

**Assessment**

Mark Benthall

Copyright 2007  
(Like anyone would actually *want* to claim this as their own work!)

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**What is assessment?**

- **Assessment** is the act of collecting information about students in order to better understand them.

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**Why assess?**

- Serves as a diagnostic tool for instruction
- Provides feedback
- Sets standards
- Evaluates progress
- Communicates results
- Motivates performance
- Note: Assessment doesn't simply mean testing!

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**Two Main Types of Assessment**

- **Summative**- generally carried out at the end of a course or project. Typically used to assign a course grade.
- **Formative**- generally carried out throughout a course or project. Used to aide learning.

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**Through assessment we constantly ask these questions:**

- *Are we teaching what we think we're teaching?*
- *Are the students learning what they are supposed to be learning?*
- *Is there a better way to teach this subject?*
- *Has anyone actually listened to anything I've said for the past two weeks?*

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**Assessment affects educators decisions about:**

- Grades
- Placement
- Instructional needs
- Lesson design
- Curriculum
- Early retirement

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**Assessment**

- A good assessment has *both* validity and reliability.

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**Assessment**

- A valid instrument measures what it is intended to measure.

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**Reliability relates to the consistency of an assessment.**

- A **reliable assessment** is one which consistently achieves the same results with similar groups of students.

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**Reliability and Validity**

- In practice, an assessment is rarely totally valid or totally reliable.

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**Reliability and Validity**

- Good assessment often has a trade-off between reliability and validity.

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**Types of Assessment:**

- Standardized
- Traditional
- Authentic or Alternative

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**Standardized Assessment**

- *A test that is developed using standard procedures and is then administered and scored in a consistent manner for all test takers.*

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**Standardized Assessment**

- Identifies the instructional needs of individual students
- Judges students' proficiency in essential basic skills and measures their educational growth over time
- Evaluates the effectiveness of educational programs
- Monitors schools for educational accountability-  
No Child Left Behind Act

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**Standardized Assessment  
in Texas  
(administered by TEA)**

- TAKS (Texas Assessment of Knowledge and Skills) Grades 3-11

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### TAKS Controversy: Recent ATPE Study

- TAKS does not provide accurate assessment of a student's academic level
- TAKS has resulted in narrowing of the curriculum
- Teachers forced to teach to the test
- TAKS creates undue anxiety and stress on students, especially at elementary level

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### Traditional Assessment

- *Any type of assessment in which students choose a response from a given list.*

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### Traditional Assessment

- True/False
- Multiple Choice
- Matching
- Fill-in-the-blank (word banks)

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### Beyond Your TE

- Identify the TEKS
- Use BACKWARD DESIGN
- What do you want your students to do?
- How will you know they have met the objectives?
- Design the assessment
- Plan the activities

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### “I.Q. tests are far too limited...”

Dr. Gardner proposes eight different intelligences to account for a broader range of human potential in children and adults.

● Linguistic	● Musical
● Logical-Math	● Interpersonal
● Spatial	● Intrapersonal
● Body-Kinesthetic	● Naturalist

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### Linguistic Intelligence “Word Smart”

- Ability to use words and language
- Highly developed auditory skills and generally elegant speakers

Skills: Listening, speaking, writing, story-telling, explaining, teaching

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**Logical-Mathematical Intelligence**  
**“Number/Reasoning Smart”**

- Ability to use reason, logic, and numbers
- Ask lots of questions and like to do experiments

Skills: Problem solving, categorizing, working with abstract concepts

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**Spatial Intelligence**  
**“Picture Smart”**

- Ability to perceive the visual
- Enjoy looking at maps, charts, pictures, video, and movies

Skills: Puzzles, reading, sketching, fixing, constructing, design

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**Body-Kinesthetic Intelligence**  
**“Body Smart”**

- Ability to control body movements and handle objects skillfully
- Good sense of balance and coordination

Skills: Dancing, sports, crafts, acting, working with hands

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**Musical Intelligence**  
**“Music Smart”**

- Ability to produce and appreciate music
- Respond to music by appreciating or criticizing what they hear

Skills: Singing, playing musical instruments, composing, melodies

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**Interpersonal Intelligence**  
**“People Smart”**

