

Teaching Duties

Before Classes Begin

- Write your name on the chalkboard.
- Familiarize yourself with the teacher's lesson plans and Teacher's editions of the textbooks.
- As time permits, make notes on the lesson in your own words so that you'll be more comfortable with the materials and better organized in your presentation.
- Write down key concepts, definitions, examples, etc.
- Write down questions that you will ask the students.
- Anticipate students' questions about the material and be prepared to answer them.
- In elementary schools, where there are no breaks between classes, quickly review plans and organize materials for the next lesson while the children are completing the current activity.
- Once you are familiar with the school routine, remain close to the classroom door in the hallways during class changes.

During Each Class

- Begin class as soon as the bell rings. A prompt organized beginning will project an "in charge" image.
- If any students are still standing after the bell rings, ask them to be seated.
- Greet the class and introduce yourself.
- Follow the lesson plan furnished by the teacher or note any changes you implemented.
- Present an overview of the day's lesson (and a review of the previous lesson if you are returning to a class for the second day).
- Introduce the activity by including the following information:
 - The title/type of lesson
 - The instructional objectives
 - The students' roles—taking notes, reading, writing, etc.
 - The amount of time to be spent on the activity
 - Related activities—discussion groups, homework, etc.
 - Evaluation (project, composition, test, etc.)
- During the introduction of the lesson, motivate student interest by emphasizing the value of the lesson to them academically or personally.
- Throughout the class, ensure that students understand the lesson.
 - Give clear, concise directions and explanations.
 - Use the whiteboard or verbal cues to emphasize points or clarify complicated directions.
 - Watch for signs from the students indicating confusion or an inability to hear or keep up with lecture notes, and adjust your presentation accordingly.
- If students are doing seatwork or group work, circulate to assist them as necessary. Praise students who are doing well; give corrective feedback and encouragement to those who are having difficulty.
- If students are using technology (laptops), circulate around the room to check to ensure that they are working on the assignment.
- Don't let the instructional pace lag. Move quickly from one activity to another.
 - Handle materials in an orderly manner. Have everything organized so that you don't waste time looking for books, lesson plans, etc., while students remain idle.
 - Ask students to assist you in passing out and collecting papers, books, etc.
- As much as the lesson plan will allow, vary the students' roles during the class. For example, rather than have them be listeners for an entire hour, provide activities that will require them to alternatively listen, write, and discuss. Younger students in particular have short attention spans so plan a variety of activities to prevent them getting restless.
- Vary the order in which you call on students.

Teaching Duties

- Avoid confusing students by jumping abruptly from one activity to the next. Make the transition between activities systematically, as follows:
 - Step 1: Summarize the first activity.
 - Step 2: Pause for questions and comments.
 - Step 3: Introduce the next activity.

At the End of Class

- Collect the students' work.
 - Immediately secure papers with a paper clip or rubber band to ensure that none are misplaced.
 - Label the papers with a cover sheet.
 - Verify with students that all papers have been turned in.
- Review important points of the lesson following these steps:
 - Summarize the lesson, emphasizing the purpose of the day's activities.
 - Answer and ask specific questions about the lesson.
 - Example: Why are whales classified as mammals rather than as fish?
 - Review overall objectives. Example: A lesson on using google website to identify types of whales could be related to the overall objectives of developing research skills, writing reports on endangered species, and/or improving environmental awareness.
- Preview the next class (If asked to sub for multiple days)
 - Example: Tomorrow you will view a film on various types of whales and form discussion groups to brainstorm methods for protecting endangered species.
- Go over the homework assignment with the class.
 - Explain the assignment, encouraging students to ask questions about any aspect of the assignment that they don't understand.
 - Give directions on how the work is to be done and when the assignment is due.
 - Go over examples from the exercises to ensure that students know how to do the assignment.
 - Give directions for the next class meeting.
- Give the students specific directions for end-of-class housekeeping chores. For example, rather than asking the class to "put everything away," request that the first person on each row collect the dictionaries.
- Complement the students on their performance and thank them for their good behavior and work. Let them know that you will inform their teacher of what took place in the classroom.

After Class

- Organize and label the students' work.
- If you were unable to complete the lesson, leave a note for the teacher indicating how much you were able to cover.