

1. 2A – check their own or each other’s Can you? “Creating a curriculum and class environment that permitted many opportunities for engagement, provided positive interactions, encouraged the development of shared curriculum, and fostered student ownership.”
2. What are my long term goals for my students? How do I want their lives to have been impacted by the time they spent with me?
3. 2A – children must develop a sense of what it means to be a good person – what it means to choose to do the right thing, especially when circumstances are such that one is faced with the possibility of doing the wrong thing to one’s own advantage
4. possible reasons for behavior – attention, avoidance, control, revenge, self-regulation, coping, play
5. be intentional! Don’t avoid situations and don’t forget about them/block them out. Jot it down and take time to reflect and TALK TO THE STUDENT
6. warm demander – high expectations with warm intentionally developed relationships
7. firmness, compassion, and interesting engaging and challenging teaching style
8. 2A – controlled classroom, take time to get to know the students and their circumstances
9. 2A – tutor elementary students? Ask them what community service they would like to do
10. Have a one on one conversation where you explain why their behavior is inappropriate. This allows them to self-regulate – “Had he yelled at the student or made an example out of him in front of the class, the student probably would have responded by focusing on the teacher’s mean behavior rather than by examining his own behavior. The teacher stated that by admitting to his own feeling and sharing it with the student, he had provided the student with valuable info without making him defensive.”
11. 8 ways to put cookies in the jar! a.) getting to know them and expressing interest in them as individuals b.) maintaining a high ratio of positive to negative statements c.) communicating high expectations to all students d.) giving specific, descriptive feedback e.) listening to students f.) using culturally sensitive communication g.) sharing responsibility with students h.) responding effectively to behavior that detracts from a positive, supportive, learning environment
12. 2A – tell certain students that I wanted them in class because I saw that they were capable. I know that they can succeed and be a leader in this class (Caleb O, Cassie, etc)
13. partially flipped classroom – tell them to immediately search after watching the video and bring in resources or examples in real life
14. get feedback from parents at conferences?
15. HR geo – students praised for their intelligence/ability were less likely to select challenging tasks and were more likely to cheat or lie about their scores
16. give students a survey on J & J page 88 give at semester, quarter, end of year
17. get to know you activities on J & J p.104, 105, 112,

18. You can then discuss how students can fill their own buckets and how they can fill or dip into the buckets of other students. You may wish to create a bucket to place on the bulletin board with positive statements written around it and every student signing the bucket indicating they will try to always be someone who fills a bucket
19. Base groups – students in pairs or small groups where they check up on each other and support each other, check homework, make sure everyone has proper notes, study group before a test. Take time to make sure the students get to know each other and feel comfortable and know the structure of the group. Can use this for so many things. DO IT
20. a rule about stealing pencils, calculators, etc. state it in a positive way like ask to borrow something and then return it. what are the consequences if the item is not returned
21. names on the board for calculators. Be fierce about this in the beginning of the year
22. chalk talk activity for classroom rules under 5 categories: health and safety, property loss and damage, legitimate educational purpose, serious disruptions of the educational process, behaviors that respect community members' physical and psychological well-being, property, and ability to learn (Jones p. 173-174)
23. AWESOME beginning of the year list on page 193
24. MAKE IT INTERESTING TO THEM – don't just make it "fun" make it relevant
25. ask students to respond to their classmates answers
26. work through the first few hw problems with the students. These can be the "you try" type of problems
27. at the end of the lesson ask students to state or write in a journal one thing they learned during the day
28. display student work – classroom design projects – use bulletin boards
29. helps students view tests and quizzes as part of the learning process
30. motivation = expectation x value x climate because if any of them is a zero then the entire equation is a zero
31. write on the board for each class each day?: objective, reason, activity, assessment
32. chalk talk or some activity to develop the definition of an effective learner. What do they look like? What do they sound like? Awesome list on p.223 of jones
33. use peer tutoring and teach students how to be tutors – PALS
34. involve students in teaching small lessons to the class
35. explain to the students my philosophy of assessment – can yous, quizzes, tests
36. have students monitor their own learning gains and progress – a chart in their binder? They have their own stamp sheet and I keep it on the clipboard
37. keep track of attendance on a clipboard and have specific students keep track of their own tardies and absences on a 3x5 card or piece of paper. They could also graph their results
38. have students develop test questions
39. KWL chart before a topic

