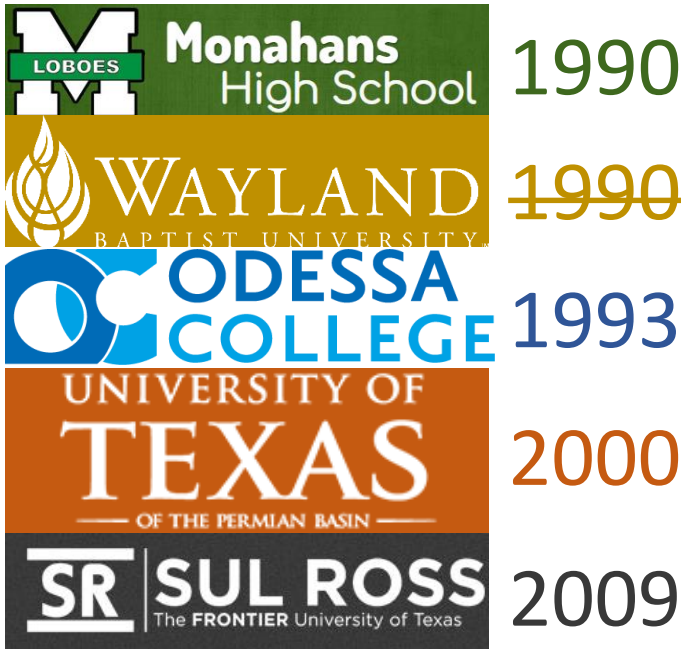
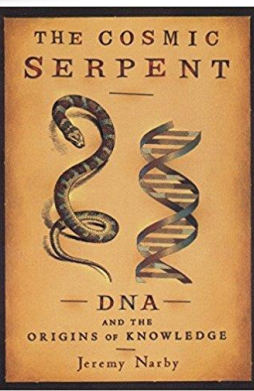
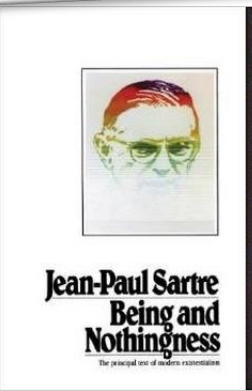
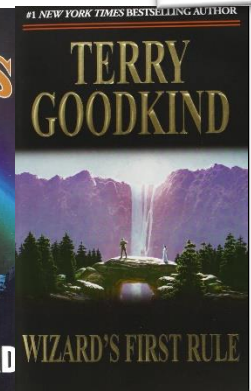
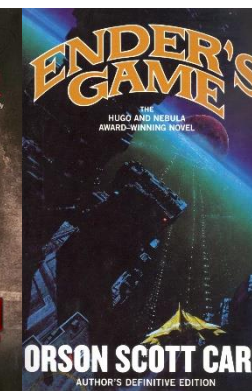
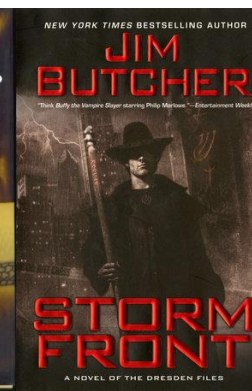
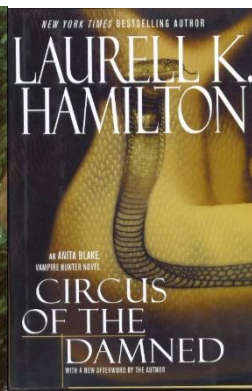
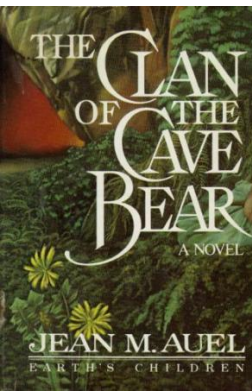
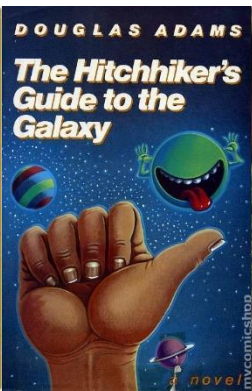
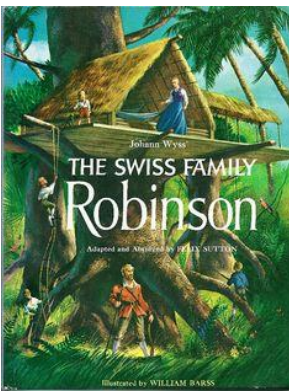


