

The Subway

Volume 3, Issue 7

March 2019



4 Essential Skills You Gain As a Substitute Teacher

Vision

Our vision in Vista Unified is to be the model of educational excellence and innovation.

Mission

The purpose of Vista Unified School District is to inspire every student to persevere as a critical thinker who collaborates to solve real world problems.

VUSD Values

RESPECT - treating all with dignity

TRUST - having confidence that every decision focuses on the best interests of all students.

COLLABORATION - working in a collective partnership with clear two-way dialogue that builds relationships among home, school and the community.

EQUITY: ensuring all students have access to schools, resources and supports to be successful.

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As a substitute teacher, you gain critical experience and knowledge that will help you throughout your career. In fact, your newfound skills can be applied to different occupations as well as your personal life. Here are some of the top skills that substitute teachers gain while on the job.

1) Leadership

As a substitute teacher, you perfect your skills in leading students in their studies for effective learning. You master the right teaching approaches to guide and engage students with varying backgrounds and intellectual levels to support them in their success.

According to the Huffington Post, the demands and experience of teaching, and the skills and knowledge necessary to become an excellent teacher, shape great leaders.

While following the curriculum, substitute teachers learn how to set the right direction and tone to positively impact student learning in classrooms of various grade levels. By reflecting on their experience and talking to other teachers, subs constantly improve upon their leadership skills to become better instructors over time.

2) Problem Solving

When working with various

students, teachers, administrators, and lesson plans, unexpected obstacles and conflicts arise in the school setting.

Problem-solving becomes an important skill in resolving difficult and everyday situations when substitute teaching. With the right strategies and growing self-confidence, substitute teachers learn to identify and defuse potential and escalating predicaments for a quick and fair resolution.

In fact, substitute teachers often teach problem-solving strategies to students so they can learn to resolve their own problems without ongoing teacher intervention.

3) Organization

When teaching different subjects and classes, substitutes must manage various lesson plans, student records, tests and other administrative work. They also need to know how to manage time to stay on task in effectively executing the lesson plan.

Organization begins with advanced planning on how to properly manage the day and beyond. As a sub, you will learn what tools best support you in managing paperwork and student grades, whether it be computer programs or the traditional filing system.

You will learn how to prepare

for the day with the necessary materials and backup plans to ensure a smooth classroom experience. Organization is key to good work practices that can help you achieve your goals, both professionally and personally.

4) Listening

Students spend a lot of time listening to teachers. Instructors also understand the importance of listening to students to build an ongoing rapport and enhance instruction.

Paying attention to student input develops empathy and respect as well as a better understanding of their point of view. Giving your full attention to your students' opinions also provides an opportunity to assess their knowledge and promote a deeper classroom discussion. As a substitute, you will learn how to both give and receive messages to become a better communicator and listener.

Substitute teaching can be a mutually rewarding learning experience for both you and your students. By acquiring these skills, subs can become great teachers. At the same time, many of the skills and abilities learned by educators are transferable and applicable to positions and industries outside of the classroom setting.

Reference: Kerns, Kevin. (2016, August, 29). 4 Essential Skills You Gain As a Substitute Teacher Retrieved from <http://help.thesubservice.com/blog/4-essential-skills-you-gain-as-a-substitute-teacher>

Classroom Instruction That Works: Chapter 6 Summarizing and Note Taking



“Very few students are taught even basic ‘note taking’ skills....despite the fact that students are expected to take extensive notes...and despite the recognized usefulness of note taking for storing, learning, and thinking about what is being taught.”

—Francoise Boch and Annie Piolat,
*Note Taking and Learning A
Summary of Research*

Summarize it!

Process of Summarizing:

- ◆ **Rule-based Summarizing Strategy:**
 1. Take out material that is not important to understanding.
 2. Take out words that repeat information.
 3. Replace a list of things with one word that describes them.
 4. Find a topic sentence or create one if it is missing.
- ◆ **Summary Frames:**
Explicit structure of information to help the student summarize and remember that information.
- ◆ **Reciprocal Teaching:**
 1. Summarizing
 2. Questioning
 3. Clarifying

Classroom Practice for Summarizing

When we teach students to write we encourage them to add details and use descriptive language, adding colorful adjectives and adverbs so the reader can more easily visualize and understand what the writer is saying. Conversely, when we teacher students to summarize, we ask them to omit details and flowery language and distill the information down to its basic nuggets.

Students often find the task of summarizing confusing; initially, they struggle to identify what material to keep and what to omit. The three recommendations for classroom practice emphasize the importance of helping students deal with this confusion by providing structures that guide them through the process of summarizing:

Teach students the rule-based summarizing strategy

It is often helpful to have a well-defined set of steps or rules to follow when learning a process. The rule-based summarizing strategy helps to demystify the process of summarizing by providing explicit, concrete steps to follow. It provides guidance that helps students decide what information to keep and what to omit when summarizing information. The rules are as follows:

- Take out material that is not important to understanding.
- Take out words that repeat information.
- Replace a list of things with one word that describes them.

- Find a topic sentence or create one if it is missing.

Use Summary Frames

Research indicates that being aware of the explicit structure of information helps to summarize and remember that information. Using summary frames is one way that teachers can help students understand and use the structure of different kinds of text to summarize information. A summary frame is a series of questions designed to highlight the critical elements of a specific text pattern. Students use their responses to these questions to create a summary of the key information.

