 3. Content**
- 4. Control**

Later, when you have more time, you can come back and read the fine print.

1. Compassion

Good teachers like people. In other words, good teachers are people persons. They like people in general and students in particular. This doesn't mean good teachers never get annoyed at what students do. However, this momentary annoyance is never translated into psychological or physical abuse. Teachers who don't like students should find other areas of service.

Perhaps you are still in high school and are considering a career as a professional educator. I want to talk with you specifically for the next paragraph or so. The rest of you can tune in also, if you want.

By now, you surely know if you like people well enough to teach them. If you're serious about a career in education, your budding resume should show some evidence of this career preference. If it doesn't, it's not too late to start volunteering right now. Your church and Sunday school, the scouts, the Little League, or even your school district may be looking for help in working with kids. Don't wait until you take student teaching in your senior year of college to discover that you really don't like kids well enough to teach them. By then, it may be too late to make a career change without a significant loss of time and money, to say nothing about your own self-esteem.

The effective teacher must:

A. Develop a positive relationship with the learner

This can happen best in a one-to-one situation outside the structure of the formal learning environment. Make sure you know the student's name and that he/she knows yours. Find out his/her interests, favorite things to do, and information about the family. It is easier to communicate with and control a student who knows and respects you as a person.

B. Make the learner feel at ease in the learning situation

Be friendly, smile a lot, and even crack a joke or two. That makes sense, doesn't it? If someone is going to learn something, it'll come easier if he feels comfortable. And I don't just mean soft chairs and the right temperature, although that is part of it. I mean feeling comfortable with you. Be relaxed, be friendly, and let the learner see that you have warm feelings about him/her as a person. Don't try to sound like you think teachers should sound. Relax and be yourself.

As a principal, I've had a lot of trouble over the years in getting new teachers to stop sounding like a teacher and start sounding like a person. You'll have to watch this problem, too. The minute you think about the fact that you're teaching, you'll want to sound like a "teacher". You know, that loud and funny tone of voice which teachers use. Kind of like the *Barney Fife syndrome*. I hate that! Learners do, too. Forget that and just be you. Everything will go a lot easier.

C. Be alert for signs of physical discomfort or illness

Never deny a student his/her right to use the restroom as required. (Younger students should be encouraged to use the restrooms during pre-session.) If you suspect students are finding the restroom more interesting than your class, do something about your class. You don't have to be a certified teacher to know that no one learns well when all powers of concentration are focused on the constriction of the sphincter muscles. I'm not sure how this fixation on restricting access to the restroom got such a prominent place in education theory. It's surely not born out of compassion.

D. Avoid sarcasm and ridicule

Since you are striving to place the learner at ease, these attitudes and actions have no place in the learning environment, unless you're a drill instructor and teaching at Quantico. The military establishment seems convinced that it takes sarcasm and ridicule to make good soldiers. (I'm not sure that's true, but it's too late to change things now.)

E. Praise in public and reprimand in private

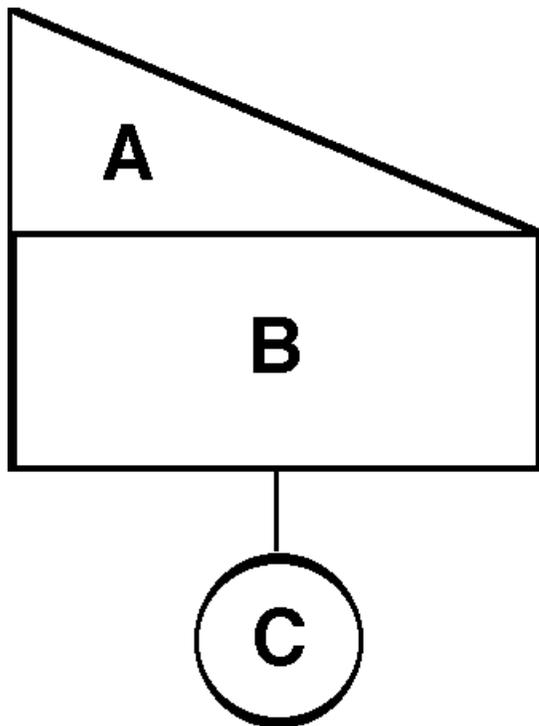
We'll talk more about discipline in the section on Control. For now, remember that the watchword is Compassion.

2. Communication

The ability to share ideas with others is critical to the teaching process. A gifted musician or athlete may have the ability to perform but not the ability to teach someone else to perform. At the same time, another musician or athlete can be an average performer while teaching the gifted performer how to do a better job.

Every once in a while, you'll find an expert in a specific area who is also an expert communicator. That person is more precious than rubies in the educational environment.

Effective teaching is hard work. The teaching process is mentally and



physically exhausting, when you're doing a good job. Right now, I'm talking about the communication process, especially. The business of getting information from your brain to the brains of your students is hard work. When folks talk about how good teachers have it, working five hours a day, for ten months a year -- forget it. The teacher who is an effective communicator is equal parts of showman, clown, actor, mime, and orator. And a five-hour day? Forget that, too! No full-time teacher worth his /her salt works a mere five hours a day.

Here is a frequently-quoted fallacy: "Those who can -- do. Those who can't, -- teach."

Here is the truth of the matter: "Some who can do, can also teach. Some who can do a little, can teach a lot. Some who can do a lot, can't teach at all."

To be an effective communicator, you must master the following processes and concepts:

Begin with the known and relate it to the unknown

Regardless of your theological orientation, history records the fact that Jesus Christ was a Master Teacher. He was at His best when He taught with parables. A parable is taking what is "known" and relating it to the "unknown." Jesus had less than four years to teach twelve men His basic philosophies. Although these men, known in the Bible as disciples, were intelligent, there is no record that they had any theological training (excluding the Apostle Paul). So, what did Jesus talk about when he was teaching His disciples? The simple things of life which were known to all: "bread", "water", "light", "salt", "sheep", "doors", "farmers", and "weddings" and "families".

There is an activity in Appendix A that you can use to test your ability to communicate with the learner by relating to things that are known. The figure at the left shows a simple diagram, made up of a triangle, a rectangle, a circle, and a straight line. All elements of the drawing are adjacent to each other and are labeled A, B, and C.

Seat three people at a table and stand in front of them. Keep your picture of the diagram out of sight. Tell them how to reproduce your diagram on their paper, using simple instructions. Don't respond to any questions except "Will you repeat that, please?" Don't look at their papers while they're still drawing. When you say "Draw a box," the unanswered questions may be: "How big is the box?" "How should I hold my paper?" "Do you want an outline or a 3-D picture of a box? Next you might say "Draw an outline of a shoe box." Now the unanswered questions will be fewer because your students already know the shape of a shoebox. You will be on your way to being an effective communicator when you can get a small group of adults to reproduce your diagram in the proper size and configuration on their paper. Now try it with children.

Adjust your presentation to the initial learning level of the students.

Not only do you need to begin with the known, you need to start with demonstrations and activities with which the students can have instant success. Example: When teaching students to read, at least 93 percent of the words used in the lesson should be words they already know. The Flutophone Demonstration in Appendix B illustrates this concept.

Remember that you have not taught until the learner has learned.

When my youngest daughter was failing algebra in high school, my wife, Nancy, and I had a conference with the teacher. I pointed out that the failing grade had to be shared equally between student and teacher. Since Jessi was intelligent and had excellent language skills, there was no reason why she couldn't learn algebra. Therefore, it was up to the teacher to find teaching methods that could communicate algebra facts and concepts from the teacher's brain to the student's brain. Teaching and learning go hand in hand.

3. Content

In mastering general content, you must:

1 Know what your students need to know when your instruction is over.

Many educators refer to this process as *Outcome-Based Education*. Unfortunately, outcome-based education has developed a bad reputation in some circles because it has been unfairly paired with liberal philosophies of education, religion, and politics. See Appendix C for the *Facts Concerning Outcome-based Education*. For now, you need to know that good teaching always is aimed at the outcome, not the method. The terms Outcome and Objective both relate to the concept of knowing the target of your teaching, and can be used more or less interchangeably.

2 Know the difference between Learning Objectives, Methods, and Materials.

The "Learning Objective" is the specific skill you are teaching. A Method is a game or activity that you use to help your students achieve the Learning Objective. "Materials" are the tangible things you use to carry out the Methods as you move the students toward the Learning Objective. A piece of chalk is a material. Playing a game on the chalkboard may be a method. This difference between Objectives and Methods/Materials is a fairly simple concept, but many teachers fail to understand the distinction. Teachers often decide on what to teach based on the contents of their closet, or the items listed in the school supply catalog - rather than the educational needs of their students.

3 Be able to break a lesson into sequential learning objectives.

The "sequence" is the order in which you will teach the tasks.

Here's a simple process for writing and sequencing objectives.

Example: You want your students to be able to cook an egg.

Divide that task into its separate sub-tasks.

Use 3x5 cards to write down the things you want the students to learn, one item per card. Use objectives only and not methods or materials. "Play musical chairs" is not an objective, it's a method. Don't worry about what comes first or last at this time. Just write. Leave the top inch of the card blank for rewording the objective later.

Now write an objective at the top of each card, and begin each objective with a present-tense verb.

Comment for trained teachers: Resist the habit of beginning each objective with a stock phrase such as, "The student will be able to". Such surplus verbiage just clutters up the scenery without saying anything significant. Of course you want the "student to be able to..." That's a given. The purpose of education is to help students to be able to do things. When you begin each objective with a verb, you get the action up front where you and the student can see it. In the example below, you are teaching students to prepare an egg sandwich:

- 1. Lays out and spreads bread**
- 2. Cracks egg on edge of stove or counter**
- 3. Presses thumbs into crack, pressing gently,**
- 4. Opens egg**
- 5. Drops egg's contents into preheated and greased pan**
- 6. Breaks yoke with spatula**
- 7. Mixes yoke and white slightly**
- 8. Watches for yoke to turn dull and white to turn "white"**
- 9. Loosens edges of egg with spatula to minimize sticking**
- 10. Holds panhandle with one hand and flips egg with other**
- 11. Straightens edges if they get folded under**
- 12. Turns off heat**
- 13. Removes egg from pan and places on bread**

For a young child, it wouldn't be unusual for steps 3 through 7 to be learned months after the rest of the sequence since they are the hardest and as far as a stove is concerned, the more dangerous.

Last, put your 3x5 cards in the order in which you wish to teach the objectives.

You can sequence your objectives in order of difficulty or logical order. When preparing an egg, the hardest thing to do may be to crack the egg - without making a mess.

Identify appropriate methods and materials for teaching specific learning objectives.

Here lies a major pitfall for the untrained (as well as trained) teacher. Do you use a method or material because it is familiar, readily available, and popular with the students? Or do you seek out methods and materials that are ideally suited for helping students reach a particular objective?

In outcome-based education, each method and material is specifically selected as being best suited for helping the students achieve a particular objective.

Avoid justification after the fact when planning methods to achieve objectives.

Several years ago, I had a phys ed department in an elementary program that played kickball all the time. In nice weather, they played kickball outside. In nasty weather, they played kickball in the gym. But it was always kickball. When I exercised the rights and responsibilities of a principal and asked why the students were getting a steady diet of kickball, I got a massive dissertation on the physical and mental benefits of playing kickball. The truth of the matter was, kickball required minimal preparation and instruction, since all the students already knew how to play. First, these teachers decided they were going to play kickball. Then, after the fact, and when questioned, they listed all the virtues of playing the game. If they had really applied themselves, they would have found other activities that would have been more beneficial than kickball.