Gordon C. Williams, M. Ed
AP Biology
AP Environmental Science
EcoAction, Philosophy Club



2002 - today



What can you take away from today?

- **Classroom Management**

- 8:30 – 10:00 AM
- The Social Contract
- Classroom Rules
- Procedures

- **Effective Lessons**

- 10:10 – 11:30 AM
- Planning Ahead
- Learning Environment
- Active Engagement

- **Activating Prior Knowledge**

- 1:00 – 2:30 PM
- Bellringers
- Review Games

- **Lifelong Learners**

- 2:40 – 3:30 PM
- Limiting Beliefs
- Pygmalion in the Classroom
- Building better adults

Session 1

8:30 – 10:00 AM



The Social Contract

I am going to try to get 100% teacher buy-in for the Social Contract.

If I fail, that is okay, but this is important, and I have to at least try.



Classroom Rules

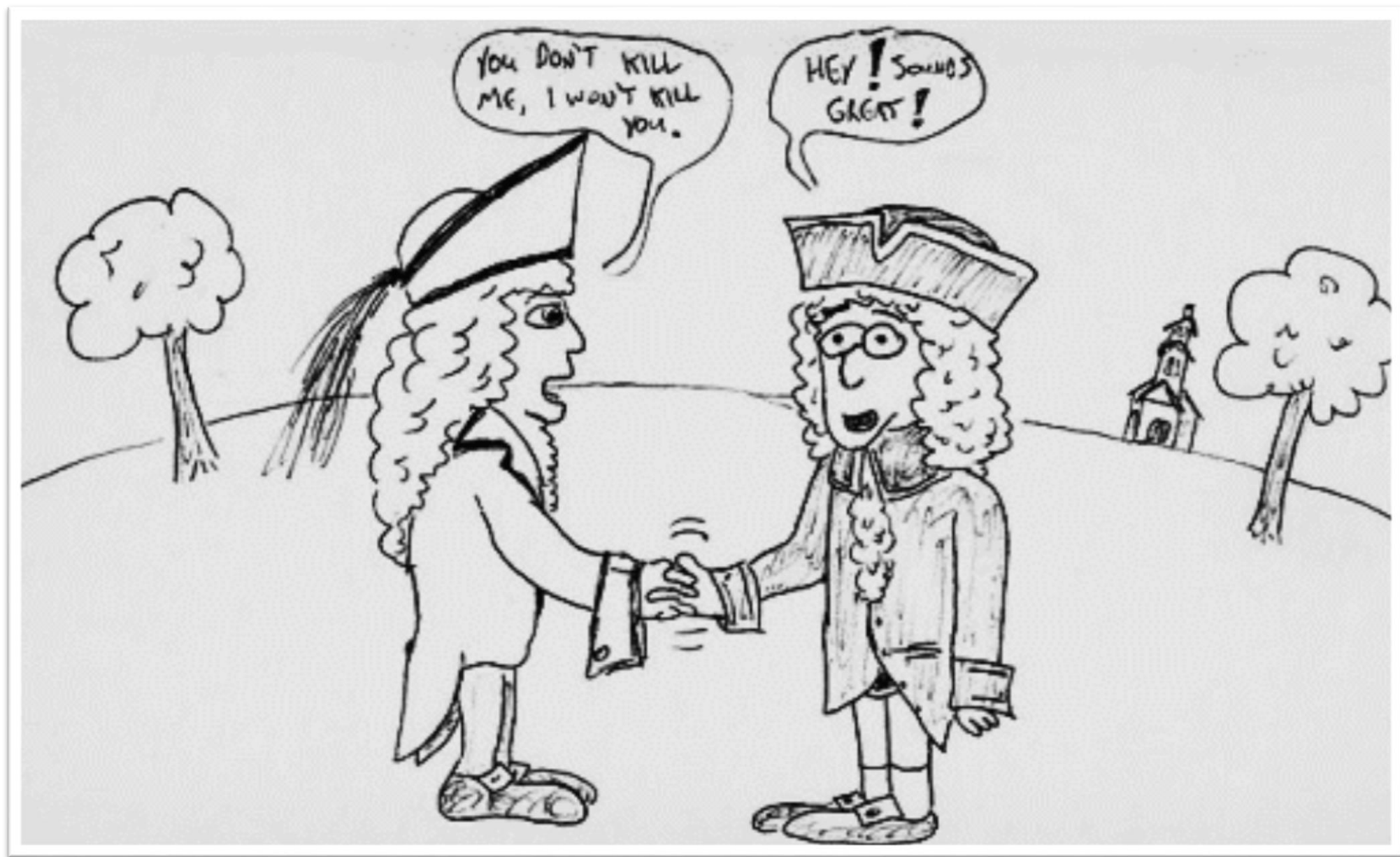
Enforce the school rules, city, state and federal laws that are already present