- Ability to relate and understand others
- Try to see things from a different perspective

Skills: Listening, empathy, counseling, cooperating in groups, motivation

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**Intrapersonal Intelligence**  
**“Self Smart”**

- Ability to self-reflect and be aware of one’s inner state of being
- Understanding of inner feelings, dreams, and their strengths and weaknesses

Skills: Reflection, analyzing themselves, desires and dreams, reason

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**Naturalist Intelligence**  
**“Nature Smart”**

- Ability to relate to one’s environment
- Utilizes their surroundings

Skills: Hunting, gathering, building, farming, resourceful

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**Additional Intelligence Possibilities...**

- Spiritual
- Existential
- Moral

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**Rejected Intelligences**

- Politician
- Administrator
- ACP Trainer

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**Authentic /Alternative  
Assessment**

- **Alternative assessments** includes any assessment in which students *create* responses to a questions.
- **Authentic assessments** elicit demonstrations of knowledge and skills in ways that resemble “real life”.

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**Alternative/Authentic  
Assessments**

**Observations**      **Running Records**

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- Observations and running records go hand-in-hand.
- Use observations to collect data on behaviors that are difficult to assess by other methods (attitude toward problem solving, ability to work effectively in a group, persistence, concentration and completion of tasks).

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**Alternative/Authentic Assessments**

- **Interviews**- involve observing and questioning students to get a better idea of their attitudes, thinking processes, level of understanding, ability to make connections, or ability to communicate or apply concepts.

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**Interview Example**

Discuss your strategy for solving this problem:

$$\begin{array}{r} 43 \\ +49 \\ \hline \end{array}$$

Now solve the problem and then explain how you did it.

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**Alternative/Authentic Assessments**

Essays                      Journals

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**Essay-Mind Map:  
Alternative Approaches**

- **Mind mapping** is a tool which encourages creative thinking and innovative solutions to problems.
- Always look for alternative ways of approaching essay questions and be prepared to go outside normal boundaries.

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**Using Journals for  
Assessment**

- Journals are very useful for monitoring student progress and making instructional decisions
- They should provide clear evidence of student learning

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**Journals**

- Reflect on personal values, goals, and ideas
- Summarize ideas, experiences, and opinions before and after instruction
- Sort out experiences, solve problems, and consider varying perspectives
- Examine relationships with others in the world
- Can show academic and personal growth

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**Journals:**  
**Let you know your students'...**

- Hopes
- Fears or anxieties
- Excitements/joys
- Personal or academic problems
- Plans to do away with evil gym coach

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**Journal Problems**

- Potential to hurt feelings with criticism
- *Solution:* Don't criticize!
- Journal writing takes time away from other course material
- *Solution:* Limit journal writing to 5-10 minute periods

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**Alternative/Authentic Assessments**

- Creative Performances and Exhibitions-

allow many opportunities for students to use kinesthetic, artistic, musical, spatial, media, and other modalities to demonstrate their understanding of concepts and application of skills.

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**Types of Creative Performances and Exhibitions**

- Drama
- Dance
- Songs
- Oral Presentations
- Art

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**Alternative/Authentic Assessments: Portfolios**

- A **portfolio** is a purposeful collection of student work that is continuous and ongoing
- The purpose should be determined prior to collection
- They demonstrate growth, proficiency, or experience

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**Characteristics of Portfolios**

- Should reflect the curriculum
- Contain samples of work that stretch over an entire marking period
- Contain work that represents a variety of different assessment tools
- Contain evaluations of the student's work by the student, peers, teachers, and sometimes parents

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### Traditional vs Portfolio Assessment

Traditional:	Portfolio:
<ul style="list-style-type: none"><li>• Measures student's ability at one time</li><li>• Done by teacher alone; student often unaware of criteria</li><li>• Conducted outside instruction</li><li>• Assigns student a grade</li></ul>	<ul style="list-style-type: none"><li>• Measures student's ability over time</li><li>• Done by teacher and student; student aware of criteria</li><li>• Embedded in instruction</li><li>• Involves student in own assessment</li></ul>

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### Alternative/Authentic Assessment: Rubrics

A **rubric** is a set of scoring guidelines for evaluating student work.