4. Adjust methods and materials to meet the learning styles of the students

A method or material that worked with last year's group may not be suitable for this class. The seminar leader may have had a great idea but it just won't work for you. Tailor your methods by adapting, adjusting, and augmenting what others have found successful. And, don't be afraid to discard something that just won't work for your group. This includes the Flutophone Demonstration and the Drawing Lesson in the appendices. I have used both of these activities when teaching adults to be better teachers of students. However, these activities may not work at all for you. If they don't, use something else that does work for you!

If a student has a specific ability or disability, select methods and materials, which tend to maximize abilities and minimize disabilities.

5. Test what the students have learned.

Testing can be as simple as asking a few verbal questions after telling a story. Or, testing for older students can be in the form of a written quiz or performance monitoring.

In the example of cooking the egg above, one form of evaluation would be to eat the egg sandwich: does it look, smell, and taste good?

The true purpose of testing is not to give grades but to discover what has been learned. Of course, no test can ever truly measure intelligence or knowledge. A test measures performance and from that performance, we draw inferences on what has been learned. The much talked-about IQ (intelligence quotient) test shows how a given student or group of students performs mentally in comparison to most students of the same age.

For example, Johnny is 10 years old. We say his chronological age (CA) is 10.

However, when tested, he is able to do the mental work of the average 8-year-old. We say his mental age (MA) is 8.

We then arrange this basic information into a division problem. In the answer (quotient), we drop the decimal if there is one, and add a zero. We could call the answer a percent. The word quotient is used because the answer to any division problem is known as the quotient.

$$\text{MA} / \text{CA} = \text{IQ}$$

(In these examples, the slash mark (/) means divided by.) $8 / 10 = 80$

Johnny can do 80% of the mental work of an average 10-year-old, so we say his Intelligence Quotient (IQ) is 80. Let's try another example.

Jenny is also 10. However, when she is tested, she can do the mental work of a student who is 12. Again, this information is put into a simple division problem:

$$\text{MA} / \text{CA} = \text{IQ}$$

$$12 / 10 = 120$$

Of course many students will do the mental work of students their own age. Then the IQ equation looks like this:

$$\text{MA} / \text{CA} = \text{IQ}$$

$$10 / 10 = 100$$

8. Talk to the students, don't teach at them.

Good teachers don't sound like "teachers". They sound like a normal person talking to a group of normal persons. Tape your lessons and listen to yourself teach. Watch your volume and pitch. If you always use high volume and pitch, you have nowhere to go when you want to add emphasis.

9. Tell it, don't read it.

When presenting a story to young students, follow these steps:

A. Read the story during your preparation time and absorb the gist of what it says;

B. If you can't remember the details of the story, write some cues on 3x5 cards; if you have pictures to hold up, tape your cue cards to the back of the pictures;

C. When presenting the story, look the students straight in the eyes and "tell" them the story in your own words;

D. If the story is from a book with pictures, hold the book facing the group and turn the pages as you TELL the story. This technique makes your presentation more effective and helps you keep better control of the group.

For students who are "too old" for stories, limit your in-class reading to passages of lasting literary value or technical material that cannot be easily paraphrased. If you have a teacher's or instructor's manual, it should be read during your preparation time and then woven into your classroom presentation. Never read something to students which they can read for themselves [unless they are nonreaders.]

10. For preschool and primary-age students, do all writing in upper/lower case manuscript (printing) style.

This kind of writing provides more visual cues than writing in solid capitals. All students, even adults, can profit from the visual cues of upper/lower case writing. This applies when the copy is typeset, as well as handwritten. Using combinations of circles and straight lines to make all the letters creates manuscript printing.

11. Know the difference between concepts and facts.

Fact: There were 13 original colonies.

Concept: The colonists had to work hard to put together a form of government that met the challenges of the new land without giving up the values, which caused them to come to this continent in the first place.

12. Prepare a lesson plan

The plan should be in outline format so it can be used for quick reference during the lesson. During your preparation time, learn the lesson so well that while you are teaching, a quick glance at your lesson plan can trigger the next sequence of thoughts or events. Your lesson plan shouldn't be a script that is read or memorized word for word. In fact, you already know you should seldom read anything to students unless it has lasting literary value. Lesson plans seldom do.

All good teachers rehearse their lessons. Beginners may need to do this with an audience (from within the family or friends). Or, teach to a tape recorder and then play it back as you listen critically. As you get more experienced, you may do your rehearsing mentally. When I know I am going to speak before a group, I always do a mental rehearsal. Some of this activity involves actual mental word-for-word dialogue between the group and me.

4. Control

In any society, control is necessary or chaos results. This applies to teachers and students, also.

There is a philosophical difference between discipline and punishment. The purpose of discipline is to improve future behavior. The purpose of punishment is to provide a negative reward for past behavior. Try to think in terms of discipline and not punishment.

To have control in your classroom, you must:

1. Establish rules and limits. Your students may act like they don't want limits but many humans thrive in a controlled environment. Make sure everyone knows and understands your rules.

2. Enforce established rules and limits. Don't make empty threats. You may say, "The next time you talk without raising your hand, you will sit in the time-out chair 2 minutes." But if you say it, make sure you do it. Count on one thing: your students will test you.

3. Understand and be able to use the basic principles of such behavioral techniques as contingency contracting, positive reinforcement, behavior shaping, and delayed reinforcement.

Contingency contracting:

A contingency contract is based on an if/then statement. The classic contingency contract exists between an employer or employees. If you do the things listed in your job description, Then I will give you a financial reward in the form of a salary.

For younger students, contracts are always verbal. For older students, they may be written. Here are some sample classroom contingency contracts:

IF you will be quiet during the story, THEN you may have a snack.

IF you don't touch the microphone, THEN you may stand in the front row of the junior choir.

IF you memorize 10 of the 13 original colonies, THEN I will give you a new puzzle.

Positive reinforcement:

Many students (of all ages) exhibit poor behavior because they want your attention and/or the attention of the rest of the group. The trick is to reward positive behavior while ignoring negative behavior. (Negative behavior that involves danger to self or others

should not be ignored. Use a more structured technique such as time out.) Instead of giving a handful of Fruit Loops to all the children as a snack, try using them as positive reinforcers. When you see Tom, Dick, and Harry misbehaving, do this: "Mary is in her seat and ready for the story. Mary gets a Fruit Loop. Joe is in his seat and he gets a Fruit Loop. Billy is quiet. He gets a Fruit Loop, too." Say absolutely nothing to or about Tom, Dick, or Harry. If their negative behavior is based on a need for attention, this technique will get to them over a period of time.

Behavior shaping:

Sometimes a student cannot meet your rules and standards. Therefore, you must accept, and reinforce his/her ability to perform/conform on a graduating scale. Use this technique in connection with positive reinforcement. Harry is a new student in the community who has never been to Cub Scouts before. At first, you might reinforce him/her for not disturbing others while he is out of his seat. Later, you reinforce him/her for being in his seat even though he is not attending to what you are doing. Over successive sessions, you can gradually increase the requirements for reinforcement until he performs on the same level as the other students.

Delayed reinforcement (token economy):

A token economy is based on delayed reinforcement. Again, the employee/employer relationship provides an example. When an employee comes to work and performs the tasks listed in the job description, the reinforcement comes at the end of the pay period in the form of a paycheck or envelope. When working with younger students, instead of using edibles (Fruit Loops) for immediate reinforcement, use tokens for delayed reinforcement. You can make tokens out of small squares of colored construction paper. These tokens may then be exchanged for prizes or privileges.

Time out

You will find the need for a time out area where students can go whose negative behavior cannot be tolerated. This may be a corner of the room (a time-honored tradition) or a chair. Keep time out periods short. You might use an egg timer to keep track of the time. You may need different time-out areas for different students. Of course, in the adult world, the ultimate time out is prison. A rule of thumb you may try for preschool students is to give one minute of time out for each year of chronological age.

Be consistent across programs

In order for behavioral techniques to be effective, your standards of behavior must be consistent across all programs. Behavioral techniques have less chance of working if all leaders involved in the

program are not using the same reinforcement procedures. This is especially true for students with behavior problems. Involved adults must confer on the various techniques that will be used.

Not all troubled students are troublesome

Sometimes the quiet child may need your attention but doesn't know an acceptable way to compete for it. One of the benefits of positive reinforcement is the boost the self-concept of such a student gets each time the Fruit Loops or blue tokens are passed around for good behavior.

What about Problem Adults?

The biggest problem I've encountered while teaching/training adults is a problem many kids have in school, also. Constant talking! If a single student is constantly talking while I am talking, I simply stop talking and wait till the offender stops talking, also. Then I start talking again. If the offender starts talking again, I stop again and wait for quiet. Most intelligent persons soon get the message that I am refusing to compete with a second talker.

If I am a member of a group of adults and my neighbor starts talking to me, I don't answer unless it is something simple like, "What time is it" or "May I borrow your pencil." In other words, I do unto that teacher as I expect students to do unto me.

Send email

The Seven Rules of Effective Teaching

The seven rules of effective teaching listed below are drawn from the four keys: compassion, communication, content, and control

They are presented here to give you an overall picture of good teaching technique. Appendix B: The Flutophone Demonstration is an activity that role-plays these seven rules in both a positive and a negative fashion. I have used The Flutophone Demonstration to illustrate these seven rules in countless workshops and seminars for adults of all education levels and walks of life. Without fail, the student who received the good instruction has gone from a bumbling squeaker to playing a recognizable rendition of *Mary Had a Little Lamb* while the audience watched. [Total time: 15 minutes] And, the student who got the bad instruction also learned to play *Mary Had a Little Lamb* when presented with the good lesson.

If you have a little knowledge of music, you may be able to take The *Flutophone Demonstration* and run with it. If you know nothing about music, you will need to practice on the Flutophone before you try it in a public workshop. All I can say is, it has worked for me, over and over again.

Now, the absolute Rules:

1 Develop a positive relationship with the learner[Compassion]

Your students may be able to learn something if they don't like you. But they will learn a lot more and learn it faster if they do like you.

2 Avoid sarcasm and ridicule[Compassion]

This is especially important when working with young children, such as members of a Little League team.

2 Begin with the known and relate it to the unknown[Communication; Content]

This is a working definition of a parable. All effective teachers use this as a starting point.

3 Adjust your instruction to the initial learning level of the students[Content]

You want the student's first effort to be successful.

4 Break a lesson into sequential learning objectives[Content]

Call them objectives or outcomes, but you must break the lesson into small, manageable parts.

5 Reinforce the student's ability to perform/conform on a graduating scale.[Control]

Start each student at his/her success level. Then gradually increase the level of difficulty as their ability to perform increases.

6 Praise in public; correct in private.[Control]

There will be times when a student needs to be corrected. However, do it in private unless the safety of the student or the group is involved and immediate intervention is needed. Always do more praising than correcting , while still being sincere.

Part 2: Parents and Children

Basic principles for all quality instruction, Including Volunteer Programs

The most common trap into which a volunteer education manager can fall sounds something like this:

Question: Aren't these people volunteers who work as a goodwill service to this organization or community?

Answer: There may be no money involved but there is time. The teacher's time, the student's time, the supervisor's time.

1 Each teacher will have a written job description and relevant performance standards. Of course, such a job description should reference competence in our four main areas: compassion, communication, content, and control.

2 All teachers will receive pre-service and in-service training in how to fulfill the requirements of their job descriptions and meet minimum performance standards.

3 Each teacher will be given a regular performance evaluation to assess on-the-job competence as measured against the relevant job description and performance standards. Such an evaluation will include the following areas: compassion, communication, content, and control.

4 Teachers who show evidence of failing to perform satisfactorily will participate in a corrective action program designed to improve performance in the deficient area(s).