Do not create MORE arbitrary rules that bind our students to outmoded ways of thinking and learning that we already know do not work.



Classroom Management

Creating self-managing students
Attaining 100% student engagement

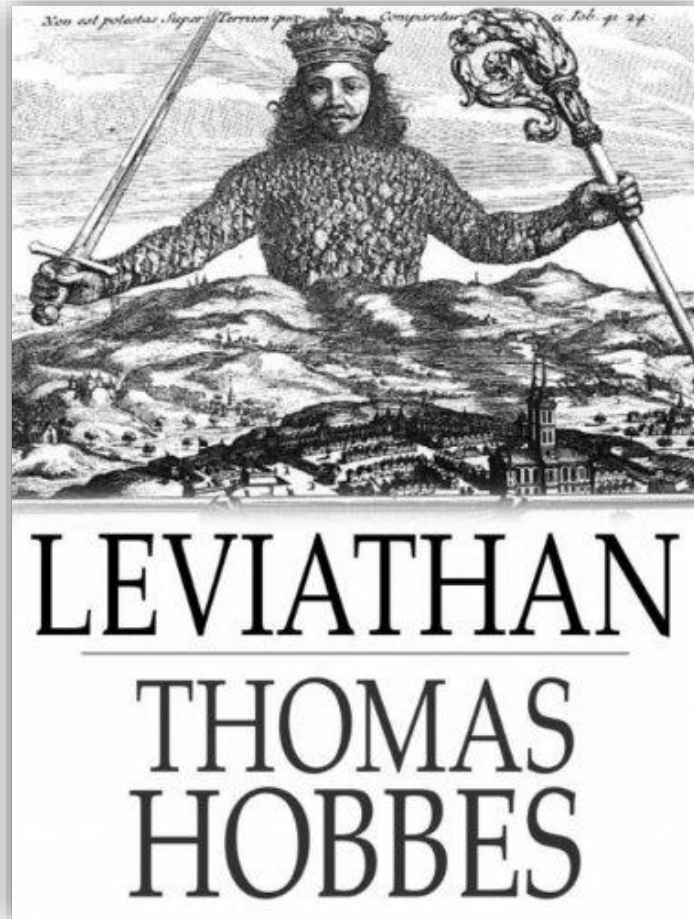


The Social Contract



Jacques-Louis David - *The Death of Socrates*

The Social Contract



- Published in 1651
- Written during the English Civil War (1642–1651)
- Regarded as one of the most influential examples of social contract theory.