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### Why use rubrics?

Rubrics differ from traditional methods of assessment since they examine students in the actual process of learning, clearly showing them how their work is being evaluated.

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**Kindergarten Rubric**


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**Kindergarten Rubric**


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**Alternative/Authentic Assessment:  
Self and Peer Evaluations**

- Students are asked to reflect on, make a judgment about, and then report on their own or a peer's performance.

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**Alternative/Authentic Assessment:  
Peer Evaluations**

- Model constructive feedback for students
- Make one positive statement and one area of improvement

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**PDAS and Assessment**

- Domain 1- Assessment is aligned with the stated, implied, or written learning objectives.
- Quality- Assessment criteria are clear and have been communicated to the student.
- Quantity- Focus on the number of students that are assessed and the number of students that are successful.

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**PDAS and Assessment**

- Domain 3-1 Academic progress of students is monitored and assessed.
- Teacher monitors student work during guided practice
- Teacher provides for formative assessment prior to independent practice
- Teacher assesses student progress toward learning goals

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**Domain 3-1 Academic progress of students is monitored and assessed.**

- Quality- Teacher's system for obtaining, interpreting, and acting on information on student progress is focused on student progress in learning.
- Quantity- Focus on the number of students that are monitored and assessed.

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**Domain 3-1 Academic progress of students is monitored and assessed**

- Quality: EXCEEDS EXPECTATIONS
- Teacher's system for obtaining, interpreting and acting on information on student progress is *consistently* focused on short-term and long-term student progress in learning.

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**Domain 3-1 Academic progress of students is monitored and assessed**

- Quality: PROFICIENT
- Teacher's system for obtaining, interpreting, and acting on information on student progress is focused on student progress in learning.

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**Domain 3-1 Academic progress of students is monitored and assessed**

- Quality: **BELOW EXPECTATIONS**
- Teacher's system for obtaining, interpreting and acting on information on student progress is frequently mechanical and is only *occasionally* focused on student progress in learning.

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**Domain 3-1 Academic progress of students is monitored and assessed**

- Quality: **UNSATISFACTORY**
- Teacher's system of obtaining, interpreting, and acting on information on student progress is almost always/always mechanical and is *rare/never* focused on student progress in learning.

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**Domain 3-1 Academic progress of students is monitored and assessed**

- Quality: **EXCEEDS EXPECTATIONS**
- Teacher *consistently* uses a variety of effective, creative, unique, and/or innovative strategies for monitoring, assessing, and/or providing feedback on student progress.

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**Domain 3-1 Academic progress of students is monitored and assessed**

- Quality: PROFICIENT
- Teacher *uses* effective strategies for monitoring, and assessing, and/or providing feedback on student progress.

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**Domain 3-1 Academic progress of students is monitored and assessed**

- Quality: BELOW EXPECTATIONS
- Teacher *occasionally* uses effective strategies for monitoring, and assessing, and/or providing feedback on student progress.

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**Domain 3-1 Academic progress of students is monitored and assessed**

- Quality: UNSATISFACTORY
- Teacher *rarely/never* uses effective strategies for monitoring, and assessing, and/or providing feedback on student progress.

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**Domain 3-1 Academic progress of students is monitored and assessed**

- Quality: EXCEEDS EXPECTATIONS
- The teacher *consistently* provides positive, specific, and timely feedback, which result in student progress toward learning goals (e.g., students repeating their successes and correcting their mistakes).

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**Domain 3-1 Academic progress of students is monitored and assessed**

- Quality: EXCEEDS EXPECTATIONS
- The teacher *consistently* acts on assessment data before moving from one stage of instruction to the next and to plan new instruction.

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**Domain 3-1 Academic progress of students is monitored and assessed**

- Quality: EXCEEDS EXPECTATIONS
- The teacher *consistently* uses monitoring and assessment strategies that reflect and understanding of the unique needs and characteristics of students.

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**Domain 3-1 Academic progress of students is monitored and assessed**

- Quality: **EXCEEDS EXPECTATIONS**
- The teacher *consistently* conducts formal/informal formative assessments and *consistently* acts on that information to adjust learning to promote student learning.

