START THE YEAR STRONG!

Alissa Farias
ASCD 2018 Emerging Leader
Data Coach – Tacoma, WA

As you join, type your name, location, grade/subject you will teach and the last yummy food you ate.

HELLO!

Data Coach and
World Language Teacher Lead

always a teacher

Tacoma, WA

A LITTLE ABOUT ME

MULTILINGUAL

I speak three languages, English, ASL and Spanish.

TATTOOS

I have two tattoos and am contemplating another one

9 SCHOOLS

As a military child, I was always moving which caused me to attend a new school almost every two years.

CRUTCH

I can't spell and flip words often. Gets embarrassing so I just have to roll with it.

If you had a parrot in your home, what word would it repeat.

What special talent do you WISH you had?

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COMMUNITY BUILDING

Get to know your kids and vice versa

TAKING TIME TO BUILD COMMUNITY, TO KNOW YOUR PEOPLE HAS LONG LASTING BENEFITS.

NAMES

Find a way to know all your students names by day 3.

COMMUNITY BUILDING

Each day of the first week, do a different community building activity.

STORIES

Share a piece of you who are, including your passion for your content area.

FAMILIES

Reach out to your families, either through a newsletter, emails or phone calls.

MY FAVORITES

Who?

- Everyone gets a card
- They fill out 3 things on their in this order:
  - One thing you have in common with most in the room
  - One thing you have in common with some in the room
  - One thing you have in common with probably no one in the room
- Collect all the cards
- Pick one on random
- Everyone stands up
- As you read, students sit down when what is read doesn't apply to them. Whomever is left shares something about the last bullet on the cards.
- Don't go through all the cards at once. Use them throughout the first week.

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MY FAVORITES

Johnny

Ruby

Zamer

GOT YOU

- Students stand in a circle and one student is in the middle.
- The student in the middle will call a name out of someone in the circle.
- The two students on either side of the named person must quickly point to each other and say “Got you!”. The slowest person is out.
- You can decide if the slowest person is out or if they need to do something such as, act out a vocab word, answer a question in Spanish and so on.
- For larger groups, you can split up into two groups to keep the game going faster.
- Could do with vocab but a bit more complicated