The Social Contract

If same answer is called out scribe puts a checkmark next to word or if teacher thinks it could have a likeness to a word already up, use "is this the same as"

3 things must be included:

Effort

Listening

No put downs

RESPECT

How do we want
to treat each other
when there is
conflict?

How do you (the
teachers) want to
be treated by me
(the facilitator)?

How do I (the
facilitator) want to
be treated by you
(the teachers)?

How do you (the
teachers) want to
be treated by each
other?

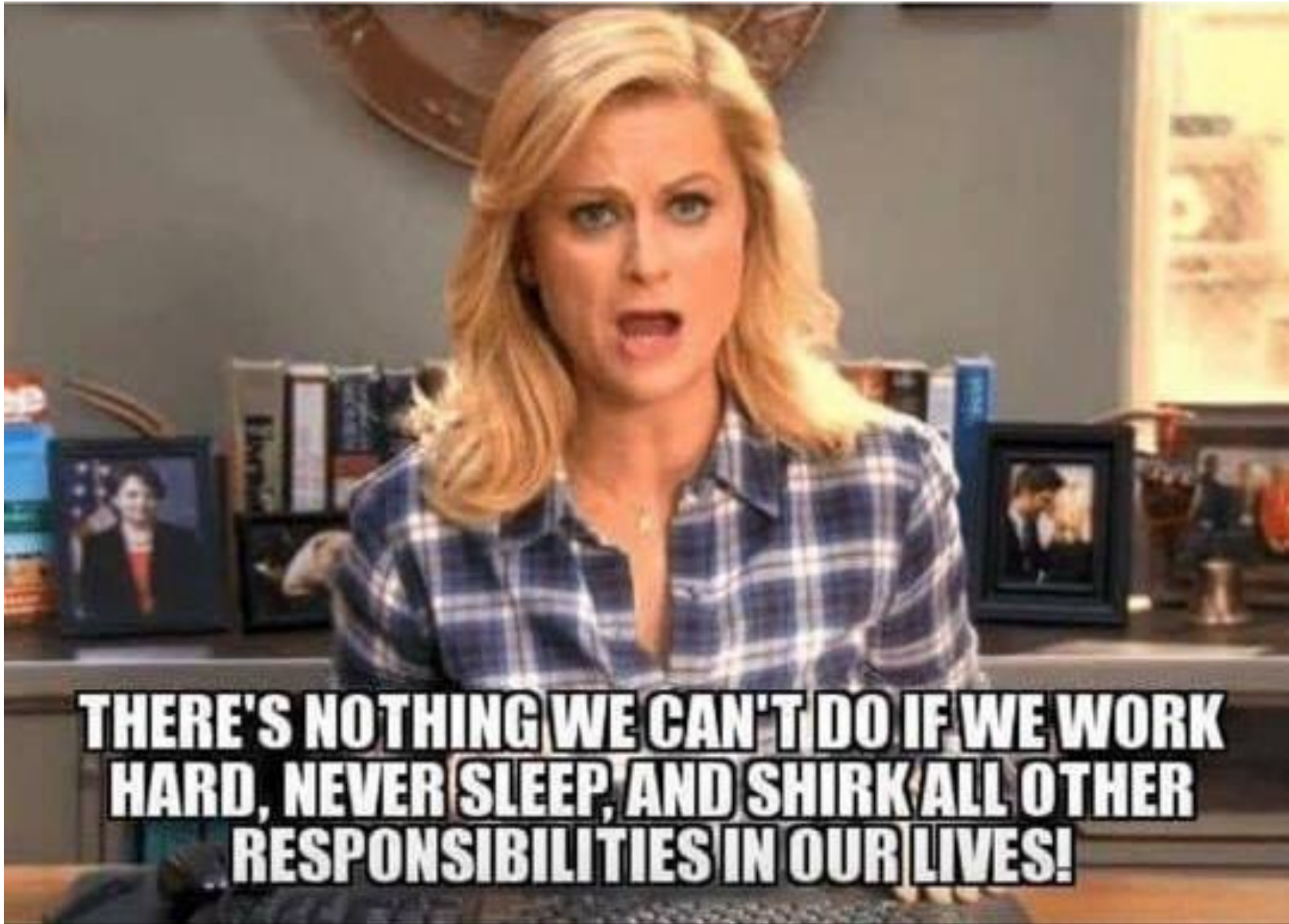
4 questions

The Social
Contract

The Social Contract

As we each sign the contract, let's take a moment to reflect on how fortunate we are to exist in this time and place... And why.