5 Teachers who fail to respond to an appropriate corrective action program will be considered for dismissal.

6 Dismissal will be the final disciplinary action, following these progressive disciplinary actions:

- a) Verbal reprimand.
- b) Written reprimand.
- c) Suspension.

Student's Bill of Rights

I wish I could say that once you have turned your child over to the teacher and the school, he/she will be in good hands from then on. In most cases that will be true, but there are exceptions. As a professional educator as well as a parent and taxpayer, I resent these exceptions as much or more than you do.

One of the big problems is that schools cut corners on human rights and have gotten away with it for years. Persons arrested and suspected of a crime have rights. Convicted felons in prison have rights. Minorities have rights. People in mental institutions have rights. Persons with disabilities have rights. They all have their rights and in most cases those rights are right.

But what about our run of the mill children? They spend up to seven hours a day in the care of strangers. Don't they have rights, too? You better believe they do and it's about time parents woke up to the fact that it's our job to make sure those rights don't get trampled on.

Here's a partial list of things all parents and educators should be thinking about in connection with the rights of a child in school. I call this a

Student's Bill of Rights.

A All students should be considered innocent of breaking a school rule and not punished until he/she is found guilty as a result of a reasonable investigation.

B All students should not be punished in a group as a result of something which one student or a small group of students has done.

C All students should have free and constant access to the restroom. He/she may be asked if he/she can wait but never told he/she can't go.

D All students should have a chance to drink water after physical exertion, such as playground activities.

E All students should have a chance to wash his/her hands before eating lunch.

F All students should not be spanked, whipped or physically punished in any way. When parents use physical punishment, it must be balanced with physical love on a ratio of ten hugs to one smack. Teachers are rarely in a position to do this much hugging.

G No students should be subjected to public sarcasm or ridicule when disciplining him/her.

H All students' problems at school should be confidential among the teachers who work directly with him/her and his/her parents. Other teachers, parents or people in the community should not be involved.

I All students at all times should be treated as a person of dignity and worth. He/she is not a non-person. He/she is not a semi-person or a sub-person. He/she is a full-fledged citizen of the United States and a human being, created equal with the principal and teachers of the school he/she attends.

G Every reasonable effort must be made to maintain the highest possible levels of quality of living and quality of learning in all aspects of the public school education program. This includes things that are personal, social, educational, environmental, physiological and spiritual.

Some of the things on this list can cause a lot of arguments. Not all teachers, principals and maybe even parents will agree with me on all points. Nevertheless, I strongly believe that the things on this list represent the only right and fair way to treat children in school. I also believe that in your lifetime, these rights will be guaranteed every child in public school through the school codes of all 50 states.

Attention Parents

The job of being a parent is the most important responsibility you'll ever face. I'm sure you already know that but I just want to say it again.

An education is an extremely important part of your child's life, both in the present and in the future. He/she will spend up to 990 hours per year for up to 13 years in the care and custody of your local school system. When you match up the important job of a parent against the important job of a teacher, guess who's in the middle? Right! Your little Johnny or Joanie.

Even though you live in a topnotch school district, the time may come when your job as a parent will take you to the teacher, principal, superintendent or school board to make sure Johnny isn't getting squashed there in the middle. Some of the things in this book may help you if such a time comes. Maybe you've already made a trip to the teacher or other school official on behalf of your child but didn't feel satisfied. This section should be especially helpful. You can do better next time or you can even go back and tackle a problem that still isn't solved. Now here's the important part. If you feel there's something going on at school that is hurting your child-educationally, mentally, socially, physically, or spiritually-it is your God-given duty to do something about it. When the Mama Bear sees that one of her cubs is in trouble, she doesn't hang back for fear she'll cause a fuss. No way! She jumps in with teeth and claws and does her thing. This section is designed to help you make like a Mama Bear in the most courteous and logical and rational and effective way possible.

Let's say just a little more about this business of being a Mama (or Papa) Bear. Many times parents have come to me with problems their children are having in school, problems that may range from poor reading skills to denial of the right to use the toilet. In every case I ask if this problem has been discussed with the teacher or principal. Time after time the parent will mumble something about not wanting to cause trouble or being afraid the teacher will take it out on the child. Hogwash! (Not a very professional word but it shows how I feel about this attitude.) A good teacher wants to know how you feel about your child's education and welcomes your visit and comments. A poor teacher probably already knows his/her shortcomings and doesn't want to draw the principal's attention to a situation that may have occurred before. Either way, my experience as parent and educator indicates that the child makes out better-not worse-as a result of the parent getting into the act.

Let me share a story from my first year as a teacher. I had a very alert seventh-grader who could handle the class work with no problem but was a little smart with her mouth. I was young and inexperienced and I shot her down in front of the class. I used sarcasm and really hurt her. Well, she went home and told her mother- as she should have done. Her mother sent me a letter of complaint- which she should have done. (A visit would have been even better.) I was wrong and I apologized. But the point of my story is this: I really watched myself around that girl from then on. Why? Because I knew there was a real Mama Bear back home and I respected them both for it.

Getting Ready for School

I'll be talking about what you can be doing at home with your child during the years he's too young for school. The title of this section kind of looks like I'll be telling you how to avoid missing the bus. There may be a solution to that problem but my wife and I could never find it. If we're talking about your first child, I need to say this section will not take the place of all those books parents like to read about raising children. I'll only get into those things that tie in very closely with "getting ready for school."

Try to Talk and Read a Lot to Your Child

A good education in America's schools depends on your child's ability to understand what is said to him/her. Along with this go the abilities to express ideas in words, read other people's ideas that have been written down, and express his/her/own ideas in written form. We call this whole area "language arts".

All of these skills will be given a head start if you talk to your child all the time, right from the day of birth. When you're feeding him/her, talk about it. When you're bathing and dressing her, talk about those things, too. Talk about his/her toys, talk about yourself, and talk about the other members of the family. Talk about the pets, the weather, people you visit and who visit you. Talk, talk, talk all the time about everything around you and never stop talking. Only God will know the precise moment when that little brain will make the first connection between a word he/she hears and something he/she sees, feels, tastes or senses. The sooner and more often these connections are made between words he/she hears and things in his/her little world, the better he'll learn in school.

If you have extended family members who live some distance away and seldom see your child, make sure you have plenty of pictures of these family members. Talk about these persons constantly and make sure your child is able to recognize them by face. As soon as your child is able to talk, encourage him/her to talk to family members on the phone. When our number two grandson, Justus, came into the family, his parents lived in Nashville, TN. but his family lived in central Pennsylvania. We only see each other about three or four times a year. I had an 18 by 24 family portrait mounted on foam board [for just pennies at Staples.] Justus carried that picture all over the house and could name and identify all members of our family [all 14 of us] before he was two.

As soon as you're sure your baby is making regular connections between words and things around him/her, start using books. Get books with lots of pictures and talk about what's in the pictures. It's better if the pictures are real photographs instead of drawings. It's easier to make a connection, or "association" as we say, between a word and a photograph since the photograph is more like the real thing than a drawing will be.

Point to the pictures and talk about them. Encourage Baby to hold the book and play with it. Since books will be his/her constant companions during all

his/her school years, it's important that he/she learns to enjoy them as quickly as possible.

Baby's early books should be "board books", so called because their pages are as stiff as a board. Board books are sturdy and the pages thick and extremely easy to turn. My grandchildren especially like what I call cube books. They are about four inches square.

Keep valuable books in a safe place so you're not required to scold or punish him/her for tearing a page or scribbling on a cover. You want him/her to always see books as fun things, not no-no's. Always hand him/her a book right side up and gently change it when he/she turns it up side down, without saying anything about the mistake. As soon as he/she regularly handles a book right side up it's time to use books for telling stories. Most parents read stories to their children but in the beginning it's best to "tell" instead of read. You certainly don't need the words to tell the stories of the *Three Little Pigs* or *Goldilocks and the Three Bears*.

Face your child and hold the book so he/she can see the pictures, pointing to the pictures as you talk. Then-really get into the story. Ham it up! Be a star! Your child will love every minute of it and beg for more. I couldn't count the number of times I've done the four different voices that go along with *Goldilocks and the Three Bears*. The trick is to make Papa Bear's voice low enough so you still have room at the top for Baby Bear's squeaky little voice. I get a sore throat just thinking about it. But it was fun . . . still is with my grandchildren. If I would announce right now that I'm about to do a full-scale "Goldilocks" with sound effects, Jim and Jessi would be on the road from Nashville and Philadelphia within the hour. Judy and Dave (who live closer) would have their kids here within minutes.

As your child gets a little older you should start reading to him/her from simple books so he/she understands that the words on the pages contain the fun of the story. With him/her on your lap, hold the book so both of you can see and then read slowly while you follow along beneath the words with your finger. In this way he/she learns that reading works from the top to the bottom of the page and from the left to the right.

Keep on reading to him/her in this way for as long as he/she fits on your lap. After a while you can stop pointing to the words with your finger but you should never stop reading to him/her until he/she has learned to read for his/her own enjoyment, usually about the summer between the second and third grade.

Teaching Reading at Home

Teachers don't agree on how much should be taught at home before a child starts school. Some say leave reading and numbers completely alone until he/she gets them in school. Other teachers say teach as much as the child is ready for while still at home. Here's what I suggest as a middle ground.

Teach him/her to recognize his/her own first name and the names of family members when printed. Teach him/her to name the letters of the alphabet when he/she sees them printed but it's not necessary to say the alphabet in

order. Teach him/her to recognize the numerals 0 through 9 but don't encourage him/her to count out loud unless he/she's counting something specific. This is probably enough before he/she starts regular school.

**Most people who aren't teachers think learning the alphabet in order is the first step of learning to read. Actually, recognizing and naming the letters is much more important than saying them in order. The only reason we teach alphabet order at all is because of dictionaries and phone books. And, most parents think it's cute for a little child to count up to 10:
1-2-3-4-5-6-7-8-9-10.**

In the beginning counting should be limited to counting real things: 1-2-3 apples; 1-2-3 cars. Oral counting without things may make it harder when it comes time to count things.

When teachers in kindergarten and first grade write on the board or paper, they use something called manuscript writing. In manuscript writing, all letters and numerals are made with straight lines and circles. You may not make them perfectly but if you can come pretty close, it will make the letter and word activities you do at home helpful instead of harmful. Above everything else, don't use all capitals for a word you want him/her to recognize, even his/her name.

Don't do any writing at all with him/her beyond crayons and a coloring book. Putting the circles and lines down in a certain order and moving the pencil in certain directions make the manuscript letters. His/her teacher will want him/her to make the letters just that way and it's better if you don't get involved before school starts. A little drawing and coloring is all right but NO LETTERS.

Here's one thing you can do around the house that will help him/her get ready for reading and not do any harm. Print household words on cards-making proper manuscript letters- and tape them up with masking tape. Make word labels for the door, window, chair, table, sink, stove, and so forth.

If you have access to a word processor and printer, print out your labels using the Courier font.

**Here is an example of the Courier or New
Courier font.**

When he/she gets used to the way the words look [their configuration] make another set of cards he/she can hold in his/her hand. Ask him/her to match the words in the two sets. Later you can hold up the cards in the second set as "flash cards" and see if he/she can name the word without the clue of seeing it taped to the object. With all school-type activities, go very slow and easy. Don't push, don't get uptight, and don't scold for failures. He/she probably isn't a genius and he'll learn in his/her own time and at his/her own pace. In fact, when the student's ready to learn, it will be hard to hold him/her back.