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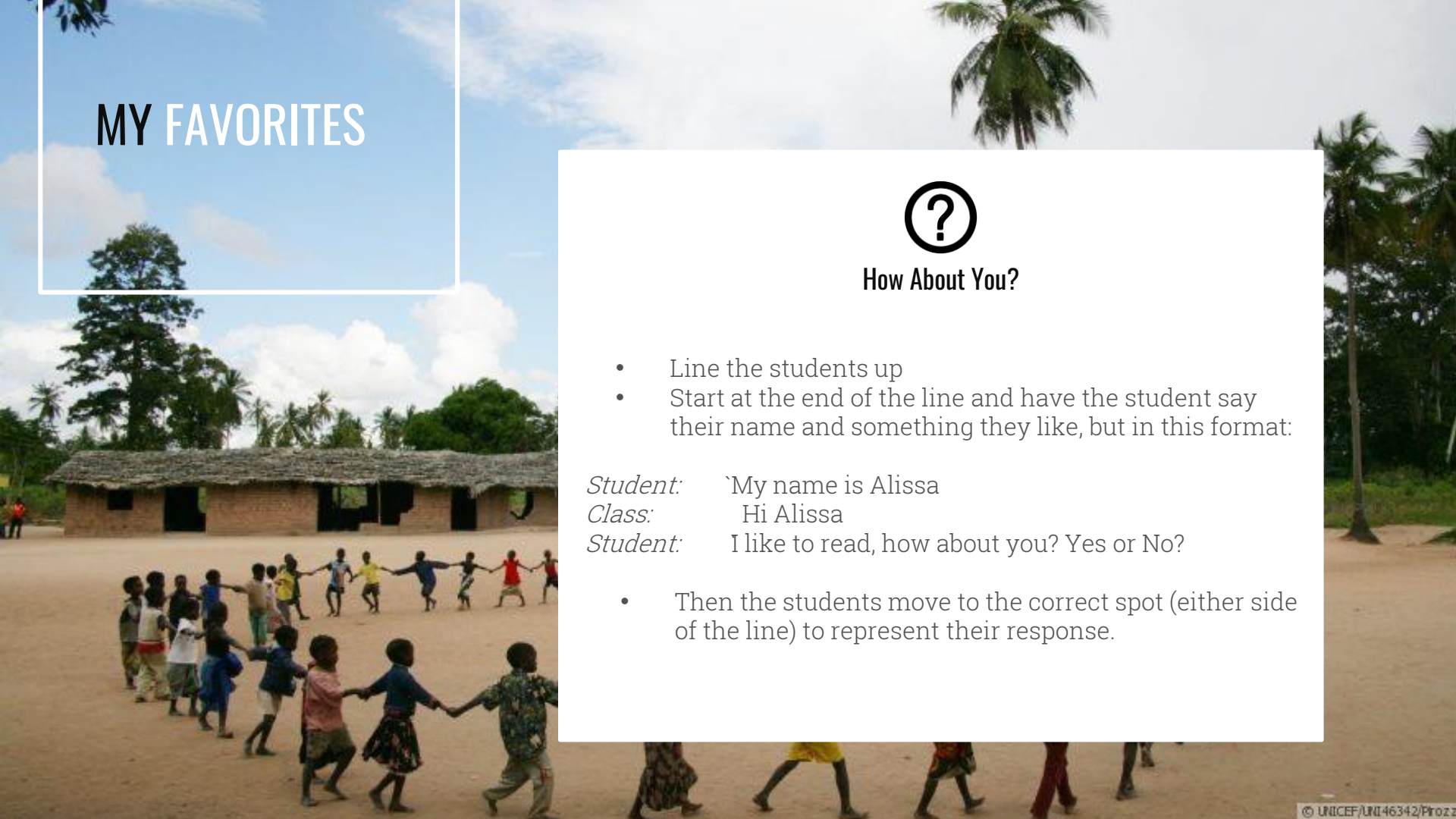
MY FAVORITES

How About You?

- Line the students up
- Start at the end of the line and have the student say their name and something they like, but in this format:

Student: `My name is Alissa
Class: Hi Alissa
Student: I like to read, how about you? Yes or No?

- Then the students move to the correct spot (either side of the line) to represent their response.



MY FAVORITES

Johnny

ACHI PACHI

- Students stand in a circle and one student is in the middle
- The student in the middle closes their eyes
- The teacher then picks a few kids to be “Achi Pachi”
- The student in the middle then opens their eyes and begins to ask students questions. Students answer and if one of the Achi Pachi’s is picked, then all the students have to quickly cross the middle and find a new spot. Last one in the middle is now in the middle.
- Variations:
  - Student makes up their own question
  - Student ask the same question to hear different variations of the answer
    - “What would you do?” scenario.

