Classroom Management

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12:00pm

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QR Code link to slide show on-line
Link to Classroom Management Presentations
As I speak know that even as you might feel me pointing at you -

there are 4 fingers pointing back at myself.

I only know these things because I have had to change.
these are tools from my tool bag that work for me -

I hope you can find something that will work for you
MAYBE YOU

Could be leading this workshop
I was first certified in 1989
A little bit more about me

● I taught a summer English workshop in China
● I taught a teacher workshop in the Dominican Republic
● My school is a one school district, K-12 (550 students)
● My former school is a one school district, K-8 with combined grades (93 students)
RURAL AMERICA
(where I teach)
(mid-Missouri)

On the road to my school one morning.

(it is a cow and I did not take this picture)
Rural School Characteristics

● over 50% of the staff went to school here, and did their student teaching here, and have relatives here.

● I have taught 25 or 30 students of current teachers.

● Some of my students are children of former students.
More Rural School Characteristics

of the 550 students in the district 212 are on free & reduced lunch
On the way home, I did take this picture :)
3 main contributors to creation of a positive classroom environment for me are the foundation for management of my classroom.
1  Procedures

● things students know

● make the classes run smoothly
How to start class
(example: Silent Sketch)
How to turn in papers -

put them at the corner of your table
How to get my attention?

Give me the "look"
• what tests are going to be like
• How to get a helper from the helper chart
• and how to end class (clean up, stand up and push in your chairs, have a nice day)
How to clean up

Each class leaves the room ready for the next class.
2 Organization

Things teachers know and do
• Know where paper - art supplies, are
• Know your students
• Be READY - reduce wait time
● Use your lesson plans

● SET - get them engaged as soon as possible

  ● Instruct - teach

● Have Alternate Activities ready for when they finish (otherwise they will invent something very creative to do)
• Be PREDICTABLE

• Be consistent

• Be a broken record

• Reduce wait time
● State the positive, "I talk to people who wait until they are acknowledged before they speak." (instead of sit down and raise your hand)

● Say what you are going to do (vs. what students are doing wrong)
Relationships refers to my relationships with my students
Student + Teacher

- From Teaching with Love & Logic
  - Take good care of yourself
  - NO ANGER, NO LECTURES, NO THREATS
  - Let the consequences do the teaching
  - NO POWER STRUGGLES
• Students will work for someone they are in love with
• Teaching is one of the last places in which love can be a part of our day
• Love goes both ways - you want them to love you? Love on them
Students

- Be committed
  - to them
  - to teaching
  - to learning

They will NOT care what you know until they know you care
• Know them, know their culture, be on their team

• BE NICE AND WORK HARD

• Ask yourself, “do I need to change? or is it just them?”

• Learn to say, “I made a mistake”
• love your students

(education is one of the last places love is still allowed)
GREET THEM AT THE DOOR!!

One of my favorite parts of the day
7th grade
8th grade
8th grade
8th grade
Forehead bump
2nd grade
4th grade

Gear Shift
3rd grade
Forehead bump
4th grade
double high
five
4th grade

alligator
What I tell my middle school students on Fridays:

Have a GREAT weekend!
Make good decisions!
I look forward to seeing you on Monday!!
Thank you for being here today!

Thank you for teaching!

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Bonus Material:

the following is other material I thought I would not have time to tell you but would tell you if I had the time
On Teachers and teaching:

Elementary teachers LOVE CHILDREN
Highschool teachers LOVE THEIR CONTENT
College teachers LOVE THEMSELVES
Middle school teachers LOVE LIVING ON THE EDGE

- Copied, author unknown to me
Other people at school to build relationships with

Staff
cooks
secretaries
janitors/maintenance
teachers
admin
Books

First Days of School - Wang

Teaching with Love and Logic - Faye

How to Organize and Manage Your Art Room - Comstock

Real Talk for Real Teachers (and all his other books) - Rafe Esquith

Made to Stick: Why Some Ideas Stick and Others Die - Chip Heath, Dan Heath
HOW TO BE AN EFFECTIVE TEACHER

THE FIRST DAYS OF SCHOOL

by Harry K. Wong & Rosemary T. Wong
Try to THINK OUTSIDE THE BOX!!!
MODEL GOOD BEHAVIOR
Insanity: doing the same thing over and over again and expecting different results.