I just thought of one other learning activity you may want to try at home. Make up two flash cards with BOYS on one and GIRLS on the other. Now here's where you'll break the no-capitals rule. On these cards all letters should be capitals since that's the way the signs will look on the toilet doors at school. If he/she learns these, try MEN and WOMEN. Knowing these words will be helpful in places other than school

Expect Your Child to Obey

Don't expect the teacher to do in kindergarten or first grade what you haven't been able to do at home. Be reasonable in what you expect your child to do and then don't accept anything else. Children quickly learn just how much they can get away with and when they have to obey. If you expect obedience, you'll get it.

I heard about some research done several years ago to find out why some teachers could control classroom behavior and others couldn't. With the teachers' permission, the researchers observed classrooms where things were orderly and other rooms where it was bedlam.

Later, when they compared their observations and videotapes, the researchers found that the teachers with good classroom control were those who acted like they expected obedience to reasonable requests. Not because of fear, or size, or spanking, or yelling, or sarcasm. Just expecting obedience and accepting nothing else. You can have that, too, in your home. Work on it.

Give Your Child Some Classroom Experience

If yours is an only child or is home alone with a parent or baby-sitter much of the day, he/she should have a little classroom experience before starting school. It will help if he/she knows how to act in a group of children. How to share, how to take turns, how to wait in line-things like that. He/she'll also need to be able to sit quietly for short periods of time with a tabletop activity such as puzzles or crayons.

A well-run Sunday school or nursery school will give him/her this head start toward getting ready for school. If these aren't available, maybe you can play school a little right there at home with such things as puzzles, crayons, cutting and pasting.

The summer before Your Child Starts School

Find out what regulations your school district has about a child starting school for the first time. You'll probably need his/her birth certificate and some basic medical information. When you have all your information together, go to the school and have him/her pre-registered. All these things should be taken care of long before the first day of school.

I can still remember my first day of school. It was at a one-room country school with all eight grades in Stonington, Pennsylvania. Mom packed a lunch of a Lebanon bologna sandwich and Dad took me to school. But,

somebody had goofed; I wasn't old enough for first grade and had to wait till next year. I ate my first school lunch at the kitchen table!

Also, make sure your child can take care of himself in the toilet, including using tissue. If he/she can't, work on this during the summer. And washing hands before eating is important. Schools have a lot of people and they also have a lot of germs as a result of all the people. Good hand-washing skills are necessary.

The First Day of School

Yes, by all means take him/her to school that first day. Just be sure to leave school without him/her. There may be tears and clinging and even a little bawling. Don't budge. If you take him/her home, you'll have a bigger problem tomorrow.

If your child has a nickname based on his/her real name, make sure the teacher knows what it is and knows how to spell it. School can be a lonely, scary place and it's even worse if the teacher is calling you "Robert" when Mommy and Daddy have always called you Bobby or Bob or whatever. If a nickname is not based on his/her real name, such as *Skippy*, or *Cricket*, the teacher may not chose to use it.

A Parent's Guide to Teacher Tenure and Unions

You need to understand what tenure means (Pronounced TEN-yer). The first two or three years a teacher works for a school district he/she will be on a form of probation. If he/she does a good job as far as the school district is concerned, he/she becomes a permanent employee at the end of this trial period. Educators call this permanent status of employment "tenure". It takes a lot of proof to get a teacher out of his/her position once he/she has tenure, regardless of what kind of a lousy job he/she's doing.

As a general rule, tenure doesn't help good teachers, only poor ones. If a school district is really on the ball, it wants to hold on to good and experienced teachers, not get rid of them. Sure, some shady districts are willing to fire an experienced teacher who's doing a good job so a green teacher fresh out of college can be hired for less money. I suppose politics can get involved with who's hired and fired, too. I guess these two situations are part of the reason we ever got tenure laws in the first place.

Unions have a lot to say about the way a school district disciplines teachers. If you've belonged to a union or been a union steward, you know about this kind of thing. Teacher unions can also have an effect on the quality of your child's education. When I started teaching in 1958 I'd never heard of teachers going out on strike and shutting down a school district. Now it happens all the time and I'm sure that during the school year of a long strike, the children are the biggest losers.

For something less than a major offense, the union will want the district to use progressive discipline. For the first offense a verbal reprimand is given. If it happens again in a certain period of time, the teacher gets a written warning. If it happens a third time, the teacher may get a day of suspension without pay. After a couple suspensions without pay, it's time for the district to go consider a dismissal.

Along the way, the administration must keep good records of the teacher's performance and write down everything that might relate to a disciplinary action. Sometimes a teacher will do something big and bad enough to get fired the first shot out of the cannon but not very often. Therefore, a good system of progressive discipline must be used to protect both teachers and children.

Now, the bad part, the really bad part. Many teachers never get burned at all for their educational malpractice. Sounds impossible but I know for a fact that it is true.

It happens for one or more of these reasons.

Nobody makes a formal complaint.

Children may go home and complain to their parents about what a teacher has done. Parents may mumble and grumble among themselves about what a certain teacher is doing. But nothing comes of it. The school year ends, the children go on to

another teacher and the whole mess starts all over again. As the years pass, a teacher who should have been fired long ago can hurt hundreds of children, educationally and emotionally.

Teachers hang together and cover up for each other.

Don't kid yourself. Teachers know what's going on in the school where they teach. They know who's doing a good job and who isn't. And teachers will complain among themselves about a rotten apple in their barrel but no one will do anything about it. Kind of an unwritten law but it's a bad law.

1. Wake up, teachers, and police your profession before parents arise as a long-silent mighty consumer group and do it for you.

2. Principals whitewash complaints when parents do make them.

You're right, it shouldn't happen but it does. All principals were teachers before they became principals. That fact give you any ideas? Sometimes the student is transferred to another class or school to keep an angry parent quiet. Or, if enough parents complain, the teacher is transferred to another school. And the problem goes on and on.

3. Parents don't work together.

Very rarely do you see a group of parents banding together to deal with an unsatisfactory teacher. A lot of complaining? Yes. But unity? Hardly ever.

Now all these bad situations don't happen everywhere and all the time. They happen often enough, though, to allow incompetent teachers to go on hurting thousands of children year after year.

American Schools Are Monopolistic: They should Be Competitive

When you move into a new community, one of the first things you look for is a grocery market. If the market in your immediate community is dirty, expensive, and staffed by rude employees, you'll look for another one. That's because markets are operated on the basis of competition. If you don't like the closest one, you'll drive a little farther to find one you do like. And there will be no market police to tell you where you can and cannot spend your own money to buy groceries in a clean, pleasant environment.

What happens if you move to a new community that has a rat-trap school with a rude principal and ruder teachers? Can you look around for a school you and your kids like better? In most communities, you cannot. You are a captive of the geography of your dwelling. The teachers and their unions have established an ironclad monopoly. Even if the administration is convinced that a given teacher is doing a poor job, that teacher is so protected by the union and its rules, it is next to impossible to do anything about it.

John Stossel of ABC news, tells of a large eastern metropolis that has collected a fair number of unsuitable teachers over the years. These teachers are not fit to come into contact with students. Are they being fired for cause, as you might expect? Oh, no! They are paid a total of \$20 million a year to report daily to "rubber rooms" where they twiddle their thumbs until retirement. That's an education monopoly at work.

Stossel also tells of a principal in a Belgium school who says of her parents, "If we don't offer them what they want for their child, they won't come to our school ... You can't afford 10 teachers out of 160 that don't do their work, because the clients will know, and won't come to you again." And that's competitive education at work.

Competitive education works because the money follows the child. It is known by various names: charter schools and voucher system are two of the more common. Be sure of one thing. The teacher unions will instantly recognize it as an end to their monopoly and fight it tooth and nail!

Part 3: How Schools Are Run

How to Handle a Major Problem at School

If your problem is coming from the way your child performs or behaves at school, I'm assuming you'll find out about that through the teacher.

However, if your problem is coming from the way your child is treated at school, you'll probably get that from the child.

And it may not be what he/she tells you, either.

You know what it's like when you ask him/her how things are at school:

"How was school today?"

"Okay."

"What'd you do today?"

"Oh, nuthin special."

"Do you like school? Do you like your teacher?"

"Guess so."

Not too informative is it? If your child isn't telling you verbally about a problem at school, he/she may tell you with his/her stomach. Some young children respond to school problems with various stomach difficulties such as pain, vomiting and loose bowels. Adults can react to fear in the same way, incidentally. If you see these kinds of morning stomach problems on a regular basis, along with a tearful reluctance to get on the bus, start looking for trouble.

First, have your child checked by a physician to make sure there are no medical causes for the symptoms. If the doctor finds nothing, check into the school situation. The problem may not be the teacher's fault. Bigger children on the bus or an honest fear of being away from home all day for younger children may cause it.

Regardless of the problem's cause, you should investigate.

If you're pretty sure your child's problem is directly connected with the teacher and the school, go through the following steps until the problem is solved. You may be satisfied after the first step or you may have to go on up the ladder.

Just don't stop until you are satisfied.

Step One: Ask For a Parent-Teacher Conference

If the teacher suspects you may be on your high horse about something, the principal may be there, too. Don't let that change anything. You are still the Number One Person at the meeting and don't forget it.

If you feel the problem wasn't solved at this first step, go to the next step.

Step Two: Check with Other Parents

You may be surprised at the number of other parents who'll tell you about having the same kind of problem with the same teacher. But even if it looks like your child is the only one with such a problem, don't give up. Go on to the next step regardless.

Step Three: Ask For Permission to Make an Observation

Tell the teacher, and maybe the principal, that you want to visit the school for a whole day and watch your child in action in all his/her classes. You may get an argument but don't give in. He/she's your child. The school is run with your tax dollars. There's no reason why you can't go in and observe if you want to.

Plan to sit in the back of the room and keep a low profile. Tell your child ahead of time what you're planning to do and then decide between the two of you that you won't be talking to each other during the observation.

Be sure you have pencil and paper so you can write down things which you don't understand and which you will want to discuss with the teacher later.

Make a special point of watching how the teacher treats the other children and how they react to him/her. Especially watch how the children react to the teacher during the second half of the school day. By then, the fact that you're in the room may have worn off a little and the children will be acting more like themselves. The teacher may be able to convince you he/she's a great person at least for one day. But if you watch the children, you may get closer to the truth of what's really going on in that classroom.

I know this idea of going to the school for a whole day and sitting in a classroom sounds scary. I also know that most of you will be strongly tempted to chicken out and skip this step in the process of solving your problem. Chances are your child will put up a fuss when he/she hears what you're planning to do because he/she thinks he/she will be embarrassed. However, there are certain school problems which you'll never understand until you spend some time in the classroom in the role of a concerned parent.

If you're happy with what you see during your day in school, make a special point of saying so to the teacher and principal. If you're not happy with what you see, don't say anything at all that day.

Make plans to go on to the next step.

Step Four: Write a Letter of Complaint

Don't write a crazy letter where you rant and rave and prove to the school people that you don't have good sense. Just state the facts as you feel they are and ask for a meeting to discuss the problem when both the teacher and the principal will be present.

