



Tips for Working with Students

Creating Expectations

- Arrive early, but don't interrupt an activity that's in progress.
- Wear appropriate attire; look like an "expert."
- Greet students in a friendly, yet professional, manner.
- Smile, shake hands (if appropriate), and maintain eye contact. Be enthusiastic and friendly – your attitude is contagious!
- Guide your students behavior by providing an inviting environment, treating each young person with respect, and meeting her or his needs.
- Be yourself. Talk about your early aspirations, your current job, and how you got to where you are today.

Teaching Strategies

Although the teacher is responsible for all instruction and discipline within the classroom, the following suggestions can help you work with students:

- Tailor your presentation to meet the needs of the teacher and the student. Use language, examples, and analogies that students can understand, but don't talk down to them. Avoid any use of gender, racial, or ethnic stereotypes.
- Encourage students to give answers clearly enough for everyone to hear. Rephrasing their answers, not repeating them, is helpful. Thus, the student "owns" his/her answer.
- Wait at least 5 to 10 seconds for an answer after calling on a student. Use as many open-ended questions as possible. For example, "Can you think of an example of . . . ?"
- Don't answer your own questions. Give clues if the students don't respond, instead wait and avoid criticizing or rejecting wrong answers from students.
- Use examples the students are familiar with to illustrate a point.
- Frequently check for understanding by asking relevant questions.

Managing the Class

- If needed, speak in a quiet voice that requires students to quiet down and listen carefully. Stop speaking if students become talkative and inattentive; they usually will settle down quickly.
- Distinguish between active learning and genuine engagement and disruptive/inattentive behavior. A quiet class isn't necessarily good, nor is a talkative class necessarily bad. Rigorous discussions or active simulations often are noisy indicators that students are learning.
- Move around the classroom during the session. If side-talking occurs, walk to the noisy students and stand by them. If you are trying to start a discussion, walk over to the group of students you plan to address.
- Be flexible! Expect the conversation to occasionally diverge from the topic of discussion.