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**Domain 3-1 Academic progress of students is monitored and assessed**

- Quantity: **Almost all the time** (90-100%)
- Academic progress of students is monitored and assessed using both formative and summative assessment.

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**Domain 3-1 Academic progress of students is monitored and assessed**

- Quantity: **Almost all the time** (90-100%)
- There is consistent alignment among objectives, instruction, and assessment.

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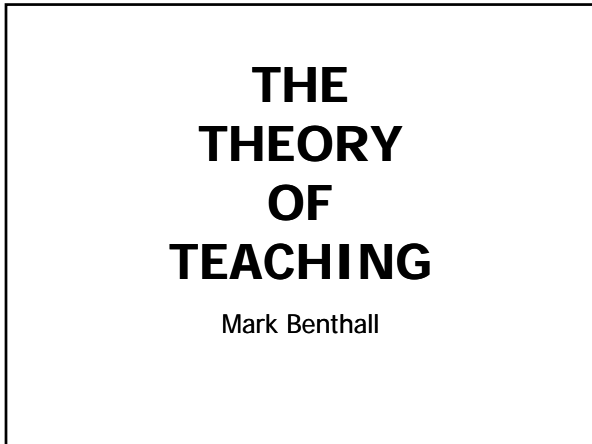
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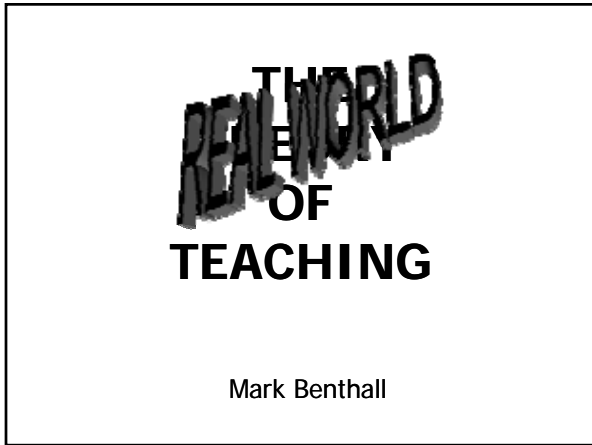
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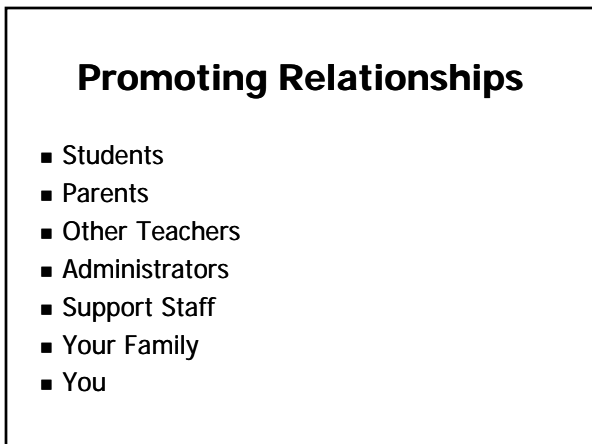
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**Promoting Relationships:  
Students**

- It's ALL about the kids!
- It's ALL about the kids!
- It's ALL about the kids!
- It's ALL about the kids!

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**Promoting Relationships:  
Students**

- It's ALL about the kids!
- It's ALL about the kids!
- It's ALL about the kids!
- It's ALL about the kids!

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**Promoting Relationships:  
Students**

- Get to Know Them
- Always Be Honest
- Always Be Fair
- Fair is a Relative Term
- Show Genuine Concern and Let Them Know You Care
- Always Act in Their Best Interest- Be Their Advocate

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**Promoting Relationships:  
Students**

Establish a Classroom of Trust

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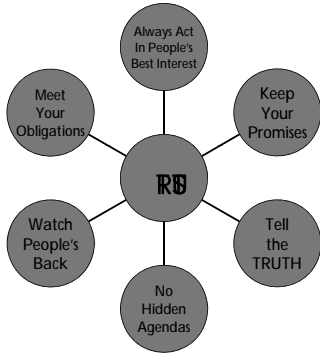
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**Earn the Trust of Others**