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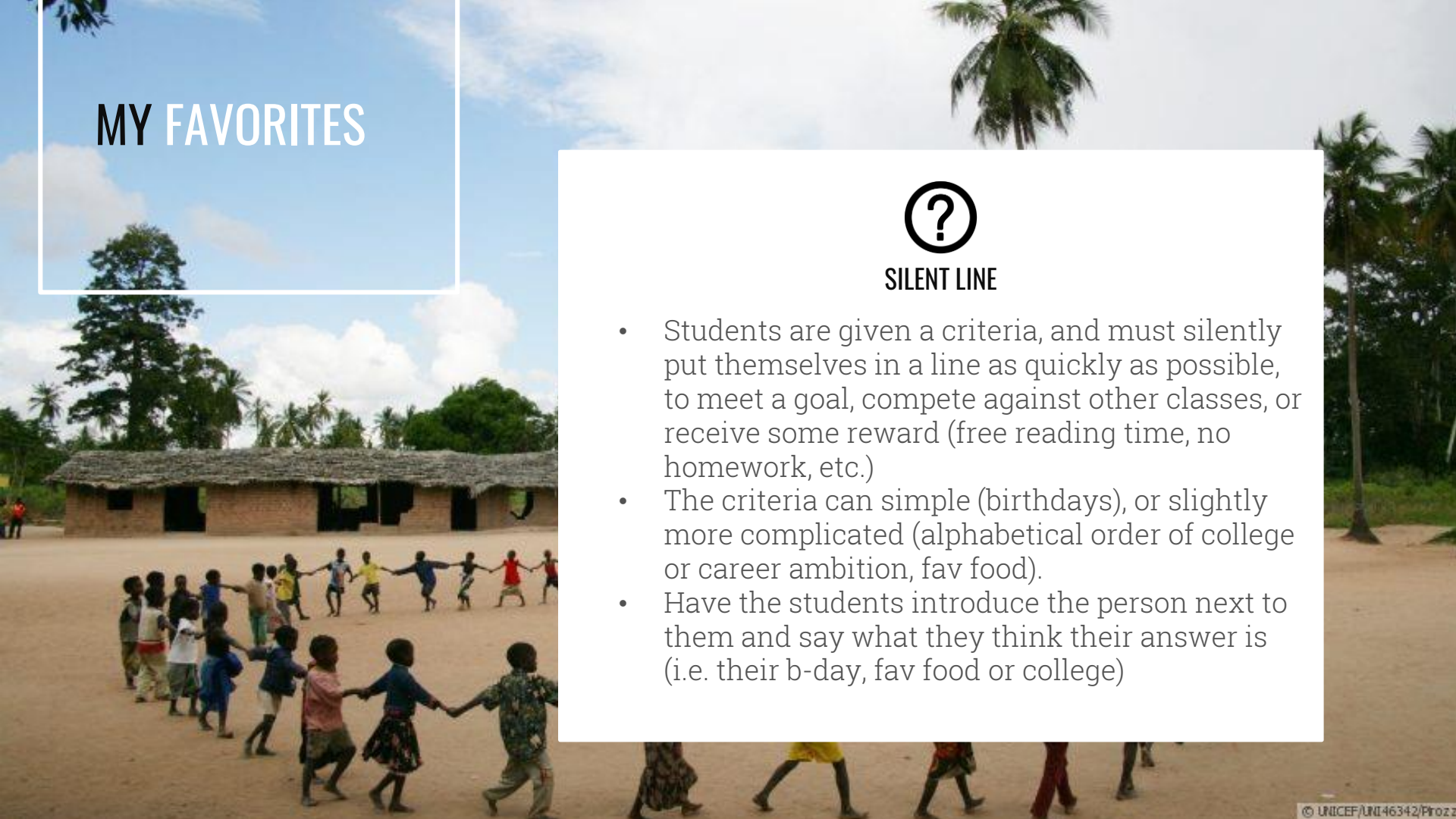
MY FAVORITES



SILENT LINE

- Students are given a criteria, and must silently put themselves in a line as quickly as possible, to meet a goal, compete against other classes, or receive some reward (free reading time, no homework, etc.)
- The criteria can simple (birthdays), or slightly more complicated (alphabetical order of college or career ambition, fav food).
- Have the students introduce the person next to them and say what they think their answer is (i.e. their b-day, fav food or college)

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MY FAVORITES

Snap It

- Students stand in a circle
- One student is in the middle
- The have a wrapped up beach towel or swim noddle
- They run to hit someone (softly) on the leg (knee or below ONLY). The person they are about to hit have to say the name of someone else BEOFRE they get hit or they are out.
- If a name is said, the person in the middle has to run to that student and try to hit them before they say a name.
- If a student is stuck on the middle for a bit, have a key word to call out to make kids have to find new spots in the middle and last person is now in the middle

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MY FAVORITES

What's your favorite community building activity?

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ROUTINES & STRUCTURES

One of the most important things we can give our students is consistency.

STUDENTS NEED TO KNOW THAT SOMEONE IS RESPONSIBLE FOR THEIR ENVIRONMENT, SOMEONE WHO NOT ONLY SETS LIMITS BUT MAINTAINS THEM.