Here's how to set up your letter:

- 1. Type your letter if you can or have someone else type it for you. If you can't get it typed, write it on white paper using black ink. Some photocopiers won't make good copies if you don't use black ink. Write on only one side of the paper. Print or write whichever you do best.**
- 2. Plan to send three copies: one to the teacher at his/her home address, one to the principal and one to the school superintendent.**
- 3. Use plain English and say what's bothering you. Talk about how you first found out about the problem. Tell about your conference with the teacher. Tell about your observation and what you feel you saw on that day. Again-be calm and courteous in the way you say what you have to say. It's not time to rant and rave yet.**
- 4. Find a place where you can get photocopies made. Make three copies of your letter: one each for the teacher, principal and superintendent. Your library, post office, courthouse or your local UPS Store may have copy machines. When you mail your letters, keep the original and send the photocopies. You may need more copies later and that's why you should never give up your original letter.**

Step Five: Organize With Other Parents

You know there is strength in numbers so get organized. Ask other parents whose children have had the same kind of problem as yours to write letters of complaint, also. Make four copies of these letters, including yours, to be sent to these persons:

- 1. The school superintendent. He/she already knows about the problem because he/she got a copy of your letter.**
- 2. The president of the school board. He/she should know about the problem but perhaps doesn't.**
- 3. The president of your local teachers' union. He/she should know about the problem at this time in case disciplinary action becomes necessary.**

4. Your state's chief school administrator. He/she will not know about the problem yet but it doesn't hurt to send him/her your material anyway. To get the name and address, get the area code for your state capital and then call information for that area. Ask the information operator for the number at the state department of education where you can get information. The person you're looking for may be known as the the director education or something similar. You will probably get a receptionist's number and she will be able to give you what you need to know. Don't try to call the chief school administrator directly- yet.

5. Sending this kind of information to your local and state school officials should be enough prodding to get things moving in the direction of improving the situation. The principal and superintendent should sit down with the problem teacher and show him/her just exactly what he/she needs to do to improve his/her classroom technique. Even if your problem teacher is a little slow when it comes to knowing about good education, he/she can probably figure out which side his/her bread is buttered on.

However, if things don't get better, and you have proof, it's time to move on to the next step.

Step Six: Circulate a Petition for Dismissal

If it's now past the middle of the school year, you have a great temptation to grin and bear it for the rest of this year, hoping Johnny will get a better teacher next year. The chances are good that your child will get a better teacher next year since I hope we still have more good teachers than poor ones. But what about all the kids who'll have this teacher next year and for all the years in the future? You really can't forget about them, can you? Maybe next year's parents won't include someone like you who's willing to stand up and be counted for what is right. That means the situation may drag on another year and the cycle will repeat itself. Children get upset. Parents get upset. Not too much learning takes place. And the incompetent teacher keeps his/her job and fails to improve.

Perhaps you're thinking about the poor teacher and the fact you may be helping to take away his/her means of earning a living. Actually, you should have been thinking about the teacher all along. Thinking about him/her and making sure each step of the way that you have the facts and that things are just as bad as you think they are. If you're convinced that he/she is hurting children, educationally as well as emotionally, you must go on.

Here are some things you should be considering as you prepare a petition for dismissal:

A. Not everyone who has a teaching certificate and a contract with a school district should be teaching children. Some people

just aren't suited to cope with children in a learning environment day after day.

B. The teacher may be unhappier about the way his/her teaching career is going than you are. This may be the push he/she needs to resign and find a job he/she really likes.

C. When the teacher realizes you're asking for dismissal, he/she just may fight hard to keep his/her job. Now it's time to get on with the petition. Have it typed up in final form and make as many photocopies as you'll have persons going out to recruit signatures. Also make four more copies of your letters of complaint since you'll want fresh copies to send along with the petition.

Next, type up a single signature page and then have enough copies made to handle all the signatures you expect to get. Tell your recruiters to fill up one page with signatures before going on to the next page. This is important: Make sure each person who signs your petition is 18 years of age or older and is a relative of a student the teacher has taught. If this teacher has been teaching long enough, you may find some of his/her former students who are willing to sign your petition.

Again, make sure that everyone signs in BLACK INK. Each recruiter should carry a black pen. The Ultra-Fine Flair and the Sharpie Retractable Fine Point are excellent for making a bold signature that still looks neat.

What happens if nothing happens? Good question. I'm not sure I know the answer. I do believe that you will get results if you go as far as a petition for dismissal. Either the teacher will get the message and shape up or he/she will be removed from the classroom.

If nothing does happen and it looks like the teacher is getting set to start teaching again next year, I would arrange a meeting between a delegation of parents and the top state school officials in my state capital. I would also, at the same time, send copies of all letters and the petition to the state legislators for my area and try to bring pressure to bear that way.

I sincerely hope your family is never faced with a problem teacher. But if you are, follow the steps in this section. Be as fair as possible and as tough as necessary.

Calling All Educators

Attention Teachers:

I'm not sure why you're reading this section but read on because I feel it can really help you, too. As you already know I'm a teacher by profession and proud of it. Although I've been out of the classroom since 1964 I still respond "teacher" when called upon to state my profession. But, I'm also a parent of two girls and two boys, and a grandparent of three boys and two girls. While my kids were in public school I was a parent who fiercely and protectively loved his children and wanted the very best for them in all aspects of life. If called upon to select the highest "calling", it would be parent every time.

Therefore, I will not pull any punches where the welfare of children is concerned. You and I both know many teachers just aren't suited to work with children and should be out of the profession as far as classroom work is concerned. For too long we have sheltered the incompetent, the sarcastic, the lazy teachers among us and it's time to come down on the side of the rights of the students. When you see physical abuse, psychological abuse or educational malpractice among your peers, do something! File an incident report with the administration. Speak forcefully with the offender. Apply group pressure. But do something! Be especially vigilant where young children are involved who will be less inclined to speak up for their own rights.

Attention Principals and Superintendents:

My charge to you is threefold: observe, investigate and discipline (teachers, that is). Get into the classrooms and see what's happening to our children in the name of education. I guarantee you'll be surprised, both positively and negatively. Many teachers are seldom formally observed after they have achieved tenure. This is a crime in two ways. Good teachers never get the recognition they deserve and their ideas are not formally shared among other teachers in the system. And, poor teachers are never seen for what they are-- a menace to the well being of children and blight on our profession.

Oh, I know what you're saying. You're so busy with the administrative demands of your job you don't have time to get into the classroom for formal observations. And when I say "observation", I mean no less than 60 minutes and no less often than twice each school year, complete with review of instructional materials and follow-up counseling session(s). The truth is, you don't observe teachers because you haven't given this facet of your job a proper priority. An administrative assistant with a high school diploma, a quick mind, and boundless energy can learn to do much of what now dominates your time, leaving you free to spend more time in the classroom.

Observation is important and so is investigation. Most parents I talk to feel that the average principal or superintendent will side with the teacher in a parent-complaint situation regardless of the facts. I don't have data to

prove it but my gut-level reaction tells me they're right. Even if you don't observe teachers on a regular basis, in the face of a complaint, get out there and investigate. Tenure or not! Observe the teacher. Examine the classroom materials. Talk with the students. Talk with the other teachers. Find out what's really going on. And when you have the facts, stand up for WHAT is right regardless of WHO is involved.

If an investigation exposes malpractice on the part of the teacher, don't be afraid to discipline that teacher formally. We both know the score when it comes to unions and tenure. Therefore, it is imperative that you accumulate proper justification and documentation for any action you contemplate.

Another important consideration is the proper breaking in of new teachers. Four years of college, student teaching and a first-level certificate do not automatically produce fully qualified educators of the nation's children. Get to know the first-year teachers and extend some personal as well as professional warmth. Visit his/her classroom often, during teaching and non-teaching time. Be there to answer all those questions with the right answers. Encourage compassion, good communication, good content, and good control. Reinforce good techniques, point out areas for improvement and smile more often than you frown. Don't abandon the orientation and on-the-job training of your first-year teachers in favor of administrative busy work. It's much easier to guide that teacher during his/her first year or so than to discipline him/her 10 years later.

If you have head teachers or instructional advisers, make sure they understand and mirror your devotion to quality education. Don't dilute the effectiveness of your training and experience by careless delegation of your powers.

Since I've already served notice that this book will step on toes, I'm not going to apologize for anything I've said in the preceding paragraphs. Just know that I've been through the mill of irate parents and union-backed teachers-and I still believe what I've said. I also believe that middle management is one of the toughest and most thankless jobs in the world, Mrs. /Ms. /Miss Mr. /Principal.

Good luck!

Attention School Board Members:

Most school board members I've had contact with know more about politics than education. That won't be all that bad if you'll listen to a little straight-out advice about how to do your job from someone who knows absolutely nothing about politics but a fair amount about education.

Here's what I suggest:

- 1. Put your political skill to work and get the consumers involved in the management of your district's education program.**
- 2. Establish committees made up of parents, teachers, high school students and administrators. Encourage these committees to advise**

you on a variety of matters including such things as teacher selection, parent complaints, curriculum and administrative appointments.

3. Be very careful when you hire a new superintendent of schools. Pick a special committee to help with that job. Make sure a high-level professional educator whose philosophy you understand and trust chairs the committee. This chairperson can be a college professor, a consultant from your state department of education or an experienced superintendent from a non-adjacent school district. If you make a mistake in hiring your superintendent, a lot of people may suffer including your own children, grandchildren and friends.

4. Make sure your administrators are following through on OBSERVE, INVESTIGATE and DISCIPLINE. Let the parents and students of your district know that you're on their side. After all, your job is to guarantee that each child in your district gets an appropriate program of education and training in return for the tax dollars invested by the parents. This posture makes sense from a political as well as an educational point of view.

Attention College-Bound High School Seniors and College Students:

Not everyone who wants to be a teacher can or should be one. Unfortunately too many young people go through four years of college, including student teaching, and then find out they don't like teaching after all. Even worse is the fact that some of these unhappy college graduates go on and try to work at the job of being a teacher anyway.

That's a crime if it happens to you. Life is too short to spend it doing something you really don't enjoy. It's a worse crime for the children you'll teach. They and their taxpaying parents deserve something better.

Tell you what. Since you're thinking college anyway, take this little test I've prepared. Score yourself and if your score is a little on the low side, perhaps you should change your mind about teaching and head for a profession you can really enjoy. As a matter of fact, we certainly don't need another misfit in the profession.

Here's the test

Score yourself from 1 to 10 on each item. Absolutely Yes is a "10" and Absolutely No is a "1". The in-between numbers are for in-between feelings.

Have fun!

10 9 8 7 6 5 4 3 2 1 Do I really like people enough to spend all my working time with them?

10 9 8 7 6 5 4 3 2 1 Do I really like children of all ages well enough to be face to face with them up to 30 hours each week?

10 9 8 7 6 5 4 3 2 1 Am I willing to work in a profession which holds no hopes of big money, especially if I stay in the classroom, regardless of how much seniority, experience or education I have?

10 9 8 7 6 5 4 3 2 1 Am I willing to go home each night mentally and emotionally exhausted as well as physically tired-and still have papers to grade, tests to write, PTA meetings to attend and additional college courses to work on?

10 9 8 7 6 5 4 3 2 1 Am I willing to face parents in a conference with the knowledge that I did make a mistake in dealing with their child? Am I willing to admit that mistake with a promise to myself and the parents that I'll go back to that classroom and give that child the best possible education regardless of how obnoxious he/she is?

10 9 8 7 6 5 4 3 2 1 Am I willing to treat all my students with equal affection even though some will be more appealing than others?

10 9 8 7 6 5 4 3 2 1 Am I willing to appear pleasant even when I feel rotten? Mentally and physically?

10 9 8 7 6 5 4 3 2 1 Am I willing to be supervised by a boss who seldom comes in the room when I'm teaching but who still evaluates my performance as a teacher?

That's the test.

How did you do? Still think you want to be a teacher? Maybe before you make a "final" decision, we should go back and talk about that business of how much money you can expect to make. And parents please tune in to this, too. There are too many people running off at the mouth about how much teachers get paid and how little they work and it's about time we all get the facts straight.

Here's the way it is in many school districts:

School is in session for 180 days between September 1 and June 30. Teachers are paid an additional number of days, usually no more than 10, for professional duties such as setting up at the beginning of the year, attending conferences, and holding meetings with parents. Therefore, the teacher works a maximum of 190 days per school year.