**THERE'S NOTHING WE CAN'T DO IF WE WORK
HARD, NEVER SLEEP, AND SHIRK ALL OTHER
RESPONSIBILITIES IN OUR LIVES!**

No Assumptions Teacher Training

*I give the same advice
to all new teachers.
Pretend like you know
what you are doing.*



Just because something is easy for me does not mean it is easy.

Just because something is hard for me does not mean it is hard.

Just because I know something does not mean everyone else does too.

Just because I don't know something does not mean it is unknowable.

Just because I have done something before doesn't mean everyone has.

Just because I have never tried something doesn't mean it won't work.

Use Low-Profile Interventions

- Teachers' use of verbal and nonverbal behaviors predicts how credible students think those teachers are, how motivated students are, and how willing they are to comply with teachers' requests (Burroughs, 2007).
- Private signals and attempts to redirect the behavior of students are considered forms of gentle discipline (Reeve, 2006).
- Proximity, or moving near students while teaching, helps to keep their attention focused (Smith, 2004).

Time Out



Check



Foul



Rules, Routines, Rituals and Procedures

- Use what works for you
- Keep rules short
- Make them memorable
- Enforce without compromise
- Explain the rationale



*Classroom
routines I can't
survive without*

Routines, or rituals, enable the classroom to function smoothly because they provide students with a sense of security over their classroom time and students know exactly what to expect (Pinto, 2013).

The prefrontal cortex of the brain and its working or short-term memory is freed to do higher-level thinking when routines and procedures are used (Sprenger, 2008).

Teachers should introduce predictable routines that can drive their classroom activities (Allen & Currie, 2012).

Tardy Policy

Don't be tardy.

Be physically present inside the classroom by the time the bell rings.

Write down the QOD before attendance is entered.

If you are late, please get a tardy pass from the nearest office.

If you are within my sight when the bell rings, but not already in the classroom, you will still be marked tardy, but do not need to go back to get a pass.

Tardy Policy

Don't be tardy.

Late Work Policy

No late work is accepted.

For all in-class assignment, homework assignments and project assignments, the due dates, once set, are firm.

Any negotiation must occur BEFORE the due date has already passed.

Work not completed on time as agreed will not be accepted.

Make-up and replacement assignments may be granted on a case-by-case basis, but you must ask for them and have a valid excuse for why the deadline was missed.

Remember that your REASON may not be a valid EXCUSE.

Tardy Policy

Don't be tardy.

Every class day contains one or more graded assignments.

In case of absence, it is the student's responsibility to get missed assignments.

Late Work Policy

No late work is accepted.

Missed quizzes may be made up every Monday before or after school.

Missed lab grades may be made up Tuesday AFTER school or Friday BEFORE school. (no other times).

Make-up Work Policy

Must be turned in within 1 calendar week from the date of the absence.