Name: _____ Grade Level: _____ Class Period: _____

Date(s)	Trigger/Behavior/Incident	Step	Consequences/Notes/Outcome
	[] Tardies [] Inappropriate use of technology [] Off task, talking [] Off task, behavior [] Refusal to follow staff directions [] Not participating in circle [] Not working in partners [] Sleeping/head down/sitting [] Not doing do now/work [] Speaking in English [] other	1 [] Warning 1 [] 1:1 conversation bwtn T and S 2 [] Hallway conversation 2 [] New seating arrangement 2 [] Think Time 2 [] Phone call home 2 [] Detention 3 [] Referral for BIT meeting 3 [] Phone call home 4 [] Student sent to admin 4 [] Form sent to admin	
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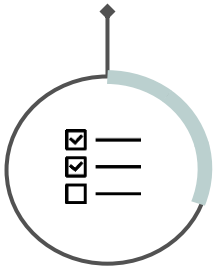
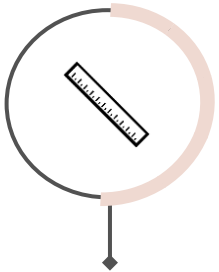
SET GROUND RULES

Will you allow food? What is your cell phone policy? Tardy policy?



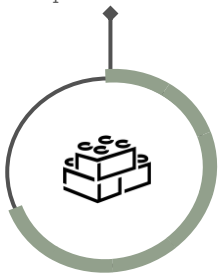
DISCIPLINE

Set boundaries. Know the steps you will take for conflict resolution. Involve the student. Allow their voice,



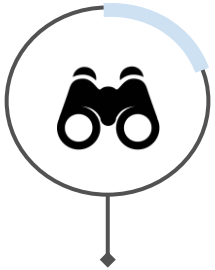
STRUCTURE

Do Now, Learning Objectives, Several Activities and Formative Assessments, Exit Slip. Reflect and Revise



HAVE A VISION

Where do you want to go? How will you know you got there?



SET GROUND RULES

- No cell phones. If I see it, it is mine.
  - Except for academically appropriate or emergency (communicate with me)
- Absolutely no food! Water always ok!
- 15/10 and better be appropriate time
- Learn until the bell
- Level Up!
- No opting Out
- Community – Lift up, no put downs
- Only Spanish! – Act, Draw, Point, Describe

DISCIPLINE

- Warning
- Side convo (never call out a kid, never yell)
- Think Time/Reflection
- Parent Call
- Colleague Chat
- Detention (aka reflection time)
- Conference meeting

- Gather Data

Always Pondering?

- Is this my mountain today?
- Have I allowed their voice to be heard?
- What is their iceberg?

STRUCTURE

- Do Now as the bell rings
- Learning Target/Success Criteria
- Activity w/formative Assessment (reflect/revise)
  - Activities are chunked and scaffolded
- Tons of collaborative work
- Productive Struggle
- Errors +
- Exit Slip w/ formative Assessment
- Bell to Bell

- No desks. Only chairs and clipboards
- Brain breaks

VISION

- Learning Targets
- Proficiency Levels – Subete!

THE KIDS WHO NEED THE MOST LOVE WILL ASK FOR IT IN THE MOST UNLOVING OF WAYS.