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**Promoting Relationships:  
Students**

Establish a Classroom Where There is ***No  
Fear of Failure***

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**Promoting Relationships:  
Students**

- Listen to Them
- Don't Be Their Buddy, Be Their Teacher
- Respect Isn't Commanded, It's Earned
- It Works Both Ways
- Stay Calm... Never Lose Your Temper
- OK to Let the Kids See You're Upset or Angry

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**Promoting Relationships:  
Students**

- Never Grab/Touch a Child in Anger
- Hugging is OK
- Be Careful How You Joke Around
- Students and you must have a bond of trust before you can even start joking around.
- Teach Life Lessons
- Developing Social and Emotional Intelligence

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**Promoting Relationships:  
Students**

- The Goal of Developing Social/Emotional Intelligence is to Have Kids Who Know How to:
- Work well together
- Treat people with respect
- Care for others
- In your class, school, community, country, and world
- Be responsible citizens
- Possess a sense of self-worth

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**Promoting Relationships:  
Social/Emotional Intelligence**

- **LIFE LESSONS...**
- Nobody Likes a Whiner!
- We ALL Make Mistakes... Learn From Them
- Works Both Ways
- Smoking Will Kill You
- Drugs Will Ruin Your Life

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**Promoting Relationships:  
Social/Emotional Intelligence**

- **Sample Life Lessons (continued)**
- Manners are Important
- If You Can't be Trusted, You Will Have Problems in Relationships All Your Life
- I Made a Mistake and I Am SORRY
- How to Snipe on Ebay
- Never Be Afraid To Ask for More/Less
- College Delays Getting a Real Job

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**Promoting Relationships:  
Parents**

- Do Not Fear Parents
- Go to the Parents First
- Communicate Often
- First, Be Positive
- Be Clear About What You Want
- No Surprises

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**Promoting Relationships:  
Parents**

- Win Their Trust
- It's Never You vs Them, or You vs Their Child
- Show Empathy
- Show Confidence
- Show Humility
- Always Be an Advocate of the Child
- Choose Your Battles

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**Promoting Relationships:  
Parents**

Final Rule to Remember:  
**The Parent is Always Right Even When  
the Parent is Wrong**

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**Promoting Relationships:  
Other Teachers**

If the Others Teachers Don't Like You  
Or Think You Don't Fit In, You Probably  
Won't Get Hired

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**Promoting Relationships:  
Other Teachers**

- Cooperation is the Key... Ask, "What Can I Do to Help?"
- Always Be a Team Player
- Don't Be Afraid to Ask for Help
- Don't Overdo It
- It's OK Your First Year

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**Promoting Relationships:  
Other Teachers**

- If You Have a Problem, Go to the Teacher First
- Go to Team Leader or Department Chair Next
- Administrators are a Last Resort for **SERIOUS PROBLEMS ONLY**

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**Promoting Relationships:  
Other Teachers**

Caution: When You Go to an Administrator With a Concern/Complaint About a Fellow Teacher, You Burn a Bridge **Forever** Between You and That Teacher

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**Promoting Relationships:  
Other Teachers**

- Show Confidence and Humility
- Choose Your Battles
- Nobody Likes a Whiner!
- Have Fun... Joke Around

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**Promoting Relationships:  
Administrators**

Not All Administrators are Evil

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**Promoting Relationships:  
Administrators**

- Interviews Work Both Ways
- Get to Know Your Administrator
- What the Administrator Thinks is Important, YOU Think is Important
- Straight Lines, Lunch/Cafeteria Behavior, Bulletin Boards, Messy Desks, Recess Behavior, etc.

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Promoting Relationships:  
Administrators

- The Administrator is Always Right Even When He's Wrong
- Never Talk Bad About an Administrator Behind His Back
- Choose Your Battles
- Nobody Likes a Whiner!
- Meet or Beat Principal Timelines/Deadlines

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Promoting Relationships:  
Administrators

Be a "GO TO" or "GIVE ME THE BALL"  
Person for Your Administrator

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Promoting Relationships:  
Support Personnel

**Love All Your Support Personnel!**

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Promoting Relationships:  
Special Area Teachers

- Special Area Teachers are TEACHERS!!!
- Never treat them like babysitters.
- Never think their job does not involve teaching!!!
- Never question their time off verses your time off (apples and oranges).
- Arrive on time and PICK UP ON TIME!!!

