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Remember When

When I was 12 years old:

1. I lived (where, with whom) _____

2. If I looked in the mirror then, I would see:

3. My best friend was _____

4. When I grew up I wanted to be _____

5. My favorite memory from that time

6. Things that made me happy

7. The best time of my day was

8. Things that I worried, feared, or stressed about

9. A *not so favorite* memory from that time

Middle Level Student FACTS to Remember

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Positive Relationships

- *They need teachers who*
 - Understand the young adolescent
 - Truly like them
 - Really want to help them learn

Positive Relationships

“A teacher who loves working with this age group and consistently shows joy and enthusiasm for students, teaching, and learning has the greatest chance of success in managing a classroom!”

How do I start building relationships?

Start on day one- ice breakers, learn names, learn SOMETHING!

Ideas: _____

Know their names ASAP- _____

Treat them with dignity- _____

Show a little humor- _____

Give them a chance- _____

Sticky notes/cards- _____

Let them know YOU! - _____

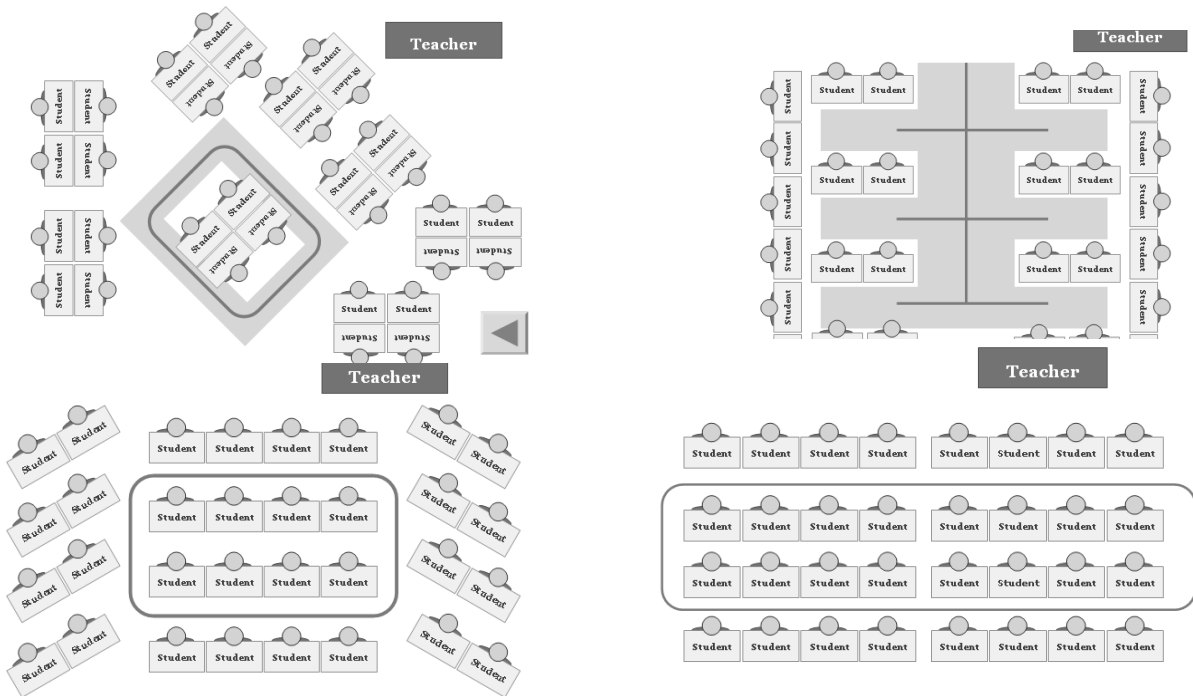
Tap-In and Out - _____

Relationships

- Let them know YOU- Share your life, tell them what your faults are, discuss pet peeves
 - *Self assessment worksheet (see back of the handout)*
 - *Start every day with a positive attitude about your career, your students, and your responsibilities. Meditate or pray if you need to!*
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Learning Friendly Environment

- ❖ *Clean and organized classroom*
- ❖ *Creative bulletin boards (Affirmations, Student work, Reminders, Review information)*
- ❖ *Teacher has visual awareness*
- ❖ *Teacher is always moving*
- ❖ *Centers and Room arrangement*
- ❖ *Rosters*
- ❖ *Webpage /email/newsletter*



Do what you Say and Say what you mean

"My teacher tells me to not chew gum in class, but she does?"

