



Teacher Tip of the Week

New Teacher Support Program 2008-2009

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New Teacher Support
Program
Wilson County Schools
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Stopping Cheating and Plagiarism in Schools

Tips For Proactive Teachers When Testing or Assigning Papers

Cheating and plagiarism in American high schools continues to increase every year. The Josephson Institute of Ethics reports a 60% increase in students cheating on tests while 36% of student respondents admitted to using the internet to plagiarize. It may not be possible to eliminate cheating entirely, but teachers can take steps to slash the statistics and create a mood in the class room that discourages cheating.

- During testing activities, space students as far apart from each other as is possible, placing them in different seats than they normally occupy.

- If students are allowed to carry cell phones, have every student place his cell phone on the corner of the desk. Students frequently text message test questions and answers to each other.



- If possible, use several different versions of a testing instrument. This is crucial if the same tests are being given in multiple classes.

- Insist that all book bags and other personal items are stowed *behind* the desks and that they are closed. Allow no loose notes next to the desk on the floor.

- If the test is essay or requires writing, provide the paper or the examination booklets.

- When students have questions, have them come to you so that you can still see the entire class.

- Be highly *visible*! Stand in the front of the class or walk the aisles looking at every test taker.

- Utilize totally different test versions or formats for make-up tests.

- When the students have left the class room, look over every desk to ensure that no notes were scribbled on the desk tops.

Plagiarism on Papers and Essays

One of the best ways to avoid plagiarism is to invest, as a school, in an on-line service such as [Turn-It-In](#). These multifaceted programs not only detect internet plagiarism, but can be used as valuable tools to teach students about originality in research and writing. If such a service is being used, draft a policy mandating 100% student and teacher compliance. Students with the intent to plagiarize will resist submitting their final work. Additionally, compare the hard copy of the paper with the on-line submission.

- Read each paper carefully, vetting those submissions that include suspicious phrases or paragraphs.

- Cross check footnotes, internal citations, and bibliographies.

- Look for obvious changes in writing style.

Teachers that develop reputations for vigilance will experience far fewer incidents of cheating and plagiarism. Gaining that reputation may be difficult initially, but the long term results are worth the early efforts.

Teaching students *how* to write an original piece is the first step in preventing plagiarism. Some students may not know how to properly cite sources or credit ideas and conclusions drawn from a secondary source. Using one class period (or more) to highlight or reinforce proper sourcing goes a long way in preempting unpleasant situations.

Finally, every school should develop a concise written policy that addresses cheating, plagiarism, and any other form of inappropriate activity related to assessments. This policy should be both remedial and punitive.—Michael Streich, Suite 101.com

HELPFUL WEBSITE FOR TEACHERS



<http://www.countrywatch.com/>

CountryWatch provides critical country-specific intelligence and data through its suite of products to over 4000 clients including public and private sector organizations with overseas operations and global interests.



Cutting Corners

STUDENTS TEACHING STUDENTS

Give your students the opportunity to teach a lesson. Choose a skill and have the students prepare a 10 minute lesson with questions, explanations, a worksheet, and a hands-on game. The children learn from each other.

Seven Ways to Reinvigorate Your Teaching Midyear

The beginning of the school year is behind us. This is a good time to stop for a moment and think about our teaching. Are we in a rut with too much routine and not enough energy? Are there any practices that we need to review and improve? And how about our students? Do they need to be reenergized and reengaged for the second half of the year? Will we be working with a new group? If so, what adjustments will we need to make?

After asking these questions, you may conclude that almost everything is on track and the



“We expect teachers to handle teenage pregnancy, substance abuse, and the failings of the family. Then we expect them to educate our children.”

-John Sculley

best course of action is to stay focused. Or you may see some aspects of your teaching that need reinvigorating—or just want to add some new interest for yourself and your students. As you start the second part of the school year, here are 7 strategies you will want to consider, whether you have all new students or will continue with the same group or groups.



1. REARRANGE THE CLASSROOM
2. TAKE A FRESH LOOK AT YOUR STUDENTS.
3. SELECT A NEW APPROACH OR TEACHING STRATEGY TO HELP YOU DEVELOP COMPETENCE AND CONFIDENCE.

4. TAKE A SPECIFIC ACTION TO LIFT YOUR SPIRITS AND INCREASE YOUR REPERTOIRE OF PROFESSIONAL SKILLS.

5. FIND SOME TIME TO OBSERVE IN THE CLASSROOM OF A RESPECTED AND SKILLED TEACHING COLLEAGUE.
6. DEVELOP THE HABIT OF SAYING SOMETHING POSITIVE TO AT LEAST ONE STUDENT EVERY DAY ABOUT HIS OR HER LEARNING, CLASS CONTRIBUTION, ATTITUDE, OR ACTIONS.
7. FIND SOMEONE TO HELP OR MENTOR.

A good teacher understands the importance of maintaining teaching energy and vigor. Otherwise, we can fall into patterns that may not serve us or the best learning interests of our students. However, patterns can be changed. We can take steps that make a big difference in our professional attitudes, performance, and satisfaction.