If his/her teaching contract is for \$30,000 per year, the daily rate of earning for 190 days will be \$157.90.

Any teacher worth his/her salt will put in at least 8 hours per working day and this comes out to an hourly rate of \$19.74. Not high by professional standards.

Forget about all that "paid vacation" at Christmas, Easter and during the summer. The annual gross salary (\$30,000) is divided up into a certain number of pay periods, often 20. This makes two pays per month for the 10 months school is in session. This comes out to a GROSS PAY twice a month of \$1500, with NOTHING coming in during July and August. If the school district gives the option of being paid every two weeks for the whole year, 26 pays including the summer, the GROSS PAY will be \$1153.85. Again, not high by professional standards.

If you think an annual starting salary of \$30,000 is low, check the teachers' salary scale in your local district. Unless you're reading this many years after it's written you'll find that a 190-day contract at \$30,000 is not bad at all for a first-year teacher, as teachers' salaries go. But let's say that by the time you read this, a teacher makes \$60,000 a year to start. You do the math.

And remember, by the time you read this and recalculate my figures, the cost of living will have gone up, also.

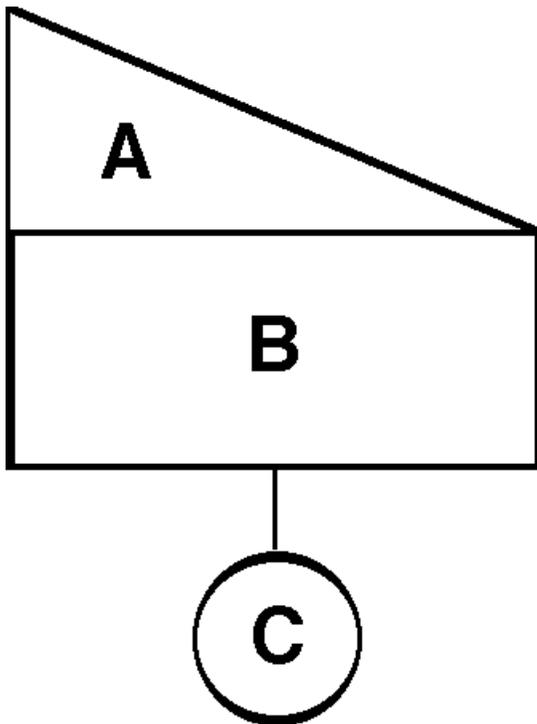
. Part 4: Appendices

Appendix A: A Demonstration in Communication

"Draw this figure from my spoken directions"

To test your communication ability, have one or more persons draw the figure to the left on unlined 8.5x11 paper as they listen to your spoken directions, only.

1. Do not allow the drawers to see the figure you are describing until all drawing is complete.



2. Do now look at what the drawers are drawing while they are still working.

3. Allow only one kind of question: "Will you repeat that please?"

Here is a paraphrase of successful directions for the drawing demonstration in Appendix A:

Hold your paper like you would if you were going to write a letter.

In the middle of the page, draw a circle about the size of a silver dollar and label it C.

About one inch above C, draw a rectangle about the size of a business card and call it B.

Connect B and C with a straight line. This will make C look like a pendulum hanging from the bottom of a clock.

Extend the left side of B about 1.5 inches up. This will be the first part of what we will call A.

Connect the upper end of the line you just drew with the upper right corner of B. This will complete a triangle we will call A. This figure will look like a wedge of cheese or a ramp.

Appendix B: The Flutophone Demonstration

Role-playing the Seven Rules of Effective Teaching

The Flutophone Demonstration is an activity that role-plays these seven rules in both a positive and a negative fashion. I have used The Flutophone Demonstration to demonstrate these seven rules in countless workshops and seminars for adults of all education levels and walks of life. Without fail, the student who received the good instruction has gone from a bumbling squeaker to playing a recognizable rendition of *Mary Had a Little Lamb* while the audience watched. [Total time: about 15 minutes]

And, the student who got the bad instruction also learned to play *Mary Had a Little Lamb* when presented with the good lesson.

If you have a little knowledge of music, you may be able to take The Flutophone Demonstration and run with it. If you know nothing about music, you may need to practice on the Flutophone before you try it in a public workshop. All I can say is, it has worked for me, over and over again.

The Flutophone is a simple musical instrument consisting of a plastic whistle with a pipe attached. The pipe has holes that may be covered and uncovered to change the tone of the whistle. If you've ever been around children who have gotten hold of a Flutophone, you know how annoying the sound can be when the holes are covered erratically or incompletely. However, when played properly, as it is necessary to do in the beginning of the lesson, the Flutophone is capable of playing respectable music. In fact, it sounds a lot like a recorder, which is a real musical instrument.

Materials needed for the demonstration:

Three Flutophones are ideal. However, if only one or two are available, have enough medicinal alcohol available to immerse the whistle part of the Flutophone in order to sterilize it. Throughout the lesson, three persons will be playing: you and two students.



Masking tape; tape that is one inch wide is ideal.

A pointer for pointing to the notes on the transparency

An overhead transparency that contains the words and Flutophone fingering for *Mary Had a Little Lamb*, as shown below: [If you have access to a laptop computer with PowerPoint, this may be even better for displaying the “music” used in this demonstration].

Mary Had a Little Lamb Fingering Chart

[Use 18 point New Courier Bold or equal]

Ma - ry had a lit - tle lamb,

2 3 4 3 2 2 2

Lit - tle lamb, Lit - tle lamb.

3 3 3 2 0 0

Ma - ry had a lit - tle lamb,

2 3 4 3 2 2 2

Its fleece was white as snow!

2 3 3 2 3 4

The fingering on the chart above denotes the number of holes to be covered with the right hand on the bottom half of the pipe. This particular song has all four top holes covered with the left hand.

NOTE: Any transparency to be viewed by a group should be in New Courier bold and a minimum of 18 points. This will keep the numbers and the syllables of the song pretty well lined up.

Click for free download of audio portion of You Can Be a Teacher, Too workshop

I strongly recommend that you click to download at least Part 1 of the sound track of this workshop: it contains the Flutophone segment.

Demonstration Script

This script will be easier to follow if you have downloaded and listened to the audio recording Part 1, including the Flutophone lesson.

This script should not be memorized word for word, nor should it be read. Memorize the basic concepts and their sequence. Then speak extemporaneously.

The type in blue represents my comments to you as you read the demonstration script. The type in red represents what I would be saying in an actual class.

[Start the demonstration with the Flutophones out of sight and the overhead projector screen blank:]

We've been talking about the seven rules of effective teaching. Now, for the next fifteen minutes or so, I'm going to demonstrate some of these rules. For this demonstration, I need to have two volunteers. These volunteers need to be people who know absolutely nothing about music. You can't read music. You have never sung in public. You've never had even one music lesson. Let's see your hands!

[Survey the persons with raised hands carefully. Pick the one you think is the most outgoing for Part 1. Pick the one you think is the least outgoing for Part 2.]

If you're listening to the audio recording of this lesson, Cheryl was chosen for Part 1 and Brint was chosen for Part 2.]

All right. I think I have my two volunteers. Dick, you're going to go first, and Jane, you're going to go second. By the way, Jane, you need to be out of the room while Dick is doing his thing.

[Jane should be out of earshot, also. Wait until Jane is in a place where she probably can't hear what's going on. Then continue...]

Now, Dick, for this demonstration, you're going to learn to play the Flutophone!

[Bring out a Flutophone and show it for the first time.]

1. To give you an idea of what a Flutophone sounds like, I'm going to give you a little demonstration.

[Your demonstration should be the best Flutophone playing of which you are capable. I always use a song called *Pretty Red Wing*. It's in a good range to be played on the Flutophone. However, choose any song you like. You can even use *Mary Had a Little Lamb*. To be most effective, your demonstration should be played from memory. At this point in the lesson, you want to intimidate Dick and make him think he'll never be able to play as well as you.]

2. So, Dick, now it's time for you to learn to play the Flutophone.

[Bring out the *Mary Had a Little Lamb* overhead and put it on the screen. Give Dick a Flutophone or if you have only one, dip the mouthpiece in alcohol and give it to Dick.]

You make music on the Flutophone by covering and uncovering the holes as you blow. The song on the screen has a number below each word. That's how you tell how to cover and uncover the holes.

For this song, you only need to worry about the bottom four holes. The top four holes are always covered. The number 2 on the chart means the top two of the bottom four holes are covered and the bottom two of the bottom four are covered. The number 3 on the chart means the top three of the bottom four holes are covered and the bottom one of the bottom four are covered. And so forth, to the end of the song. Sounds pretty simple, don't you think?

[At this point in Dick's part of the lesson, it's important that you speak rather fast and make something that is really fairly simple sound rather confusing. Of course, it's important that you don't say anything that's incorrect as far as playing the Flutophone is concerned.]

3. Okay, Dick, you play the notes as I point to the chart.

[Point to the first three or four notes fairly briskly, at about the speed you played the song during the demonstration. Chances are Dick will play some squeaks that won't pass for the first notes of the song. Give him another chance.]

Remember, Dick, the numbers on the chart tell you how many of the holes to have covered and uncovered. Let's try it again.

[After a couple more squeaks, say...]

5. Sounds like you're having trouble with this song. Let's give Jane a chance.

[Have someone tell Jane it's time for *part two* in the demonstration. If you have only one Flutophone, use this time to sterilize the mouthpiece by dipping it in alcohol. Start Jane's part of the lesson with nothing on the screen and the Flutophone out of sight.]

6. Hi, Jane! How are you doing today? Before we start your part of the lesson, let's talk about the good old days, back when you were a kid and someone gave you a box of Cracker Jacks. What was the best part of opening a box of Cracker Jacks?

[Chances are Jane will say something about finding the prize.]

Yeah, we all liked to find that prize didn't we? Ever find a whistle in your box of Cracker Jacks? Well, let me take you back to finding a whistle in your box of Cracker Jacks.

[Bring out the Flutophone mouthpiece without the pipe attached.]

5. Here's a whistle for you to blow. Go ahead and give your whistle a toot. . . Is that all the louder you can blow your whistle? Make believe you're trying to drive everyone in the house crazy and let me really hear your whistle. . . . Great! That's the best whistle blowing I've heard all day!

[Now bring out the Flutophone pipe for the first time.]

6. Okay, now we're going to start turning your whistle blowing into music. When I put this pipe on your Cracker Jacks whistle, you'll notice that the sound is pitched lower. That's always the way it is with wind instruments. When the air has to travel farther, the pitch gets lower.

[Put the Flutophone pipe onto the mouthpiece.]

7. This time, try to use a thuh sound when you blow, and don't blow quite so hard. That's excellent! Now I'm going to wrap some tape around the pipe so the top four holes are covered. This time when you blow, you'll hear the sound is even lower in pitch.

8. Now we're going to practice four more notes. You've already played with no holes covered, and that's called the open note. Next, just cover up the top hole of the bottom half of the pipe and blow gently. Good!. Now, cover the top two holes. Good. Now the top three holes. Great. Now the last note is a little tricky. You'll see the bottom hole on the pipe is really a double hole. To get the right sound with four holes covered, you need to wrap your pinky finger around the pipe so both the big hole and the little hole are covered.

[Be sure Jane gets a true note for each of the four covered positions, especially the bottom double hole.]

Great! You've just played all the notes which are needed in the first song you're going to play: *Mary Had a Little Lamb*, up there on the screen. This particular song only involves the bottom four holes in the pipe and that's why I covered the top four holes with the tape.

9. Now I'm going to demonstrate how this song sounds on the Flutophone. You take the pointer and point to each note, and when you point, look at my fingers on the Flutophone pipe. Okay, you point and watch my fingers, too, while I play.