40. allow students to make choices before, during, and after an activity: choose where they will work, how long they will work or how many problems they will complete, whom they are going to share their success with, and whom they will seek assistance from
41. let students develop special interest days or weeks where they pick something like whales and we make every topic relate to whales
42. 2A? learning logs: students write in their own words what they are learning, what it means to them, and how it relates to their lives
43. future plans: have students write about what they want to do after high school including leisure time, family, community group, so on. They could share or discuss this with their base groups
44. use graphic organizers whenever possible
45. brain research suggests that students should be given the opportunity to reflect on their experience, draw conclusions to key concepts, and share their conclusions with others (base groups)
46. check each others can yous? Pair up first student with #16
47. discipline is an opportunity to teach students a set of values about how people can live together in a democratic society. Discipline is perceived as the process of helping students internalize these values and to develop self-control over their drives and feelings
48. address minor issues before they become major problems. Scan the classroom and react, don't avoid it, make time – if boys are talking, give them new seats and have a convo with them
49. place a sticky note on a student's desk with a strategy that they could use to solve a problem or a note saying to stay after class so that you can talk. Can use sticky notes to have good and bad conversations
50. use I-messages: you're late again vs. I am distracted as are the other students when you walk in late in the middle of the lesson. Or When you interrupt me, I become concerned because I have difficulty helping the other students. Please wait until I am finished and then I would be glad to help you
51. share with your students that on task time is one of the key factors in determining student learning gains. Students need to know why you are concerned about students being attentive and focused
52. goal setting takes away the competition in the classroom. Students are as worried about the work of their peers as they are about reaching their own goals. Like crossfit
53. always remain calm when responding to student behavior
54. support the victim and respond effectively to the bully
55. steps in responding to students behavior that fails to support the learning process: 1. Nonverbal cue 2. Verbal cue 3. Indicate choice student is making 4. Student moves to a designated area in the room to develop a plan 5. Student required to go somewhere else to develop a plan
56. If we are to assist students, we need the clearest possible understanding of how they view a situation. If we merely punish or remove students, we will be the last to find out what may be influencing their behavior, and we may be the first to incur their frustration

57. When a student says they didn't do anything or they don't know what they did: John, I'm not trying to blame you or get you in trouble. What I want to do is help solve the problem, and I need to know what you did so I understand what happened. When you focus on the problem rather than threaten the student or focus on the punishment, students are often willing to discuss their behavior.
58. is the behavior helping you? Is it helping me? Is it helping the other students?
59. What do you think you can do to study without bothering other students? What can you do when you start to get frustrated? Help the student problem solve for themselves
60. encourage them to think about the situation and a solution and report back to you at a designated time
61. students act as they do to meet some need
62. ask the student how they would feel if someone else behaved in that way
63. Ask myself before talking to the student – What needs to be done here? What needs to be learned here? P.329
64. add goals to automathography
65. students have a basic need to be viewed positively
66. 2A – compliment of the day? Build self-esteem
67. I could come up with general classroom rules such as be respectful to your peers and teacher and have the students chalk talk about what this looks and sounds like
68. mark your calendar now with times during the year when you will thoroughly examine your thoughts and statements about students
69. THE LIST: take care of yourself, maintain a positive but realistic vision of students behaving successfully, evaluate your behavior management plan, don't take it personally, make an overt effort to interact positively with each student, consult with colleagues
70. 2A and alg: build positive relationships with your students families by making initial contact with them at the beginning of the year and maintaining regular contact throughout the year
71. " class, you have fifteen minutes to work on your assignment, and then I am going to end the class by bringing us all back together to find out if any parts of the assignment need clarification." Which hw problem should we do together? Circle the problem as you work and keep going
72. we did \_\_\_ today we are going to do \_\_\_\_ tomorrow
73. keep this this and this in mind as you are working on this task tonight or ask them what they should keep in mind
74. agree upon an attention signal?
75. rotate who is in the captains chair each day
76. have one problem for the students to work on at the end of their homework that is already on the board for a warm up
77. email parents about calculators and tell students that you EXPECT them to have one in class each day

78. borrowing teachers materials wastes class time so they have to stay after class if they want to borrow something
79. teach them to copy their neighbor's notes – maybe put it on the sign in the back of the room
80. hole punch notes/hw and continue to put the assignment at the end or stapled to the notes
81. remove posted grades and put student work or student news instead
82. have students put total points that they have earned at the top of their own stamp sheet
83. put a spot for quiz and test score on stamp sheet
84. put a spot for them to rate the difficulty of their homework 1-3
85. explain over and over why I give independent practice so they understand and use it effectively
86. during hw time students can write a number on the board of a problem that they have a question on and then students can add a tally mark next to a problem if they also have a question
87. it is always easier to lessen the structure later on than to try and add on structure
88. ask students what they want to know about me in the automathography
89. 2A – excellent survey in CHAMPS on page 272
90. don't just say yes or good job, be specific! Specific about what they did and why it was important
91. instead of saying "I like the way you..." say " You should be proud of how well you..."
92. try not to communicate anger or disappointment at misbehavior because the student may be seeking attention to look like a tough guy or a loser
93. reward the class when 100 percent of the students complete their daily assignments by playing music during the next days work period but be sure to change up the rewards so they are unpredictable and keep students interest
94. devote 15 seconds at the end of the day to identify a few students who had a rough day. Write their names on a sticky note and make sure you have positive interactions with them the next day. Possibly a one on one convo
95. 2A – give them points for completing the review ON TIME so they can check their answers. Turn it in on time with marks from their corrections. When talking with the students keep the focus on their accomplishments such as completing the review on time or a better quiz score and NOT on the extra points that they will be getting. Its about the behavior not the reward so be energetic about the behavior change. "look at what you did" instead of "look at what you get"
96. less problems for homework?
97. keep a tally on the board of how many times students do name calling, laughing at peers mistakes, student to student disrespect for three days and then show the class a chart of the behavior and have a class discussion about the problem. This could be used for several different kinds of behavior such as homework completion. Then set a realistic goal for changing the problem
98. you should work with a class for one full month before implementing any goal-setting system. Interesting...
99. don't react to student behavior, respond!

100. don't say, "I'm ignoring you now" because you are still giving them attention

101. Share my goals for the students with them and make sure they understand that they have to look out for each other so we can accomplish these goals together. It is going to take the work of the teacher and the student