Engage students in reciprocal teaching

A common strategy for teaching students how to summarize is reciprocal teaching, which is used primarily with expository text. When students first learn how to use reciprocal teaching, the teacher models how to use the four comprehension strategies that constitute reciprocal teaching: summarizing, questioning, clarifying, and predicting,

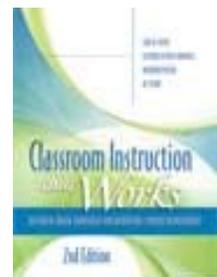
The Summarizer reads a short passage and summarizes what has been read, heard, or seen. After the summarizer finishes, the questioner asks questions that are designed to help identify important information. The clarifier, as the name suggests, clarifies any vocabulary words, pronunciations, or terms the group may not already know or understand well. The final role in this process is that of the predictor. Before the group

moves forward to the next passage, this student asks for predictions about what will happen next.

Classroom Practice for Note Taking

Note taking does not mean simply copying everything that you read or hear. Verbatim notes are not effective. Trying to capture everything does not allow you to process the knowledge or assimilate it into your own understanding. Effective note taking requires students to determine what is most important and then state that information in a condensed form. Students need explicit instruction in note taking and that guided note taking is more effective than unstructured note taking:

- Give students teacher-prepared notes including templates.
- Teach students a variety of note-taking formats
- Provide opportunities for students to revise their notes and use them for review.



Reference: Classroom Instruction That Works by Ceri B. Dean, Elizabeth Ross Hubbell, Howard Pitler and BJ Stone, 2013.

Classroom Instruction That Works: Chapter 6

Summarizing and Note Taking with Today's Learners



In today's world, there is an abundance of rapidly evolving information, and students will benefit throughout their lives from knowing how to summarize information and take notes. Whether they are in a college class, take on-the-job training, or simply watch a how-to video from a home-repair project, today's learners will be well prepared to drill vast amounts of information into manageable chunks of knowledge when they know how to use tools that allow them to save, sort, and capture key points or ideas they want to explore in detail later.

What might it look like for today's learners to use technology for summarizing and note taking in a real-world situation they might encounter as an adult? Imagine that a group of high school students are attending a youth leadership conference.

They might use their smartphones to take pictures of book covers or other information in order to remember and access them later. They might save schedules to their laptops or iPads and use tools such as Twitter or Evernote to capture key ideas they are learning. They might download presentation handouts from the conference website and use technology to summarize and take notes about what they hear and see. Best of all, they might share their notes and summaries in real time in a variety of formats, learning from others and contributing to others' learning—even those who are not physically able to attend the conference. For many, learning at this conference would be an organic, user-created, richly shared experience.

Technological tools have the power to help students sift

through exponentially expanding information. To use these tools effectively, students need time to dabble with a variety of tools to see which ones best meet their needs for various projects. Schools and districts should focus on teaching students how to use such tools collaboratively and productively to share ideas and learn from others' summarizing and note-taking efforts.



Tips for Teaching Using Summarizing and Note Taking

1. Post the appropriate steps for rule-based summarizing and reference the poster as students summarize information.
2. Come to an agreement with colleagues about the version of rule-based summarizing that will be used throughout your school. This makes it possible for students to hear and use the same information in each of their classes and across grade levels.
3. Provide students with opportunities to practice summarizing and note-taking techniques using familiar information before they are expected to use them with new material.
4. Model the note-taking process several times before students are expected to demonstrate an understanding and appropriate use of the various formats.
5. When students practice note taking, provide explicit corrective feedback that helps them elaborate on their understanding and improve their note-taking skills.
6. Instruct students to leave space between each note they take to create room to add to their notes as they continue learning about the topic.
7. Intentionally build time into your lesson plans for students to review and edit their notes. Do not expect students to take care of this important step on their own, especially if they have had no prior experience doing so.
8. When using webbing as a note-taking tool, provide time for students to share their thinking with other students. This provides opportunities for students to rehearse their learning, use relevant vocabulary, and deepen their understanding. In addition, students learn from their peers and may see a need to return to their webs and make connections or additions.

VUSD Beliefs

We believe that...

All students have a unique capacity to learn.

Risk taking, effort and perseverance lead to excellence and innovation.

Individuals learn and work best in a safe, nurturing environment.

We're on the web!

vistausd.org

Facebook: VUSD Human Relations

Twitter: @vusdhr

Instagram: vistaunifiedsd

Vista Unified School District
1234 Arcadia
Vista, California 92084

Important Vista Unified School District Phone Numbers

District Office Main Line:

(760) 726-2170

HR Department Fax:

(760) 631-4537

Benefits, ext. 92206

Human Relations, ext. 92221

Payroll, ext. 92602

Substitute Desk, ext. 92207

Sub system by phone (760) 726-1379

SFE on the web:

<https://vistausd.eschoolsolutions.com>

March 12 & 14

6-8 Parent / Teacher Conferences (Minimum Day)

March 14 & 15

Mission Vista High School Finals (Minimum Day)

March 25 - 29

Spring Break

Important Dates—March 2019



Principal's Corner

Thank you to the following substitute teachers from our site Principals:

- *Brenda Klicsu is kind, gracious, and cares deeply for students. She has taken on multiple long term difficult assignments with professionalism and positivity. She works hard to be successful and will go above and beyond to make sure she is.*

*Krista Bernsten,
Principal at Lake Elementary School*

- *Heather Corcoran is a very kind, capable, and reliable substitute teacher who has shown strong abilities to deliver instruction and maintain high expectations in any subject area. Heather can be counted on for positive contributions to Vista Magnet Middle School every day that we are lucky enough to have her on campus.*

*Steve Post,
Principal Vista Magnet Middle School*