RECITE
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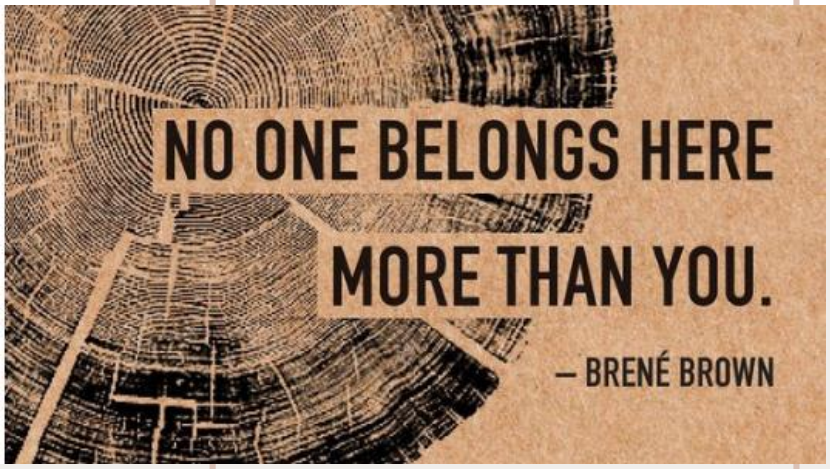
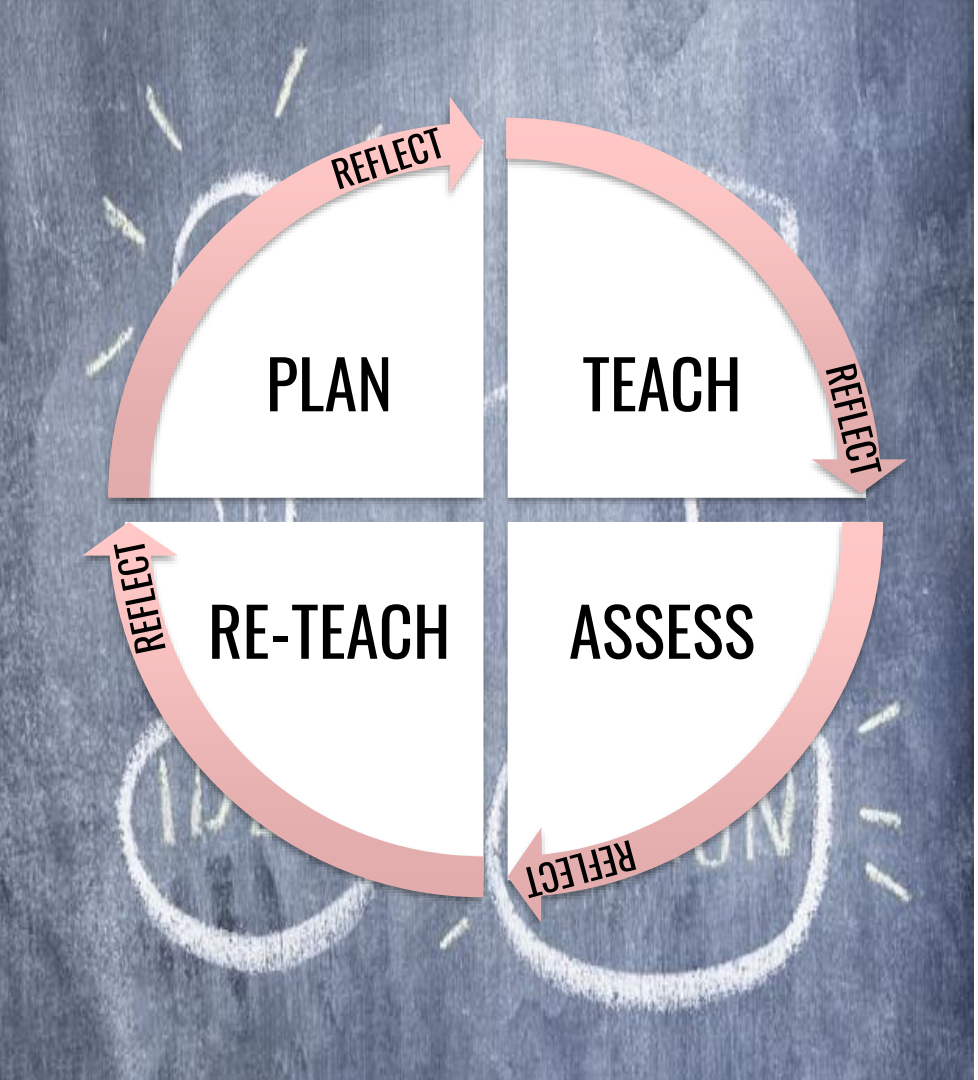


REFLECT & REVISE

Only educators who are reflective are effective.