"My teacher tells me to use my inside voice, but she doesn't!"

"My teacher tells me not to talk at assemblies, but she and other teachers always do!"

"My teacher tells me to listen when she speaks, but I am not sure she is always listening to me."

Time Saving Procedures to Share!

Pass/Fold your papers- _____

Highlighter grading- _____

Group divisions- Fold the line-Row partners-Sticks or cards _____

Attention getter _____

Monitoring work _____

Sponge Activities

- Ticket Out- Three things you learned today
- List 5 Share with your neighbor
- Stand and Deliver Cards
- Study Buddy
- Look at notes, circle key words
- Defend your position on...
- Teacher for a minute
- Write a test question
- Writing Prompt – (Share)
 - Free write
 - Topic given
 - Dear Sam... (reflection)
 - Interview

Bellwork

- Relevant
- Monitor
- Valuable
- Examples
- History cards
- Spelling work
- H.O.G. Pre-made questions
- Pre-read questions from text

Safe Space For All

Q: What happens to the brain if you are feeling unsafe?

A: The brain shuts down certain functions that enable effective learning to take place

Q: What do you mean by unsafe?

A: Free from physical danger and physiological danger (embarrassment, ridicule, humiliation, sarcasm)

Q: What are indicators of this?

A: They act out, they feel insecure, they will sabotage your efforts at classroom management

What they need to feel safe

- *No Physical or psychological abuse from peers and others*
- *They need to feel confident*
- *No embarrassment, ridicule, or humiliation*
- *No abusive use of sarcasm*
- *No ridicule or exposure of family values and beliefs without consent*
- *No jokes or use of slurs towards anyone*
- *No negative attitudes or comments about student abilities*

Engaging and Meaningful Activities

“Boredom is Classroom Management's Worst Enemy!”

Engaging and Meaningful Activities

- *Learning by doing (hands-on)*
- *Higher order thinking (apply, analyze, evaluate, create)*
- *Connect Content to the world, their lives, the community*
- *Make learning interesting (Humor, student's interest, games)*
- *Give students a voice and a choice*

Engaging and Meaningful Tips

- *Talk less, let students talk as they learn*
- *Assess BEFORE you begin*
- *Have students reflect on what they learned*
- *Use at least 2-3 instructional methods (visual & auditory)*
- *5-7 times makes learning stick*

QUESTIONING TECHNIQUES FOR THE MIDDLE LEVEL SUPER TEACHER

- *Wait time* _____
- *Verbal cues ("Hands", "Everyone")*

- *"Show me"*
 - Thumbs up and Down

 - Respond on paper

 - Respond and wipe

 - Class poll (taking a stand on an issue)

- *"Get Ready" with Ask-Pause-Call (never call before the question)*

- Popsicle sticks (never a predictable pattern)
- Clear sheets
- Magic Hat Generator
- *Have students evaluate answers: higher order thinking and forces them to think.*

Diffusing Strategies

- *Even the best managed classrooms will require diffusing!*
- *Effective teachers have many techniques to choose from.*
- *You can handle it, don't give away your power until you have to.*
- *Avoid all power struggles!*
- *Tone of voice is more powerful than word choice!*

Diffusing Strategies for Middle Level Minds

- ***With-it-ness-***

Keeping a high level of awareness in order to stop things before they start

- ***Proximity-***

move to be near the potential problem

- ***Broken record-***

*In a positive voice repeat the desired behavior no matter what the students says or how he reacts
“Mary, I need you to work on the assignment now....Mary, I need you to work on the assignment
now...)*

- ***“As-if”***

*regardless of how you really feel or what you think the student deserves, treat them “As-if” you like
him or her, “As-if” he is smart, “As-if” he is deserving of your compassion.*

- ***Humor-***

Use humor to move an emotionally charged situation (don't use sarcasm or make fun)

- ***The Look-***

Can be powerful!