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Promoting Relationships:  
Your Family

Always Remember:  
You **Do** Have a Life Outside of School

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Promoting Relationships:  
Your Family

- Family Always Comes First
- Cherish Your Time Together
- Get Their Support
- Your Teacher Shoes are Too Big for Them to Walk In
- Even Though You Can't Turn it Off, Turn it Off!!!
- Nobody Likes a Whiner!

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**Promoting a Healthy YOU**

- Take One Day at a Time, and Do the Best You Can Do
- Don't Get Overwhelmed
- Realize That Things **Will** Get Done
- Keep Your Eyes on **THE BIG PICTURE**
- Go Home at a Reasonable Hour

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**Promoting a Healthy YOU**

- Even Though You Can't Turn it Off, Turn it Off!!!
- Do Things For Yourself
- Enjoy Your Summer... Regenerate!!!

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**Promoting the Resolution of Conflict**

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**Promoting the Resolution of Conflict**

- Students
- Parents
- Other Teachers
- Administrators
- Support Staff
- Family and External Circumstances

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**Avoiding and Resolving Conflict with Students**

- Make Your Expectations Clear
- Clear Behavior Rules
- Clear Classwork/Homework Rules
- Clear Consequences
- Be Fair
- Be Consistent
- Listen to Them

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**Avoiding and Resolving Conflict with Students**

- Let Them Know You Care
- Let Them Know That Your Actions/Decisions are **Always** Based on What is Best for the Student and/or What is Best for the Group
- Sometimes you make a decision that favors a student over the group.

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**Avoiding and Resolving Conflict  
with Students**

- Apathy is a Sign of NOT Caring
  - Separate the Child From His Behavior
  - End on a Positive Note...
- “ Tucker, I’ve been chewing on you out here in the hall, but surely you know how much I like you and care about you.”

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**Avoiding and Resolving Conflict  
with Parents**

- Smart Teachers Keep Their Parents Happy
- An ANGRY Parent That Wants to Cause Trouble Can Cause a LOT of Trouble!!!

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**Avoiding and Resolving Conflict  
with Parents**

- Communicate Often
- Listen and Show Empathy
- Be Professional
- Know What You’re Saying/Make Sure You’re Right
- Act in the Best Interest of the Child
- Don’t Assign Blame

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**Avoiding and Resolving Conflict  
with Parents**

- Work to Fix the Problem
- Choose Your Battles
- Remember: The Parents are Always Right Even When They're Wrong
- Always End the Conversation/Conference on a Positive Note ...

"Tucker has managed to get in trouble every day this week, but the good news is... today is Friday!"

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**Avoiding and Resolving Conflict  
with Other Teachers**

- Make Sure There Really Is a Problem
- Never talk bad about a fellow educator to ANYONE!
- Go to the Teacher and Talk
- Listen and Show Empathy
- Work to Fix the Problem
- How Important Is It for You to be Right?

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**Avoiding and Resolving Conflict  
with Other Teachers**

Sometimes You Can Win the Battle and Lose  
the War

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**Avoiding and Resolving Conflict  
with Other Teachers**

- Someone has to make the first move, why not you?
- Sometimes as PEACEMAKERS, we say we're sorry when we're not.
- Do this for the greater good!
- Go to the Principal as a Last Resort

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**Avoiding and Resolving Conflict  
with Administrators**

- Administrators Don't Expect You to Be Perfect, But They Don't Like Telling You Something More Than Once
- If the Principal Gives You a DIRECTIVE, Follow It Immediately!
- Failure to Follow a Directive is Grounds for Dismissal
- Choose Your Battles

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**Avoiding and Resolving Conflict  
with Administrators**