REFLECTION HAPPENS DAILY

No lesson is perfect – but everything can be improved on.

EXPLORE YOUR NEIGHBORHOOD

Get to know where your students live.

GROCERY STORES

How close? Types of food?

PARKS

Conditions? Activity?

REC CENTERS

Assessible?

SCHOOL PATH

Safe? Well lit?

BE AUTHENTIC

Kids don’t need cool teachers, they need real ones.

GOAL SETTING

Pick 3 goals for the year

A GOAL WITHOUT A PLAN, IS JUST A WISH

WORK

Set a work related goal to focus on for the year. Such as, student academic goal, integrate more tech and encourage more student ownership.

RELATIONAL

Focus on family first, than friends. You life can not only be at school. Ensure to always give to your other worlds too.

SELF-CARE

The more we invest in ourselves, the better we will be for our students, families and friends. Find that *thing* that rejuvenates you and do it regularly!

A GOAL WITHOUT A PLAN, IS JUST A WISH

WORK

Set a work related goal to focus on for the year. Such as, student academic goal, integrate more tech and encourage more student ownership.

WORK

- **Student Growth –** Targeted Group or Specific Area
- **A Tech Focused Goal** – Microsoft or Twitter
- **Improve Pedagogy** – Crafting questions or entry tasks
- **Classroom Management** – Transitions or Electronics
- **Politically Active –** Attend union meetings or vote locally
- **Adjust Your Mind Set –** Mindfulness practices or Daily Positive
- **Improve Lesson Presentation –** Sway or Prezi
- **Get Organized –** One new system or tech based

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RELATIONAL

- **Fun Date Night –** Mini Golf, Try new Cuisine or Movie Marathon
- **Family –** Game Night or Treasure Hunt
- **Collegial –** Staff Room or One Fact

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PICK ONE GOAL

from one of the 3 categories

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from one of the 3 categories

PLAN IT

and do so for the WHOLE year

Action Planning

Goal Statement:

ASSUMPTIONS:

EXTERNAL FACTORS:

Activities		Input	Output	Steps		
What is it I want to do?	Who will it impact? Why is this important	Resources & Stakeholders	What happens as a result of this activity?	Short term	Medium term	Long term

POSSIBLE MEASURES OF SUCCESS:

Action Planning

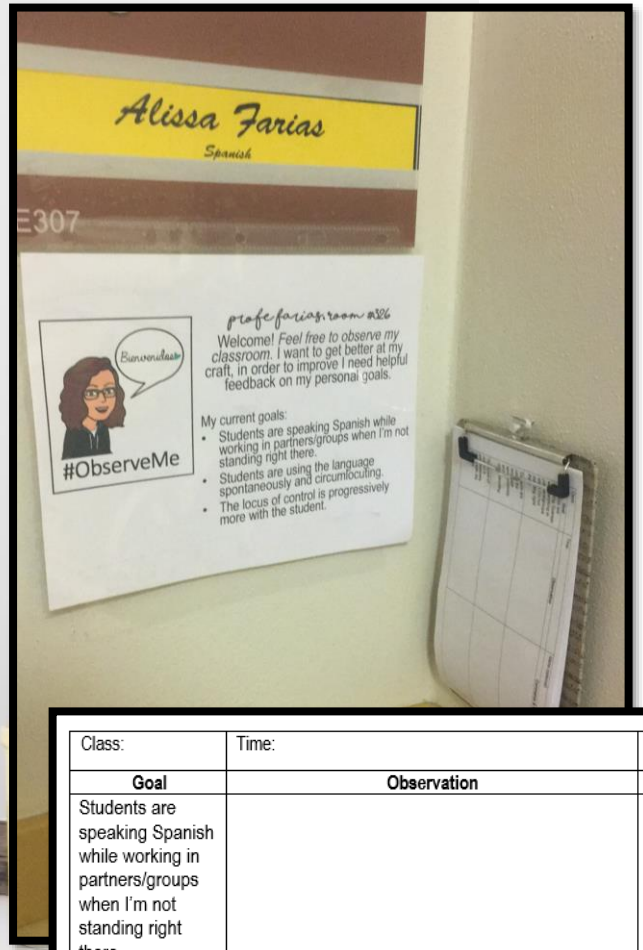
Goal Statement: *I will increase student ownership of the learning environment.*