Albert Einstein
Rule 1: Life is not fair - get used to it!
Rule 2: The world won't care about your self-esteem. The world will expect you to accomplish something BEFORE you feel good about yourself.
Rule 3: You will NOT make $60,000 a year right out of high school. You won't be a vice-president with a car phone until you earn both.
Rule 4: If you think your teacher is tough, wait till you get a boss.
Rule 5: Flipping burgers is not beneath your dignity. Your Grandparents had a different word for burger flipping: they called it opportunity.
Rule 6: If you mess up, it's not your parents' fault, so don't whine about your mistakes, learn from them.

Rule 7: Before you were born, your parents weren't as boring as they are now. They got that way from paying your bills, cleaning your clothes and listening to you talk about how cool you thought you were. So before you save the rain forest from the parasites of your parent's generation, try delousing the closet in your own room.

Rule 8: Your school may have done away with winners and losers, but life HAS NOT. In some schools, they have abolished failing grades and they'll give you as MANY TIMES as you want to get the right answer. This doesn't bear the slightest resemblance to ANYTHING in real life.

Rule 9: Life is not divided into semesters. You don't get summers off and very few employers are interested in helping you FIND YOURSELF. Do that on your own time.

Rule 10: Television is NOT real life. In real life people actually have to leave the coffee shop and go to jobs.

Rule 11: Be nice to nerds. Chances are you'll end up working for one.
I recently had the pleasure of spending two full days at Garfield Elementary School in Springfield, Virginia, a school that has been using the *Responsive Classroom* approach for close to ten years. After that visit, I am fully convinced that the best teachers teach love.

The thing that struck me immediately about Garfield was that the teachers exuded patience, kindness, and respectfulness. They modeled selflessness in their language and interactions; they did so consistently, with each other and, most importantly, with the students. Theirs is a school culture that demonstrates and teaches love.

So, the next question is, “How does love translate into student learning?”

I’ll start with the answer that is obvious to me: We want students to engage in and *love* the content we teach. We want them to love math, science, art, music, English, writing, social studies, PE, and technology. We want them to love learning.

For it is through a love of learning and appreciation for these disciplines that we nurture a literate and engaged society where students go on to further these disciplines, solve some of our most pressing problems, and ask or answer questions that make a positive difference in our society.

There was also something missing at Garfield. Notably absent was anxiety, the kind of anxiety and frustration that generally results when fear is used to produce student engagement and behavioral changes.
This use of fear often manifests as warnings about what will happen in the next year or next grade if a student doesn’t produce a desired result on a test, or get quickly enough to a desired behavior: “If you don’t ________, then __________ next year.” You fill in the blanks.

I suspect this remarkable absence of fear is because love and fear cannot occupy the same space. These students loved their school and their school experience. They looked forward to coming to school the next day. At the end of the school day, each of their teachers used a closing circle to reflect on the day and help students acknowledge their strengths as well as to focus specifically on what they needed to work on the next day for self-improvement.

In the last class I visited, a first grader stepped away briefly from an engaging math activity on patterns to ask me if I was a new student in the class. He was eager to make me feel a part of this community, to welcome me into this learning space. He showed a genuine interest in me and a readiness to extend this newcomer a hand of kindness.

This was the same kindness and welcoming spirit that permeated his classroom and school. Just seventeen days into his second year of school, this young learner was developing two important competencies: recognizing math patterns and recognizing and honoring the value of every person. He was engaged in and expressed joy in doing both; that is because his teacher, and indeed his entire school, was teaching, modeling, and fostering love, for the content and for each other.

Teaching love. It’s what teachers do!
What is Love?

Love is patient. Love is kind. It does not envy, it does not boast, it is not proud, it does not dishonor others. It is not self-seeking, it is not easily angered, it keeps no record of wrongs. Love does not delight in evil, but rejoices with the truth. It always protects, always trusts, always hopes, always perseveres.

Love never fails.

1 Corinthians 13:4-8a
This slide show was designed to stand alone. It is made so that you can read it by yourself - that is why there is a LOT of text. I hope you have enjoyed it - hope it helps.

E-mail me if you want to talk more.

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very truly yours,

Amy
Thank you for teaching!

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