Three Things Administrators Can Do TODAY To Get More Out Of Their Teachers Tomorrow

Presented by:
Karen Wood

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Activity...

Ultimate Rock, Paper, Scissors
Welcome – PART I: Rapport

• Grateful for opportunity
• Expanded from 90 minutes
  1. Rapport
  2. Engagement of Instruction, (Assessment)
  3. Classroom Management strategies

noun: rapport; plural noun: rapports
a close and harmonious relationship in which the people or groups concerned understand each other's feelings or ideas and communicate well.”She was able to establish a good rapport with the children"
Two Easy Ways to Build Rapport with Your Students, Smart Classroom Management, 2012

- Smile
- Tell a Story

Research…

Make it relevant…
Research...

1. Get to Know Your Students
2. Watch What you Say
3. Individualize
4. Keep Trying to Reach to Your Students

*Building Relationships with Your Students, NEA, 2014*
On Sarcasm...

MY BIGGEST REGRET AS A TEACHER

“IF JUST ONCE IN A MONTH, OR EVEN ONCE IN A SCHOOL YEAR, WE CHOOSE TO MAKE A SARCASTIC COMMENT OR CUTTING REMARK TO A STUDENT OR STAFF MEMBER, WE MAY AS WELL HAVE CARVED IT IN STONE. THEY MAY PRETEND TO HAVE FORGOTTEN THAT MOMENT, BUT THEY WILL NEVER FORGET..” - TODD WHITAKER
Do I find the "good" in every student and help all to realize their strengths?

The old saying "People do better when they feel better" holds true in the classroom. Effective teachers know that students who feel good about themselves are much more likely to try harder and behave better than ones who do not. So how do you help students feel good about themselves? You find something good about each and praise it. If, by some chance, you find it difficult to see something "good" in any particular student, open your eyes. There's good in EVERY student! If you convince a student that she is capable and that you believe in her, she will be MUCH more likely to begin to believe in herself.

Breaux & Whittaker, Edweek.org, 2014
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Apply it…

• Turn and Talk – Take a minute to build rapport with your neighbor...
History...

• May make you uncomfortable...
• Who I am...
• Don’t shoot the messenger...
• Where it all began...

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How we used to “get it”…

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How we “get it” now…
Modern American Family
Blueberry story

• Schools Cannot Do It Alone
10 Ways to Flip a Kid (and turn his day around)

1. Re-believe in a child.
2. Stand there and care as they enter the classroom.
3. Notice kids who need extra attention and give it.
4. Be genuinely interested in your students.
5. Be positive.
6. Talk privately with kids who act out.
7. Pull up a chair.
8. Compliment them to their parents or someone important to them.
9. Use grace in your discipline.
10. Do something extra.
Rapport Activity

• “Walk the Walls”
Goals

• Improve rapport between teachers and students (and parents)
• Improve instruction with one simple strategy tomorrow
• Establish procedures to keep students organized and on task
Reflection…

What do you hope to gain from today’s workshop?
YOUR FAVORITE TEACHER...
Rapport

• Relationships – importance of establishing rapport with students (and parents)
  – *Keep them abreast of what's going on in the classroom*
  – *Make efforts to ensure positive communication - notes, phone calls, texts, e-mails, letting them know of positive things about their children. (Note that when a serious situation presents itself, parents are more willing to work cooperatively with a teacher they believe genuinely cares about their child.)*
  – *Listen to them - allowing for open and honest discussions even in times of disagreement*
  – *Refuse to give up on students, no matter what*
  – *Challenge students, while making learning attainable and fun*
  – *Do not overburden students with excessive homework assignments*

Teaching Without Connecting is 'Futile': An Interview With Annette Breaux & Todd Whitaker
Rapport as I’ve Seen it…

- Principals rapport with teachers
- Stories...Mr. Evans, Mrs. Carles...
• “It is amazing what a phone call home can do to ease the tension within the classroom. It was a very effective tool and it really set the tone for the rest of the year. Her mom was very pleasant to me and I had no problems with her or the student all year.” ~Kim Carles, Lacey Township Middle School
Rapport

• Mrs. Anderson – personal story
• Suggestions/examples
  – Post card home in Absecon, etc.
• Find what works for you...
• Establish trust
• Express belief in others
• Don’t Count the Days. Make the Days Count! – Ed Agresta
Rapport

• Be there for them!
• Kurt Stofko – Teacher of the Year, BHS
  – Attends meets, games, etc.
  – Positive!
Rapport recap

Classroom Management Magazine:
• Smile
• Tell a Story

NEA:
• Watch what you say
• Individualize
• Keep trying to reach your students

Breaux/Whittaker:
• Find something nice about everyone
• Post like Supt is there
• Smile!