[As Jane points, play the song in time with her pointing. Remember to sterilize the mouthpiece each time you switch the instrument back and forth if you only have one Flutophone.]

10. All right, now this time, we'll trade. I'll take the pointer and you take the Flutophone. But for the first time, let's just practice the fingering. When I point to a note, you cover the holes on the pipe according to the number on the chart.

[Point slowly and sing or chant the words. Don't point to the next note until Jane has her fingers in the proper position for the current note.]

Guess what, Jane, I think you're ready to play your first song! Are you excited? I know I am!

11. All set? Good! Let's play *Mary Had a Little Lamb*.

[Point to the notes of the song as Jane plays them, again not pointing to the next note until Jane has properly played the previous note. If she falters, don't rush her. Some Janes will giggle half way through and the audience may be wisecracking. However, all things considered, most Janes will be able to play a recognizable rendition of *Mary Had a Little Lamb*. I've done this demonstration in a live workshop setting many times over the years and I've never had anyone fail to play a recognizable version of *Mary Had a Little Lamb*.]

12. Fantastic. Let's give Jane a big hand!

13. Before we talk about the demonstration of the seven rules you've just seen, let's bring Dick back into the room so he can have a chance to profit by the good techniques, also.

[When Dick comes back, zip through the rudiments of Jane's lesson. It's important for the entire group to see that the difference in Dick and Jane's performance was solely because of your techniques and not their potential to play the Flutophone.]

14. Now let's discuss the two flute lessons.

What did you like or not like about Dick's lesson. . . .

How about Jane's lesson. . .

Discussion of the Demonstration

This may be first time many of the members of the audience have ever seen actually learning take place right before their eyes. Since you've already covered the seven rules of effective teaching, they should be able to name most of the things you did wrong with poor Dick's lesson and most of the things you did right with Jane's lesson.

Take some time to let the people talk about what they liked and didn't like.

Encourage Dick and Jane to describe their feeling, also.

Here are the seven rules for your review:

1 Develop a positive relationship with the learner.

[Talking about the good old days and getting a prize in a box of ChrackerJacks.]

2 Avoid sarcasm and ridicule.

3 Begin with the known and relate it to the unknown.

[Beginning with just blowing the whistle without the pipe.]

4 Adjust your instruction to the initial learning level of the students. [Playing *Mary Had a Little Lamb* at the approximate tempo of a beginning Flutophone player, rather than *Pretty Red Wing* played with flourishes.]

5 Break a lesson into sequential learning objectives. [1 Blow the whistle, 2. Blow the whistle with pipe added. Blow the whistle with the top four holes taped shut. 4. Watch me finger the holes as I played the song. 5. Point to the notes on the chart as I played the song. 6 Play each of the four notes individually. 7. Play the song as I slowly point to the notes on the chart.]

6 Reinforce the student's ability to perform/conform on a graduating scale.

7 Praise in public; correct in private.

[Lead the class in a round of applause for a job well done!]

Appendix C: The Facts about Outcome-based Education (OBE)

Also known as: Outcome-Focused Education

Author's note: I wrote these facts originally March 10, 1993, while I was working for the Pennsylvania Department of Education as an education adviser. Much has been written and said against outcome-based education from the political and theological perspectives.

Now, consider these facts:

OBE Fact 1: Outcome-Based Education is a method for organizing how we run our schools. There is no inherent evil in it, contrary to the beliefs of many evangelicals. The concept of OBE doesn't promote homosexuality, secular humanism, occult practices, immorality, the new age, or a new world order. Not by itself, it doesn't.

OBE Fact 2: Outcome-Based Education is nothing but a wheelbarrow. You can use a wheelbarrow to haul fresh fruits and vegetables. Or, you can use a wheelbarrow to haul garbage. Outcome-Based Education can provide good education if the outcomes, methods, and materials are good.

Or- Outcome-Based Education can provide rotten education if the content of the curriculum is poor (or evil).

OBE Fact 3: OBE Defined: Outcome-Based Education is just what the name implies. Instead of being time-based, it is outcome-based. Students get credit for learning specific things--, which are known as learning-outcomes-- not just for putting in their time. For example, if a child can read at the third grade level on the first day of kindergarten, true Outcome-Based Education says instruction should start at the third or fourth grade level, not way down at the *Fun with Dick and Jane* level.

OBE Fact 4: With time-based education, WHEN a student learns a skill or fact is more important than WHETHER or not he or she learns it.

OBE Fact 5: With Outcome-Based Education, time is irrelevant, WHETHER a skill is learned is the important thing.

OBE Fact 6: If Outcome-Based Education is new, what is it replacing? For over 100 years, public schools in the United States have been organized according to calendar-based and clock-based education. Most public schools are in session 180 days a year, five and one half hours a day, for 13 years, counting kindergarten. So, Outcome-Based Education is replacing Time-Based Education.

OBE Fact 7: Outcome-Based Education is driven by three cardinal laws of learning:

A. Don't teach a skill which has already been learned. This annoys students.

B. Don't teach a skill which will never be used. This bores students.

C. Don't teach a skill until the student is ready. This frustrates students.

Most children come to school loving it. What makes them start to dislike it? Being bored. Being annoyed. Being frustrated.

We adults hate anything that bores, annoys, and frustrates us, too.

OBE Fact 8: Outcome-Based Education can be of particular value to students who attend private day schools or who are being schooled at home. Since the critical issues are what is known, not when it is learned, students can move into or out of an OBE program without experiencing gaps or overlaps in their education.

OBE Fact 9: Gifted students may stand to gain the most from Outcome-Based Education. The converse is true; gifted students may lose the most if it is not fully implemented. Consider the TV sitcom character, Doogie Howser. This is a story of a teenager who became a physician while still in his early teens. With Outcome-Based Education, any child could be a real-life Doogie Howser if he or she has the mental ability to learn-- while still in the elementary grades-- the things a fledgling doctor needs to know in order to enter med school.

OBE Fact 10: Concerned parents can do some useful things to help a child's education, with or without OBE in place. First, keep a close eye on WHAT is being taught in terms of the curriculum and the outcomes. Make sure that wheelbarrow is hauling fresh fruits and vegetables and not hauling garbage. And second, get involved in what the school is doing. Go to PTA meetings. Don't miss parent-teacher conferences. Even offer to volunteer to serve as an unpaid teacher aide.

And if you smell garbage, yell loud and long.

Behind the Scenes at a State Department of Education

The revised curriculum regulations spelled out in Chapter 5 of the Regulations of the [Pennsylvania, USA] State Board of Education made it possible to implement outcome-based education. When these regulations were published in the *Pennsylvania Bulletin*, July 24, 1993, it caused quite a bit of consternation among many evangelicals. At this time, my duties at the Pennsylvania Department of Education included attending many of the training and implementation seminars designed to help put OBE into place. In addition, I was a member of a work group which drafted a section of the original required outcomes. Dr. James A. Tucker was the director of the bureau of special education. Joseph F. Bard was the commissioner for Basic Education.

The e-mail messages which follow show the stand I took regarding the relationship of OBE to the mindset of evangelicals. Make special note of the comments made by my supervisors at the end of this section.

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08:33am - Mon, Nov 30, 1992

To: Joseph F Bard [Then Commissioner of Basic and Secondary Education, Pennsylvania Department of Education, Harrisburg, Pa.]

From: Ed Lint CC: Jim Tucker, Linda Rhen

This is in regard to the rumors I hear that Don Carroll [then Secretary of Education] is planning to debate Peg Luksic [then potential candidate for Pa. governor] on issues surrounding OBE. Since she is an evangelical (as well as a Republican), you and Don may wish to consider some relevant issues on how evangelicals view OBE. Since my January report on this issue to Jim Tucker, which he in turn forwarded to you, I have learned more about the ongoing controversy between evangelicals and the supporters of OBE. (I am attaching that January exchange to the end of this message, for your review.)

First, let me say I am certainly an evangelical. I was raised in an evangelical home and earned Bachelor of Science in Bible and Bachelor of Theology degrees from an evangelical college, before going on for a Master's in educational supervision and administration. Therefore, I am in a position to see both sides of the issue.

By definition, an evangelical believes in the Bible as the divinely-inspired word of God and in his/her responsibility to share the truths of the Bible with others. (Hence the term "evangelical"; the word "fundamentalist" is a media term which is not used inside the evangelical movement.)

Second, I firmly believe in the merits of outcomes-based education. Bill Spady [a major national author on OBE] says the one-room school was the forerunner of modern OBE concepts. It may not be a total coincidence that I spent 5.5 years of my 8 elementary years in such a school with eight grades in one room and one teacher. (Northumberland County, 1940-41; 1944-48.) I further believe that WHETHER rather than WHEN is the primary issue in all education.

Next, let me give you an update on the situation in my own church. [Christian Life Assembly, Camp Hill, Pa.] I met with the "God and Country Committee" and presented my view that OBE is not out of harmony with traditional evangelical values. At first, my fellow worshippers had a hard time believing that a born-again Christian could be a professional educator working in the Department of Education. Once I established my credibility, we went on to have a fruitful discussion. I emphasized the importance of getting involved with the local strategic planning groups as well as the curriculum development committees working on school district planned courses. [In Pa., all curricula must be in "planned course" format, including lists of outcomes and means to achieve those outcomes]. I didn't change everyone's mind but the fire left their eyes and we were able to talk rationally. I had a subsequent meeting with the education subcommittee of this God and Country Committee and that was positive also. At that time, they asked me for a list of districts in the region by strategic planning wave so they could start getting involved in the process.

Let me move on to some comments about evangelicals and their concerns about public education.

1. Evangelicals include blue-collar workers or professionals in some field unrelated to education. They tend to favor stressing the 3 Rs and are not interested in affective areas, as a rule.
2. There is a concern that values-free sex education will be more prevalent under OBE, including condom distribution.
3. The use of the term "lifestyle" is a lightening rod. To an evangelical, this term conjures up visions of alternative lifestyles which are not consistent with traditional family values. The solution: we should stop using this term.
4. There is fear of the occult. This probably comes from other states which have had tinges of the occult creeping into the curriculum. This spring, I heard Chuck Colson on the radio trashing Pennsylvania's OBE thrust. He may be an excellent lawyer and an effective minister in prisons, but he clearly lacked facts on OBE. He seemed to be influenced by things which are happening in other states where there is evidence of supernatural powers such as witchcraft in curricular materials. With many nationally-syndicated radio and TV programs aimed at evangelicals, the thinking and

philosophies by people like Chuck Colson are evident in their own philosophies.

5. There is fear of the New Age movement. For the last 2,000 years, we have been in the Age of Pisces, the dispensation of Jesus Christ. The "new age" is the dispensation of man (secular humanism) where there are no moral absolutes. This is the true meaning of the song, "This is the Dawning of the Age of Aquarius." Evangelicals are opposed to anything which hints of New Age or secular humanism. The bottom line of all this: Although there is no real evidence to support it in Pennsylvania, evangelicals feel there's a real link among OBE and New Age, Secular Humanism, and the occult. Some states with so-called progressive education ideas have had hints of these elements. Therefore, some people have extrapolated this to mean that because OBE is new, it will lead directly to contamination by these things which are feared.

When I speak to groups of concerned parents, here's what I say:

If you fear unwanted intrusions into your schools' curriculum, you should look to planned courses. This is the community's real line of defense. In Pennsylvania with it's commitment to local control, nothing can be taught legally unless it is supported by a planned course. If it's not in the planned course, it shouldn't be in a lesson plan. And if it's not in a lesson plan, it shouldn't be taught. OBE or no OBE.

