

If you cannot view images in this email, [click here](#) to view online.



[www.claytonschools.net](http://www.claytonschools.net)

January 2019

[Instructional Strategy](#)  
[Classroom Management](#)  
[Create a Culture for Learning](#)  
[Computer Access](#)  
[Quote of the Month](#)  
[Calendar](#)

[Clayton High School](#)  
[Wydown Middle School](#)  
[Captain Elementary School](#)  
[Glenridge Elementary School](#)  
[Meramec Elementary School](#)  
[Family Center](#)  
[Substitute Teacher Resources](#)



---

## Instructional Strategy: Alternative Learning Styles

It's no great secret that we all learn in different ways. Some people learn by reading, some by listening, some need to draw a picture, some respond to music, others to dance or movement, some people are independent learners while others work best with a partner or group. By using a variety of teaching methods that incorporate different learning styles, you can help all students stay on-task, pay attention, and enjoy learning regardless of the subject matter.

The following are just a few ideas for using different strategies in various situations.

- Compose a song or rhyme to remember a math formula.
  - Write help-wanted ads for a historical time period.
  - Predict the outcome of a story before reading it.
  - Listen to a poem with eyes closed; then draw what you saw.
  - Make up a code for a list of spelling or foreign language words.
  - Play charades to act out vocabulary words.
  - Conduct a mock interview with a famous scientist.
  - Draw a cartoon to explain a scientific concept.
  - Use hand signals to say whether a statement is true or false during a review.
-

## Classroom Management: Enforceable Statements

As substitute teachers, we need to verbalize expectations of the students in our charge each day. When doing so, we need to be sure to choose our words wisely and be aware of how requests are phrased. Remember, the only behavior we can control is our own, so this should be reflected in the way we state our expectations.

Here are some examples of statements that are not enforceable:

- Please sit down. I'm going to start now.
- Please be quiet. It's time to begin.
- Don't sharpen your pencil while I'm talking.
- Raise your hand if you want to speak.
- Pay attention.
- Don't bother your neighbors.
- Keep your hands to yourself.

By turning the focus on yourself and the authority you have, the above statements can be turned into ones that are enforceable.

- I'll begin as soon as you are seated.
- I'll be glad to start as soon as you show me you're ready.
- I'll allow students to sharpen pencils when I'm not giving directions.
- I listen to people who raise their hands.
- I'll start again as soon as I know you are with me.
- You're welcome to stay with us as long as you and others are not being bothered.
- Feel free to stay with us when you can keep your hands to yourself.

By simply rephrasing our expectations, we can speak with confidence knowing we can follow through with our statements.

---

## Create a Culture for Learning

The classroom climate and culture fostered by a teacher have a direct impact on student learning. Teachers who model their own enthusiasm for learning and who encourage and support student efforts are likely to see increased student ownership of learning and increased achievement. In their classrooms students learn to encourage and support each other and to recognize and honor differences. Practices you might want to reinforce or introduce:

- Don't be afraid to model your own commitment to and zeal for learning.
- Enthusiasm is catching - foster it through encouragement and modeling.
- Focus on keeping interactions with students positive and supportive.
- Nurture student's sense of the importance of their learning and performance.
- Inspire students to encourage and support one another in their learning by modeling that behavior and intervening when it is not present.
- Help students to recognize their peers' differences such as learning style, culture, and race.
- Encourage and praise students when they support their peers' efforts to learn new content and skills.

---

## Computer Access

The District has computer access for substitute teachers in order to use Aesop. The username is always "subsub" and the January password is "Jan2018!".

---

## Quote of the Month

"Goals are the fuel in the furnace of achievement."

-Brian Tracy

---

## Calendar

Jan. 3	Classes Resume	
Jan. 9	Lab Classroom Board of Education Meeting	High Needs 7pm Administrative Building
Jan. 11	Early Release	Check with administrator before leaving for the day
Jan. 17	Lab Classroom	High Needs
Jan. 18	No School PK-12	
Jan. 21	Dr. Martin Luther King Jr. Day	No School
Jan. 23	Cognitive Coaching Board of Education Meeting	High Needs 7pm Administrative Building
Jan. 30	Lab Classroom	High Needs
Feb. 1	Early Release	Check with administrator before leaving for the day
Feb. 5	Elementary Umbrella Meetings	High Needs
Feb. 6	Elementary Umbrella Meetings Board of Education Meeting	High Needs 7pm Administrative Building
Feb. 15	Early Release	Check with administrator before leaving for the day
Feb. 18	President's Day	No School
Feb. 20	Board of Education Meeting	7pm Administrative Building
Feb. 21- 27	Lab Classroom	High Needs

March 5	Lab Classroom	High Needs
March 7	Lab Classroom	High Needs
March 8	No School PK-12	Conference Prep/Grading Day
March 11-14	Parent Teacher Conferences	
March 15	No School PK-12	
March 18-22	No School Spring Break	
March 26	Lab Classroom	High Needs
March 27	Board of Education Meeting	7pm Administrative Building

[Subscribe to eNews!](#)[Forward to a Friend](#)

eNews is sent to District patrons or interested individuals who have subscribed or have provided an email address on the student information form or via Powerschool. Your email address will only be used by the School District of Clayton and will not be sold or distributed. Questions? Give us a call at 314-854-6015 or email [communications@claytonschools.net](mailto:communications@claytonschools.net). The School District of Clayton does not discriminate on the basis of race, color, religion, national origin, gender, age or disability.