Wood:
• Show up for them!
• Apply list from Breaux/Whittaker to parents – be honest
• Smile
• Can’t change what kids do – only the way we react to them

Karen Wood’s MOM:
• “If you don’t have anything nice to say, don’t say it at all”
• Let's avoid this while trying to build rapport...

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Part II: Focus on instruction

How the “Three Minute Walk Through” became “Just Checking In”
Time to play Kahoot!

• Instructional VS. Non-Instructional
“Just checking in”

- What is instructional (vs. non-instructional)?
- Give sample data to your staff
- Collect data again next week
- Tell them what you’re looking for
- Set a goal for improved instruction through student engagement
Get ready to take the “just checking in” challenge

- Instructional strategy
- I vs. NI – Just checking in
- Try it!

<table>
<thead>
<tr>
<th>Teacher’s Name</th>
<th>Instructional</th>
<th>Non-Instructional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs. Smith</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Mrs. Jones</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Mr. Kim</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Mr. Evans</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Ms. Ireland</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Mr. Glenn</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Mr. Moore</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Mrs. Murray</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Percent</td>
<td>50%</td>
<td>50%</td>
</tr>
</tbody>
</table>

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What we want Good instruction to look like...

When I look for great teachers, I tend to look for teachers who have positive, energetic personalities and are able to build relationships with their students and excite them about learning. They need to be well prepared, organized, and have a creative mind that engages their students in challenging and interactive activities.

~ Josh Toddings, Principal, Joseph T. Donahue School, Barnegat, NJ
"No, I am not available as a downloadable podcast."
What you said good instruction looks like...

In determining who I believe make great teachers, they are those who create an environment of respect, genuine warmth and caring. Classroom procedures are clearly established and student engagement is evident. Students are encouraged to take risks and the teacher many times acts as facilitator, prompting students to think critically. Teachers are flexible and continually look for new ideas and strategies.

~Kathy Makela, Principal, Lillian M. Dunfee School, Barnegat, NJ
Student Engagement

Mr. Holland's Opus...
Instructional vs. non-instructional

Teacher: “Does it count as differentiated instruction if I print the worksheets on different colors?”

Admin: “AAAAAAARGH!!!!!!”
On teachers in our district...

His management and **organization** is great. Student **engagement** is very high. He uses a lot of cooperative groupings and acts in the role of **teacher as facilitator** promoting **inquiry based instruction**.

~Joanne Long, District Supervisor, grades 6-12, Math, Science, World Languages
What do you look for?
• Instructional Practices
  • Cooperative learning groups
  • Student dialogue

• Stations/Centers
  • Inquiry Based Instruction

• Make lesson relevant
• Teacher as facilitator
• Immediate engagement of students
• Reflective writing
• Anchor activity

How can I help you?
HOW ASSESSMENT IMPACTS INSTRUCTION...
“Fair isn’t always equal”

- Why this book...
- What it meant to me as a middle school Principal
- How it related to my role
- How it is still relevant in 2016-2017?
Quote – Reflection activity with your team...

In Chapter 3: Principles of Successful Assessment in the Differentiated Classroom, Rick Wormeli quotes O’Connor: “Too often, educational tests, grades, and report cards are treated by teachers as autopsies when they should be reviewed as physicals.”

Can you identify this in your school/department?

*Activity*

How can you assist teachers in using these tools as physicals rather than autopsies? What is getting in the way (the BIG WALL)?
How others use assessment every day...

- Doctors...
- Board tours – observation
- How to quantify those observations
- Share...
- Challenge: How to apply this to instruction/learning and growth in student achievement
Authentic assessment

- Wormeli says that the authenticity refers to two aspects of assessment.
- 1. How will students apply their learning?
  - A. Students should never say, “When will we use this?”
  - B. Assessment should focus on rhetoric or reasoning skills (that relate to the study of the topic).
Authentic Assessment...

- Accounting for variables
- Getting **enough data** points to plot the curve (at least three ordered pairs) so that we can be sure of our answer
- Following logic to its conclusion
- Explaining our thinking **symbolically** to others
- Being thorough
- Persevering
- Extrapolating to perfect outcomes
- Checking the reasonableness of conclusions
- Remaining **organized**
- Following protocols
- Weighing the use of alternative strategies

*Assessments should prepare students for “living the current year.”*

*Assessments should be developmentally appropriate.*
Authentic Assessment...

• 2. How students are learning...
• Example: Can’t conduct a math computation assessment solely through word problems.

“Aha” moment: Some teachers design tests to assess content knowledge but don’t see the other prerequisite skills necessary for mastery.
“If assessment is not authentic to how students learned and what they were supposed to learn, then all subsequent grades are questionable. In such cases, grades and scores are not accurate renderings of what students know and are able to do.” – Wormeli, 2006
Self-assessment

Dear Miss Wood,

I love having Katie in class. She is doing very good in Math. Katie is doing very good and proud of herself. But, she is challenging in writing. Please help her. Thank you for coming.