Now here's a copy of my e-mail message in January, 1993 to Jim Tucker, the director of my bureau:

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Jim:

This is in follow up to our table conversation at the awards luncheon January 10. At that time, we were discussing the recent radio talk show programs regarding public reaction to Chapter 5 [the curriculum chapter of the revision to the Regulation of the Pa. State Board of Education].

Since then, I have been alert to what's going on in the community in this regard. On January 16, I picked up a copy of an open letter in the foyer of our church (Christian Life Assembly in Camp Hill). This letter talked about the church's concerns pertaining to revising Chapter 5, specifically in the area of the Learning Outcomes. I scheduled an "unofficial" meeting with two of the Associate Pastors in an attempt to learn more about the nature of their concerns. At this meeting, I told them:

A. Chapter 5 with its emphasis on outcome-based education rather than traditional clock-hours and credits was at the cutting edge of what is good about the national concern for improving our schools.

B. The language of Goal 11 (Appreciating and understanding others) was as close to the teachings of Jesus Christ regarding interpersonal relationships as a public education document could come.

C. The local school district, through its Strategic Plan and the subsequent planned courses, had total control of the actual instruction which would be presented to the students.

D. A complete education for a student of any age includes the affective as well as the cognitive domain. At first, one of the associate pastors took a strong position that the school had no business teaching in the affective domain and that this was the sole responsibility of the home and church. Later, his opposition seemed to boil down to concerns about such terms as "lifestyle".

Let me suggest that during the revision of the learning outcomes which relate to the affective domain, we include recognized representatives of the evangelical movement, in general, and of the Christian day school and home-school movements in particular. It's better to have these people in on the discussions from the ground up than to have them seeing words like "lifestyle" as an issue of contention later on.

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E-Mail Comments From Joe Bard And Jim Tucker (Note Dates)

*** Comment from JAT - Tucker, James A.; 01/23/92 02:16pm:
Ed, this was a very proactive and positive step to take, and I appreciate it. I will share your experience with Commissioner Bard.

*** Comment from JFB - Bard, Joseph F.; 01/23/92 02:32pm:
I second your comment, Jim. Ed's comments were cogent and intellectually substantive. How would he like to be our Coordinator of Sectarian Relations?

*** Comment from JAT - Tucker, James A.; 01/23/92 05:25pm:
Ed, your work did not go unnoticed or unappreciated; I feel certain that it may go yet further up the chain of command. Thanks again.

*** Comments from JAT - Tucker, James A.; 10/22/92 03:20pm: Ed, again I commend you for a thoughtful and provocative presentation that should be a real help to both Joe and Don in their deliberations. Thanks for sharing this with Joe and with me.

*** Comments from JFB - Bard, Joseph F.; 10/22/92 02:56pm:
Ed, Thank you so much. This is very helpful information to have from an evangelical perspective. It certainly helps me respond more understandingly rather than riding roughshod over concerns I have trouble validating.

Appendix D: Glossary of Terms

- Behavior shaping:** The process of accepting, and reinforcing a student's ability to perform/conform on a graduating scale. This technique is used in connection with positive reinforcement.
- Behavioral techniques:** Improving the behavior of others by such activities as contingency contracting, positive reinforcement, behavior shaping, delayed reinforcement (token economy) and time out.
- Certification:** The qualification of a teacher by a state education agency, usually based on training and experience. However, not all certified teachers are good teachers, unfortunately.
- Chronological age (CA):** The number of years a child has lived. CA is seldom used as a designation of persons who are above 13 years of age.
- Classroom:** The area where instruction takes place. The traditional classroom has chairs, desks, and a chalkboard. However, in the world of adult work, a classroom may be a conference room, the factory floor, a mockup of the passenger cabin of an airliner, or even the dining room of a restaurant.
- Communication:** The ability to transport ideas, concepts, and facts from your brain to someone else's brain.
- Compassion:** The ability to treat other persons as you like to be treated, as the Bible states in the Golden Rule.
- Content:** The accumulation of information that you are responsible for conveying to your students. If it's not in your brain, you need to know how to teach your students to find it.
- Contingency contracting :** A contingency contract is based on an if/then statement. The classic contingency contract exists between an employer or employees:
- If you do the things listed in your job description, Then I will give you a financial reward (pay check).*
- Control:** The ability to structure the learning environment so all students have a chance to learn.
- Corporate trainer:** A person in a company who is responsible for training people to do new things. Such persons may not be expert workers on all tasks but they should be expert teachers.
- Delayed reinforcement (token economy):** The process of giving rewards for performance at some future time. Tokens are usually given as a promise of the reward. For children, such tokens may be poker chips or colored tickets. For adults, the classic token is a pay check.
- Discipline:** Any process that is designed to improve future behavior and increase the chances of it being repeated and continued.
- Flutophone:** A simple musical instrument consisting of a plastic whistle with a pipe attached. The pipe has holes that may be covered to lower the tone of the whistle. A Flutophone is used in Appendix C to demonstrate good and bad teaching techniques.

In-service training: The process of training workers after they have been hired.

In-service training director: The person who directs the process of training workers after they have been hired. See corporate trainer.

IQ (intelligence quotient): The mathematical result of dividing a child's mental age by the chronological age. The average IQ is considered to be 100: a mental age of 10 divided by a chronological age of 10.

Job description: A written statement of the tasks an employee is expected to master. A job description should be in writing before an employee is hired, and eventual performance evaluation should be based on the job description.

Justification after the fact: In lesson planning, the process of first deciding the activities that will make up the lesson, and then thinking about all the good reasons why those activities should be used.

Learning objective: A statement beginning with a present-tense verb that states the outcome of the instruction.

Lesson plan: The methods and materials that will be used to achieve a learning objective or set of objectives.

Manuscript printing: Printing letters by using combinations of circles and lines. For example, an a is a circle with a short straight line to the right; a b is a circle with a tall straight line to the left; a c is a circle with a bite out of the right side; a d is a circle with a tall straight line to the right, and so on.

Materials: Things to be used by a teacher in carrying out a lesson plan.

Mental age: The amount of mental work a student can do in comparison to most other children of the same chronological age.

Methods: Techniques and activities used by a teacher in achieving a learning objective.

Outcome-based education: education based on what a student is able to do at the end of instruction, rather than an exposure to a specific amount of time to that instruction.

Parable: using the known to teach about the unknown.

Performance standards: specifying in a job description what will be used to evaluate performance on the job. Performance standards may include such elements as speed, quality, and quantity.

Positive reinforcement: Rewarding positive behavior while ignoring negative behavior. (Negative behavior that involves danger to self or others should not be ignored. Use a more structured technique such as time out.)

Present-tense verb: The front end of a properly worded instructional objective, such as: *writes, reads, runs, jumps, types, assembles ad infinitum.*

Psychological abuse: Causing mental stress by using sarcasm, ridicule, and slander.

Punishment: Causing mental or physical pain in order to prevent an action in the future.

Self-evaluation: Thinking about yourself and responding to a list of statements that may or may not describe you.

Student: A person of any age who is in the process of learning something.

Supervisor: A person whose job description includes overseeing the work of others. On-the-job training and in-service training may be included.

Suspension: Removing a person from work status as part of sequence of disciplinary action. Suspension may be with or without pay. This is usually the third step in a sequence of disciplinary actions, following one or more written reprimands.

Teacher: Any person who is responsible for helping students to achieve a learning objective. Teachers may be professionally trained and certified. However, many persons have teacher responsibilities as part of their other job duties. See volunteer teacher.

Teacher's aide: A person who helps a teacher with such activities as preparing materials, aiding students with instruction. Many teachers' aides are not professionally trained nor certified; some are.

Time out: a place where students can go whose negative behavior cannot be tolerated. This may be a corner of the room (a time-honored tradition) or a chair. In the adult world, the ultimate time out is prison.

Verbal reprimand: talking to an employee about poor work performance. This is usually the first step in a sequence of disciplinary actions.

Volunteer education programs: instructional programs where the teachers are not paid. Boy scouts, girl scouts, Little League, and Sunday school are classic examples of volunteer education programs. Although the teachers are not paid, they should be held just as responsible for using good teaching techniques, as described in this book.

Volunteer teacher: a teacher who is not paid.

Written reprimand: a memo that documents an employee's unsatisfactory work performance. This is usually the second step in a sequence of disciplinary actions, following a verbal reprimand.

Appendix E: Audio Recording: You Can Be a Teacher, Too Workshop

You're invited to listen to this Free three-hour recording of a live workshop conducted by G. Edwin Lint, BS, ThB, MA for a group of educators at the Christian Life Assembly, Camp Hill, Pennsylvania, in 1988.

Make sure your speakers are turned on. Then, click the segment of your choice.

After your segment has downloaded, your Windows Media Player [or equal] should kick in and you will be able to hear the sound of my voice.

All downloads are free!

Part 1 Introduction; Compassion; Communication

[Including the complete Flutophone demonstration with both positive and negative lessons. 43:45

The following Flutophone clips are shorter than Parts 1 through 4 and may be downloaded independently.

The negative Flutophone lesson with Cheryl, followed by the positive lesson with Brint. 14:02

<http://www.diskbooks.org/1flutebrint.mp3>

Discussion of the positive and negative lessons. 6:24

<http://www.diskbooks.org/2flutediscuss.mp3>

The positive Flutophone lesson with Cheryl. 2:47

<http://www.diskbooks.org/3flutecheryl.mp3>

Part 2 Communication continued; Diagram drawing demonstration; Content, lesson planning curriculum development. . 44:17

Part 3 Content continued; student evaluation; tell the story instead of read it; Facts and Concepts; scripture memorization. 43:59

Part 4 Control: contingency contracting; positive reinforcement; behavior shaping; delayed reinforcement [token economy]; time out. 28:56

After your segment has downloaded, your Windows Media Player [or equal] should kick in and you will be able to hear the sound of my voice.

The author of *You Can Be a Teacher, Too*

G. Edwin Lint

He has a broad knowledge base and extensive training, and experience. His formal education includes Bachelor of Science in Bible and Bachelor of Theology degrees from the Allentown, Pennsylvania campus of Houghton College; Master of Arts in educational supervision and administration from Rowan University in Glassboro, New Jersey.



He has 36 years of professional education experience with state certification as:

- elementary teacher
- elementary supervisor
- supervisor of curriculum and instruction
- elementary principal
- special education teacher
- supervisor of special education.

His professional experience includes 2 years as elementary teacher at Cedarville, NJ, 8 years as teacher, supervisor of special education, and director of education at the Vineland [NJ] State School, 10 years as Assistant superintendent for Rehabilitation Services, and unit manager at the Laurelton [PA] State School, and 15 years as Special Education Adviser for the Pennsylvania Department of Education in Harrisburg.

Throughout his secular career, he has remained active in Christian service in a variety of capacities:

- Sunday school teacher
- Sunday school superintendent
- teacher trainer
- director of Christian education
- choir member, choir director
- orchestra member (playing trumpet and tuba)
- member and manager of a regional Gospel singing group
- owner of a Gospel music store
- representative for the Pennsylvania Council on Alcohol Problems
- interim and supply pastor.

For over 37 years he has worked as a part-time Gospel DJ. In 1971, he earned an FCC Third Class License with Broadcast Endorsement by passing the written examination. During 1973-1997 he produced and hosted a Gospel music radio program: *Gospel Caravan*. His program was on Internet radio via streaming audio 2000 through 2009.

Ed Lint claims that his most important credential is "a personal relationship with Jesus Christ. I have accepted Jesus Christ as my sin sacrifice. He is my Lamb of God and coming King. The Holy Spirit fills me. He gives me power to live a successful Christian life and protects me from Satan and his demons."

He retired in 1994 and has been an educational consultant and primary author of [DiskBooks Electronic Publishing](#)