Room Postings

Social Contracts

- Maximum of 10 words each

Learning Targets

- Back Whiteboard

Agenda

- Front Whiteboard

Assignments Due

- Updated daily

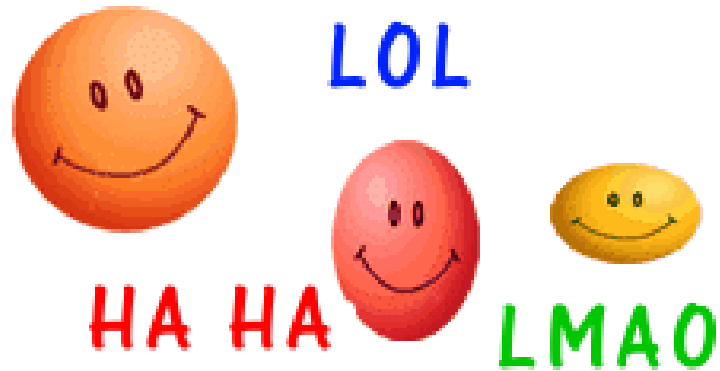
Before & After School

- Extra Help & Extra Credit

Back Cabinet

- Joke of the Day

Joke of the Day



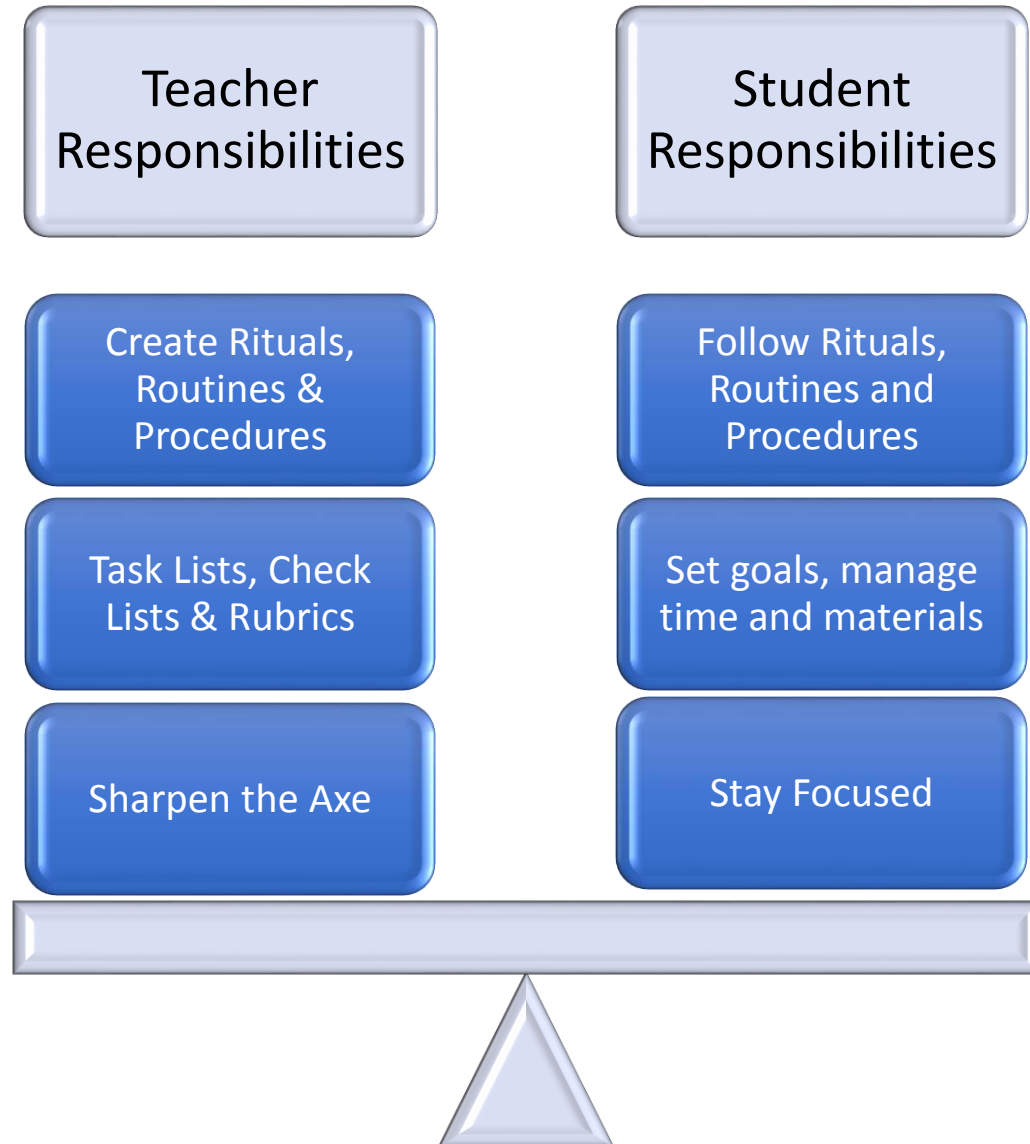
- Humor and music are prime ingredients for improving students' emotional states, and that emotional climate has so much to do with how much students can learn (Lengel & Kuczala, 2012).
- Because the language skills of older adolescents are more highly developed, they can understand the subtlety of humor, irony, or satire (Feinstein, 2009).
- The creative use of humor can engage students by making the content come alive, focusing students' attention, increasing retention, and relieving stress (Cooper & Garner, 2012).