A good teacher knows that every educator needs to regularly renew and reinvigorate his or her teaching. Doing so involves self-reflection. Failing to attend to this important task can signal the beginning of growing problems and lead to loss of the professional respect and reputation we have worked so hard to build.—*The Master Teacher*



One of the BEST Science Museums on the Web!

No time for a class field trip? Is your nearest science museum too far away? Are you looking for a simple way to integrate technology into your science curriculum? If you answered “yes” to any of these questions, then consider sending students to a virtual science museum that they can explore individually or in small groups. Here, in alphabetical order, are our top ten picks.

Exploratorium: The Museum of Science, Art, and Human Perception

www.exploratorium.edu

This famous San Francisco museum hosts a variety of online exhibits on topics ranging from biodiversity and frogs, to weather, sports, and basic scientific curiosity. They also offer online activities; step-by-step instructions for hands-on activities; webcasts; and an online magazine. From the home page, click on the “Explore” tab at the top left.

New Teacher Support Participants:



Dawn Golson-Saunders

West Wilson
Middle School

8th grade
Language Arts

WHY DID YOU BECOME A TEACHER?

"I became a teacher because it is the only profession that I felt drawn to. I knew from childhood that I wanted to teach English/Language Arts and now that I have begun my career in this area I am looking forward to continuing to grow as an educator."—Dawn Golson-Saunders



Beth Ruble

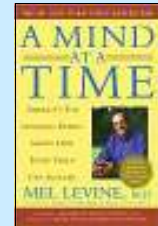
Elzie D. Patton
Elementary

Art

WHY DID YOU BECOME A TEACHER?

"I became a teacher so that I can share my love for learning and art."—Beth Ruble

From the Bookshelf:



A Mind at a Time : America's Top Learning Expert Shows how Every Child Can Succeed by Mel Levine, Melvin D. Levine

Different minds learn differently. That's an issue for many children, because most schools still cling to a one-size-fits-all education philosophy. As a result, children struggle because their learning patterns don't fit the schools they are in. Learning begins in schools, but it doesn't end there. Frustrating a child's desire to learn will have lifelong repercussions.

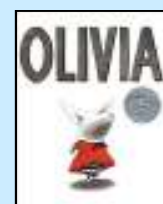
In *A Mind at a Time*, Dr. Mel Levine shows parents how to identify these individual learning patterns. He explains how parents and teachers can nurture a child's strengths and deal effectively with weaknesses. This type of teaching produces satisfaction and achievement for all students.

There are eight fundamental systems of learning that draw on a variety of neurodevelopmental capacities. Some students are strong in certain areas and some are strong in others, but no one is equally capable in all eight. Drawing from actual case studies, Dr. Levine shows how parents and children can identify their strengths and weaknesses to determine their individual ways of learning.

We must pay attention to individual learning patterns, to individual minds so that we can maximize children's performance in school and in life.

Olivia

By Ian Falconer



3-7 years of age

ARNE DUNCAN: President-Elect Obama's Choice for Secretary of Education



Arne Duncan is President-elect Barack Obama's choice as secretary of education. Mr. Duncan

has seven years' experience as chief executive of the Chicago Public Schools, the nation's third-largest school district, where he has earned a solid reputation for confronting pressing issues in public education, like how to raise teacher quality, how to transform weak schools and when to shutter those that are irredeemably failing.

Duncan began his career as a professional basketball player in Australia, where he tutored at-risk youth in his spare time. After returning to the United States, he was involved in a series of efforts to improve the public school system in Chicago, including directing the Ariel Initiative from 1991 to 1998, which focused on children in the South Side of Chicago.

Duncan's main focus has been:

- Teacher quality
- Changing failing schools
- When to close failing schools

Mr. Duncan, though, has little of the national political experience that education secretaries often need in representing the White House's educational agenda before Congress and negotiating with the leaders of the 50 state school systems and the myriad interest groups that make up the educational establishment. His expertise in elementary-secondary education is considerable, and his late father was a psychology professor at the University of Chicago, but Mr. Duncan has little professional experience navigating the higher-education landscape.—Jeffrey Donaldson & Sam Dillon



Master Teacher Tips...

Discipline

Students do not like to hear lectures about their misbehavior. They also resent know-it-all tones when we are telling them what they must do. That is why diverting students' attention away from both you and them to teach a lesson can be effective. Any story that proves your point will do, but the story cannot be long. As you tell the story, know that the best stories turn the student into a participant. Therefore, using, "You'll never guess what happened next" or "You might quit at this point, but not Bob" can be very effective when connecting students with your message.

When you are talking to students regarding misbehaviors, there is nothing wrong with making concessions. Just make sure you are making concessions and not capitulating. While it is wise to limit the number of concessions, it is also wise to use the "if-then" technique. For example, say, "If I agree to that, then you must agree to ..." Concession is not giving in. It is giving and receiving.



Upcoming Events

Celebration of Life Month

New Year's Resolutions

Week—January 4-10

National Clean-Off Your

Desk Day—January 12

Family Fit Lifestyles Month

Get Organized Month

For a Laugh!