[Signature] [Stamp: A+]

This is how I see myself! I have colored the faces that show my feelings.

1. I listen and follow directions.
2. My work is neat and easy to read.
3. I finish my work on time.
4. I take care of my belongings.
5. I am helpful to others.
6. I keep my hands and feet to myself.
7. I raise my hand before taking in class.
8. I try to do my best.
9. I am willing to fix my problems.
10. I like coming to school.

Here is what I will do to improve.

I will work harder.

Sincerely,

[Signature: Dawn]

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Goal-setting and self-assessment

- "Don't quit 'til you got nothing left!"
Impact in Barnegat…

• Homework/class participation and what assessment looks like

• How it can be articulated…
  – Faculty meetings – standing item on agenda
  – Use of Google Drive (notes be shared with all staff)
  – Practical application of authentic assessment
    • Checking for implementation (informal obs, Danielson, etc.)
    • Monitor and adjust
    • Other ideas
      – The use of Assessment teams?
      – Can we create a rubric (or other tool) to assess assessments?
Activity – Table Talk

• What does assessing assessment look like at the K-5 level, 6-8, and the 9-12 level?
<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are pre-requisite skills necessary to be successful?</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Is the assessment directly related to the content I delivered?</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Was the assessment aligned to the essential question?</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Can students be successful at the assessment?</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

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Reflection…

• Do you see assessment (and the direction in which you need to go as a district) as a first order change or a second order change? Why?
Part III: Classroom Management and Procedures

• 1, 2, 3 exercise...
• Mr. Evans – the hoe and the dog...
• Scenarios and how to handle...
  – Scenario one – chaos during “Just checking in”
• Strategies...
  – Create a bank of “tried and true things to do” to establish and maintain classroom control.

**Reflection**: How do you know who has good control and who does not?
  – Story about “the yeller”
“It’s not fun, but it’s surprisingly effective.”
Classroom Management and Procedures

• **Student outburst**...
• Challenge – gather data from teachers...what is working? Can we replicate it in other classrooms?
Procedures

• Point system
• Students given choice
  – Regular routine
  – Students have roles
    • Teacher
    • Writer
    • Points keeper
On an organized class...

• “I like her class because she makes learning very fun” ~Melvin
• “We get to teach some of the lessons for vocab by ourselves and it’s a lot of fun.” ~Burke
• “Personally, I love the point system because when you are doing something right or answering a question correctly, you get points for it. And even when you get the answer wrong, you still get points for raising your hand and trying to answer it.” ~ Mackenzie
Student impact on learning...

• “I think it’s good because it keeps track of how good you’re doing and it’s like a goal to get a lot of points.” ~Nick

• “It makes me eager to come to ELA” ~Dylan
Shared Google Drive…

- District Classroom Management Strategies
- Teacher(s)
- School
- Description

- Annette Breaux…Sharpened pencils
Teachers have added to the files
- Created new strategies
- Shared between buildings and grade levels
- PINTEREST!
• Attendance Initiative
  – 25 frequent flyers
  – (over 20 days absent per year)
  – “Special Meeting”
• Ask Me Why VIP
“I’m behaving well. Are you sure you wouldn’t like to positively reinforce it?”
• Classroom
  • Management
    • Assign Roles

• System for Bathroom, etc.

• Sharpened
  • Pencils

• Pinterest and other resources

• Create new programs to meet the needs of your students/culture
Administrative Support

- Walk throughs...
- MMM
- Affirmation...
- Teachers are AWESOME!
Administrative support

- Google drive... SHARE!
- Balanced Leadership
- Book Study
- High Quality PD

Motivation is what gets you started;
Habit is what keeps you going.
Cause I Ain't Got a Pencil

by Joshua T. Dickerson

I woke myself up
Because we ain't got an alarm clock
Dug in the dirty clothes basket,
Cause ain't nobody washed my uniform
Brushed my hair and teeth in the dark,
Cause the lights ain't on
Even got my baby sister ready,
Cause my mama wasn't home.
Got us both to school on time,
To eat us a good breakfast.
Then when I got to class the teacher fusses
Cause I ain't got a pencil.
Help students (and teachers) find their “why”…

What is your "why"?
Bri’s Story…

• Perspective
• Focus on students

• Teach your Children...

• Other workshops
  – Goal setting
  – Leading with Mindfulness
  – Expanding your PLN
  – Makerspaces, Maker Education, and Innovation
  – Creating Community Partnerships

• Provide me with some feedback...
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