Building Self-Managing Students



- Reduces classroom discipline issues to *nearly* nothing.
- Increases positive interactions with both students and parents.
- Well developed routines and structures do not sap creativity, stifle imagination or steal joy from anyone.

Building Self-Managing Students



Empower Students With:

1. Stress Management
2. Time Management
3. Organizing Skills
4. Problem Solving
5. Decision Making
6. Confidence
7. Self Preservation

Anything that has to be said or done more than once per day MUST have a routine or procedure in place.

Short phrases and gestures that stand for complex sets of directions

Many routine procedures will have their own standard PowerPoint slide with directions. For example...
“Get ready for a quiz.”

Get ready for a quiz

- Move seats to separate around the room so that no person is sitting directly next to or directly across from anyone else.
- Have a writing utensil ready (pen or pencil – doesn't matter)
- Clear all other materials from your desk, including books, notebooks, papers, backpacks and purses.
- Make sure the aisles are clear and pose no trip hazards for Mr. Williams
- Do this within one minute, please.



Pick up assignments on the way in.

Turn in assignments to appropriate bin.

Do not ask to leave during direct instruction

Do not disturb others

Take care of your personal needs

Minimize movement around the room

Whoever is closest answers the phone

Basic Procedures

When answering the phone, **SMILE** and **SAY**:

“Mr. Williams’ room. This is _____ . How may I help you?”

Listen to the response. Then...

1. **IF** the phone call is for a student, **SAY**:

“I will get them. One moment please.”

2. **IF** the phone call is the office checking out or leaving a message for a student, **SAY**:

“I will let them know. Thank you.”

3. **IF** the phone call is actually for Mr. Williams (it is usually not), **SAY**:

“He is busy with students right now. May I take a message so he can call you back at a more opportune time?”

Then take a message with the person’s name, phone number and a brief description of what they are calling about.

Only interrupt classroom instruction if it is a true emergency.



The greatest tool for management is student engagement.

- I treat my students like adults, but I remember exactly how adults behave when they are bored, frustrated and feel their time is being wasted. After all, I am an adult, and...
 - I once fell asleep in a staff meeting.
 - I have checked my Facebook in the middle of meetings.
 - I have both sent and received text messages saying...
 - *“I had to cancel tutorials for this?”*
 - *“How many meetings do we actually have to have?”*
 - *“Is she really going to read the PowerPoint to us?”*
- I understand exactly who I have to be to stand in front of a room full of adults and say, “I am going to teach you something worth learning.” This is not a job for the timid or for the weak.





Be the expert in your field but remember that teachers are not the fount of all knowledge in the universe.

- When students ask for clarification on “What is mass?”
- Please... don’t say “*the amount of matter*”

**YOU KNOW YOU ARE A TEACHER IF
YOU'VE FANTASIZED ABOUT DOING
THIS TO THE COPY MACHINE**





The sticks have spoken!

- Write your name on a stick.
- These will be used for random draws for both questions and prizes
- This is your Exit Ticket before 10-minute break.