

ALP 2 Secondary Year One
Class Agenda
8/29/17
<http://tinyurl.com/zxkn392>

Quality Standard II: Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.

Enduring Understanding: *Establishing a positive, respectful, personal relationship with every student and an early establishment of a learning focused classroom community are central to students' maximum academic success.*

Guiding Question: How do I establish positive, respectful, personal relationships with my students?

1. Do Now: Log your mentoring hours
2. Looking forward - 5:00
 - a. Due Aug 30:
 - i. [First Day Script](#)
 - ii. [Discipline Plan](#)
 - iii. [Environment Plan](#)
 - iv. [First Week Plan](#)
 - v. [Procedures](#)
 - b. Next week, Sept 5, online
 - c. Due: Sept 6
 - i. Teaching with Poverty in Mind, [Chapter 1 writing assignment](#).
3. Celebrations - 5:20
4. Resource sharing - 5:35
5. Succeeding from Day One, a second look - 5:55
 - a. Tools for Teaching by Fred Jones, p. 133
 - b. What is the “nag, nag, nag” management technique?
 - c. Describe the difference between proactive and reactive classroom management?
 - d. Beginning Class - [video](#)
6. Break 6:30
7. Journal - 6:40
 - a. Reflect on this past week of teaching. What was your biggest success? What contributed to that success? What was your biggest problem? How are you solving the problem?
8. The disruptive student - 6:55
 - a. “Calm is strength. Upset is weakness.”
 - i. Who is controlling whom?

- ii. Calm is a Skill
 - iii. Calm Can be Learned
 - iv. Emotions are Contagious
- b. Make sure these things are in place:
 - i. Seating chart - entering class procedure
 - ii. Do Now - entering class procedure
 - iii. Attention signal - quiet procedure
 - iv. Well planned, engaging lessons
 - v. Extend yourself - What to do when I'm finished" procedure
- c. What not to do:
 - i. Do not get angry.
 - ii. Do not yell.
 - iii. Do not nag.
 - iv. Do not get in a power struggle with a student.
- d. What to do:
 - i. "Mean Business" Fred Jones, p. 19
 - ii. Talk with the disruptive student individually.
 - iii. Give choices.
 - iv. Involve staff and parents.

9. Get Better Faster Scope & Sequence 7:30

10. Dispositions - 7:40

11. Exit Ticket - 7:55