- ***The redirect-***

*Instead of directly addressing the inappropriate behavior, redirect student's attention to another
task.*

- ***Ask for help- Don't accuse-***

You know and she knows she threw the paper on the floor, just ask her to pick it up.

- ***Offer a time out-***Allow a student to use a pass of a drink or break.

BIGGEST MISTAKES YOU CAN MAKE IN THE MIDDLE

- *Never confront a student in front of the entire class, it becomes a power struggle*
- *Do not lose it- Stay on the adult level that is in control*
- *Don't punish a group for the acts of some*
- *Behavior is not a grade*
- *Follow procedure, even if you are mad*
- *Remove temptations (cheating, stealing)*
- *Work is not a punishment*
- *Inconsistency*
- *Don't take it personal and let it go quickly*
- *Stop and tell them what you want from them*
- *Don't argue*
- *Don't humiliate (Dunce cap, class apology)*
- *Doesn't matter who is right*
- *Don't be confrontational (let them save face)*
- *Don't touch an angry student*

Remember there are bad behaviors not bad kids!



THE MIDDLE LEVEL TEACHER TACTICS

Watch and Listen (Sometimes there is more going on than you think)
Humor (makes everything easier)
Don't forget what it is like to be them
Welcome them in—Stand by the door
Bond with them.... Any which way you can!
Catch them being good
Teach them more than your subject... when they are crossing the line, being rude....
Post student work around the room
Have a phrase that pays—Freeze like Trees!
Do not multi-task—look at them when they are speaking
Help them out—Have a place they can go for missing work and student info
Let them know YOU- Share your life, tell them what your faults are, discuss pet peeves
Make a place for everything

Consistency, Consistency, Consistency... Did we say Consistency?
Reflect their message back
Be able to work the room --Seating options
Inspect what you expect

Don't Take it personal... it is sooo not about YOU!
Don't stop teaching--Stand nearer, make a tap/touch, drop a note
DE-ESCALATE the situation.... Don't add fuel to the fire
Let it go and let them know!

To Teach it: Repeat it, Repeat it, Repeat it, Repeat it, Repeat it.
Use all your minutes
Let them have a voice
Rinse and repeat....Practice new things in small amounts, and then do it again!
Provide options in learning
If it doesn't work try something NEW
Hands on learning—movement, Paper Plates, tossing balls, dice, index cards

Be an advocate and TELL THEM SO!

Resources

- o First Days Of School by Harry Wong
- o Day One and Beyond by Rick Wormeli
- o The REBOOTING of a Teacher's Mind by Brenda Dyck
- o Discipline Survival kit for the Secondary Teacher by Julia Thompson
- o NMSA- PD Consulting Guide by Muir, Baenen, Poliseno, Berckmeyer