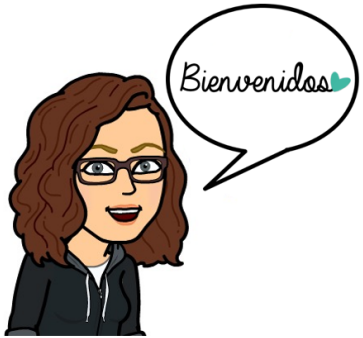
ASSUMPTIONS:
- *Students academics will improve when they have increased ownership of their own learning.*

EXTERNAL FACTORS:
- *Students are used to a sit and get method*
- *Students aren't used to having ownership in learning*

Activities		Input	Output	Steps		
What is it I want to do?	Who will it impact? Why is this important	Resources & Stakeholders	What happens as a result of this activity?	Short term	Medium term	Long term
				4 students are assigned class leadership tasks, rotate weekly *Survey interest* *Increase S talk time by 15%* *Provide homework and class activity choice*	*Survey interest again* *Increase S talk time by 15% more* *Students create activities for class*	*Students are teachers for a portion of the class in Spanish.*

POSSIBLE MEASURES OF SUCCESS:
Pre and post test of how students feels about ownership of learning environment
Observer comes in 3xs to track student talk time compared to teacher talk time (including if Ss response is gradually higher DOK level)





profefarias.room #326

Welcome! *Feel free to observe my classroom.* I want to get better at my craft, in order to improve I need helpful feedback on my personal goals.

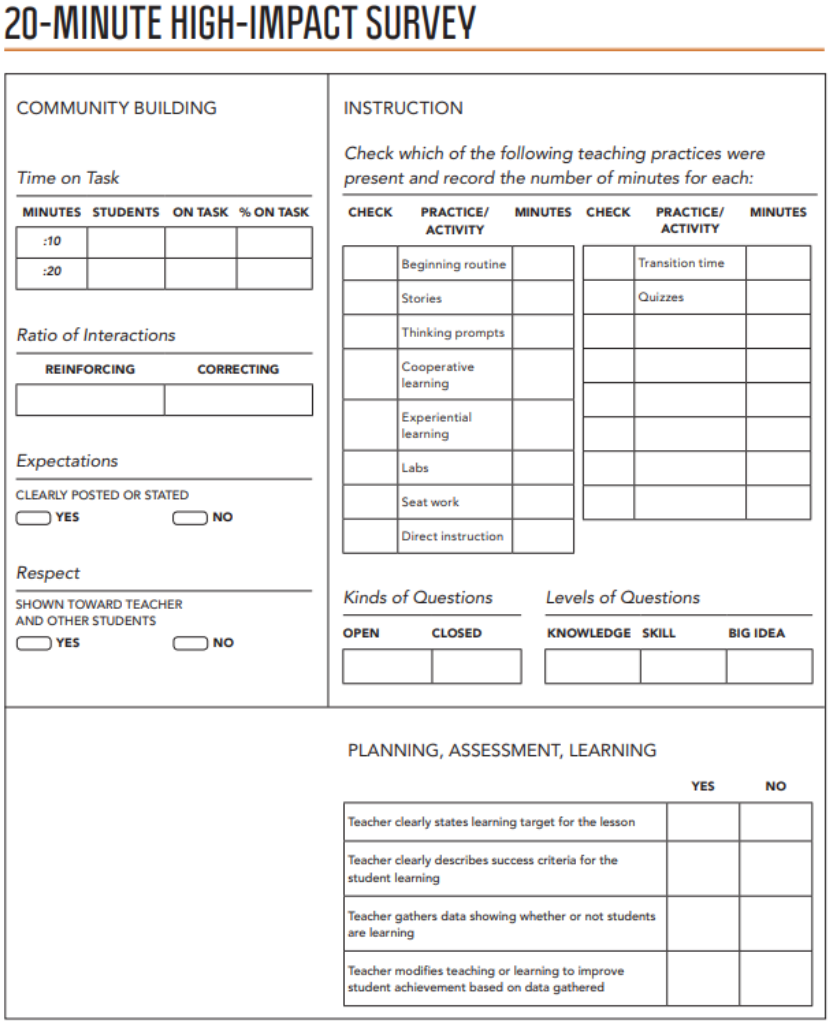
My current goals:

- Students are speaking Spanish while working in partners/groups when I'm not standing right there.
- Students are using the language spontaneously and circumlocuting.
- The locus of control is progressively more with the student.

Class:	Time:	Name (optional):
Goal	**Observation**	**Comments & Reflections**
Students are speaking Spanish while working in partners/groups when I'm not standing right there.		
Students are using the language		

High Impact Survey

Jim Knight



20-MINUTE HIGH-IMPACT SURVEY

COMMUNITY BUILDING

Time on Task

MINUTES	STUDENTS	ON TASK	% ON TASK
:10			
:20			

Ratio of Interactions

REINFORCING	CORRECTING

Expectations

CLEARLY POSTED OR STATED

☐ YES ☐ NO

Respect

SHOWN TOWARD TEACHER AND OTHER STUDENTS

☐ YES ☐ NO

INSTRUCTION

Check which of the following teaching practices were present and record the number of minutes for each:

CHECK	PRACTICE/ ACTIVITY	MINUTES
	Beginning routine	
	Stories	
	Thinking prompts	
	Cooperative learning	
	Experiential learning	
	Labs	
	Seat work	
	Direct instruction	

CHECK	PRACTICE/ ACTIVITY	MINUTES
	Transition time	
	Quizzes	

Kinds of Questions

OPEN	CLOSED

Levels of Questions

KNOWLEDGE	SKILL	BIG IDEA

PLANNING, ASSESSMENT, LEARNING

	YES	NO
Teacher clearly states learning target for the lesson		
Teacher clearly describes success criteria for the student learning		
Teacher gathers data showing whether or not students are learning		
Teacher modifies teaching or learning to improve student achievement based on data gathered		

Watch Your Students

Jim Knight

WATCH YOUR STUDENTS

Date: _____

After watching the video of today's class, please rate how close the behavior of your students is to your goal for an ideal class in the following areas:

	NOT CLOSE						RIGHT ON
Students were engaged in learning (at least 90% engagement is recommended).	1	2	3	4	5	6	7
Students interacted respectfully.	1	2	3	4	5	6	7
Students talked about learning an appropriate amount of time.	1	2	3	4	5	6	7
Students rarely interrupted each other.	1	2	3	4	5	6	7
Students engaged in high-level conversation.	1	2	3	4	5	6	7
Students clearly understand how well they are progressing (or not).	1	2	3	4	5	6	7
Students are interested in learning activities in the class.	1	2	3	4	5	6	7

PICK ONE GOAL

from one of the 3 categories

PLAN IT

and do so for the WHOLE year

POST IT

keep an active reminder to complete the goal
(i.e. sign, calendar reminder)

4:20
Monday, May 8th
REMINDERS now
Don't forget: 9/11
slide to view
GYM TODAY
DON'T FORGET!
DON'T FORGET TO BE awesome
MUSIC TODAY
Don't forget YOUR LUNCH!
DO YOU HAVE YOUR HOMEWORK?
Skip to my Lou
TEACHER PLANNER
- 2019 PLANNER -
Jane Austen
JUNE 2019
To-Do Bar
Interview Design Candidate
Adventure Works Presentation
Review New Landscaping Products
Work on Phase II Adventure Works Design Kick-Off Meeting
Conference Call with Landscaping
Present Fabrikam Proposal
Office Lunch
Commercial Design Meeting
Meet with Recruiter
Meet with Accountant
Review Marketing Proposal
Develop Fabrikam Proposal
Final Review of Fabrikam Proposal
Mail
Calendar
Contacts
Tasks

stressful day TO-DO LIST

HELLO!

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