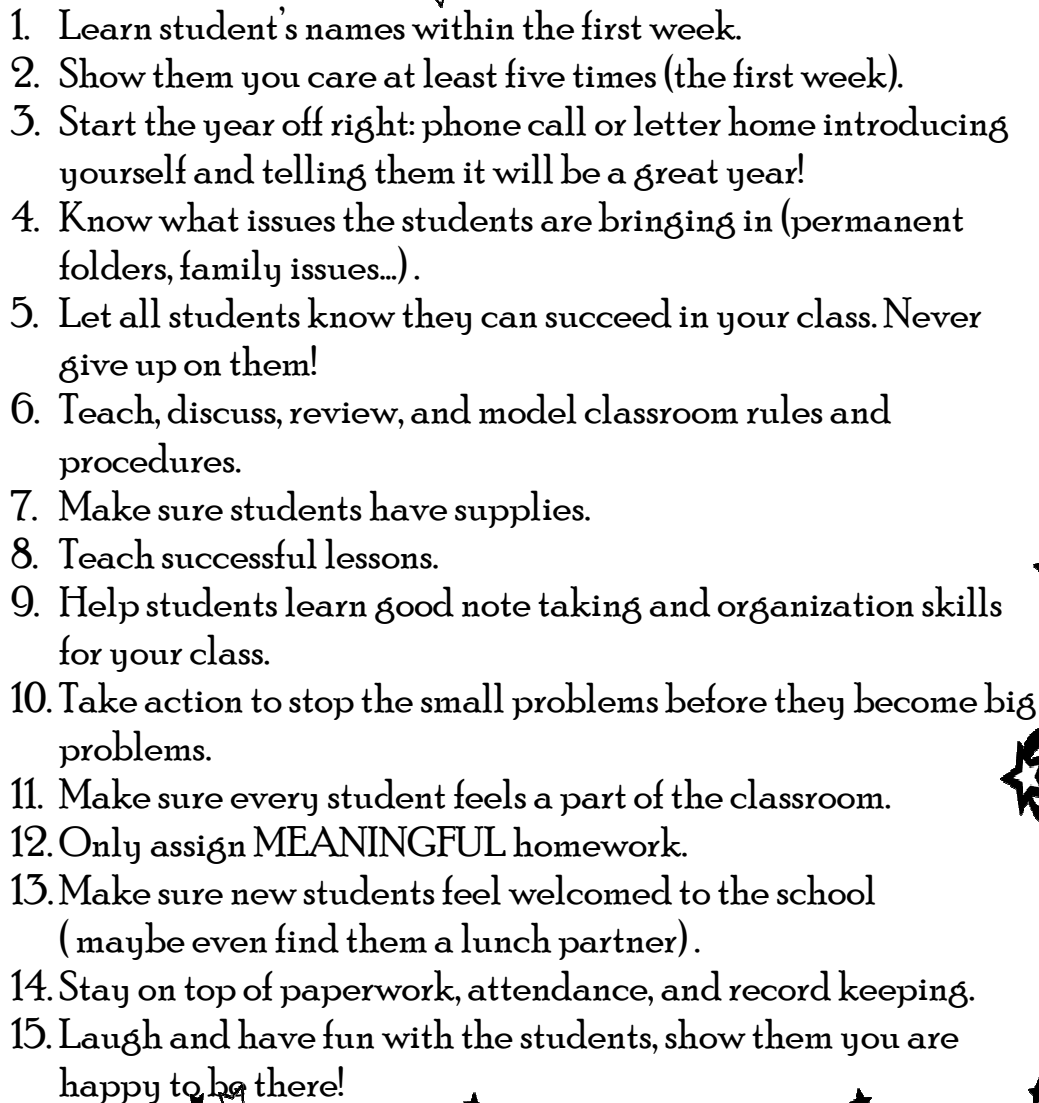


Take a Good Look at Yourself!

Each day at the end of the day, check the box of behaviors that you may have accidentally engaged in. At the end of the week, you can see which area you need to make a conscious effort to fix in the upcoming week.

Behavior	M	T	W	TH	F
Nag a student					
Threaten someone					
Call a parent when angry or upset					
Fail to return graded work					
Failed to greet students at the door					
Failed to contact a parent when needed					
Allowed one student to misbehave and not another					
Failed to make connections with students					
Failed to grab student's interest when starting the lesson					
Failed to relate the lesson to their world					
Failed to close the lesson with a activity or closure					
Allowed "free time"					
Talked more than the students					
Did not get students up and moving during the lesson					
Did not recognize when the class was on track					
Failed to include higher level thinking					
Talked negatively about a student or teacher in front of students					
Single out a student					
Called a student names (even in fun)					
Talked over student noise					
Yelled to get attention					
Lost your temper					
Didn't follow your own procedures					
Ignored a student who needed a kind word					
Allowed students to sleep or disengage					

Things to do if you want to be a ROCK STAR Teacher!

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1. Learn student's names within the first week.
 2. Show them you care at least five times (the first week).
 3. Start the year off right: phone call or letter home introducing yourself and telling them it will be a great year!
 4. Know what issues the students are bringing in (permanent folders, family issues...).
 5. Let all students know they can succeed in your class. Never give up on them!
 6. Teach, discuss, review, and model classroom rules and procedures.
 7. Make sure students have supplies.
 8. Teach successful lessons.
 9. Help students learn good note taking and organization skills for your class.
 10. Take action to stop the small problems before they become big problems.
 11. Make sure every student feels a part of the classroom.
 12. Only assign MEANINGFUL homework.
 13. Make sure new students feel welcomed to the school (maybe even find them a lunch partner).
 14. Stay on top of paperwork, attendance, and record keeping.
 15. Laugh and have fun with the students, show them you are happy to be there!