- ALWAYS Avoid Conflict With Your Administrators!
- Remember You Are On Probation
- Never Talk Bad About an Administrator to ANYONE... Especially Parents!!!
- If You Get Corrected by an Administrator, Apologize and Learn from Your Mistakes

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**Avoiding and Resolving Conflict  
with Administrators**

- Don't EVER Let a Disagreement Get Personal
- When It Gets Personal Most Administrators Forgive, But Few Forget
- Going Above the Administrator's Head Almost Never Works
- In a True Conflict Situation, Sometimes the Best Solution is To Look For Another School

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**Avoiding and Resolving Conflict  
with Administrators**

- If You Apply at a New School, You Will Need Your Current Principal's Recommendation
- Do this early!!! While you still have a job!

*"You are lucky to get it to work for you!"*

**Sandy Leibick,**  
Retired AISD Principal

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**Avoiding and Resolving Conflict  
with Administrators**

- Remember: Most administrators are dedicated educators and conflicts with them occur *rarely*.
- Typically the people who have conflicts with administrators are the same people who have conflicts with everybody else!
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**Avoiding and Resolving Conflict  
with Support Staff**

- Don't have conflicts with support staff.
  - They work very hard for little pay and don't need the extra grief.
- If you're having conflicts with the secretaries, monitors, cafeteria, or custodial staff, there's a really good chance it's ***YOUR FAULT.***

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**Conflicts Involving Family  
and External Forces**

- Don't bring conflicts/problems at home to school with you.
- Don't bring down your whole family with your problems at school.
- Never let your mood affect the way you teach.
- 911 (Our Teachers Were Great!)

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**Conflicts Involving Family  
and External Forces**

- Never take things out on your students.
- Teaching can be a way to get your mind off your personal problems.
- Get in your ZONE.
- Always put your family first!!!

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**Promoting the Profession**

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**Promoting the Profession**

- Get a Teaching Buddy
- Ask Lots of Questions
- Attend Workshops and In-services
- Volunteer to TEACH an In-service!!!
- Join Professional Organizations
- Attend a Rally

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**Promoting the Profession**

- Read Professional Journals
- Check Out Teacher Blogs and Web Sites
- Spend 10-15 Minutes a Day on the Internet
- There are literally hundreds of new sites that appear each year.
- Send e-mails to all your teaching buddies when you find a good one.

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**Promoting the Profession:  
The Best Idea of All  
If You See a Good Idea, STEAL IT!!!!**

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**Developing Effective  
Communication Skills**

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**Developing Effective  
Communication Skills**

- Always make your expectations clear.
- Never be vague, whether you're talking to students, parents, or fellow teachers.
- The less wordy you can be about what you want, the better. KISS Rule applies!
- If you're giving directions or assignments to kids, write it on the board.

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**Developing Effective Communication Skills**

- The best way to improve your communication skills is to LISTEN to people!
- Studies show that most of us don't listen very well. We all tend to be thinking about what we will say next in any given conversation... or lesson.
- In arguments or disagreements, most people simply want to feel heard more than they want you to agree with them.

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**Developing Effective Communication Skills**

- Listening... (continued)
- Sometimes all it takes to calm down any angry student, parent, or fellow teacher is for you to say, "I can tell you're upset. Please tell me all about it. I'm listening."
- Remember what someone says and what people hear can be amazingly different. Just ask any married person!!!

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**Developing Effective Communication Skills**

- Always RESPOND, never REACT to students, parents, fellow teachers, and administrators. Responding requires you to think before you reply. Reacting is replying based solely on feelings. Reacting can get you fired!!!

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**Developing Effective  
Communication Skills**

- When you are having a disagreement with a student, parent, or fellow teacher, look for common ground instead of differences.
- Never talk down or use sarcasm to someone. You will have an almost impossible task of establishing sincere communication afterwards since the recipient won't trust you.

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**Developing Effective  
Communication Skills**

- OK to joke around in the classroom, but kids must *clearly* know your joking.
- Establishing a classroom climate of mutual trust and mutual respect so students will know you care about them is the *best* way to avoid misunderstandings.
- Effective communication is a skill and like any skill it *can and will* improve with practice.

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**Developing Effective  
Communication Skills**

- Provide many opportunities for kids in the classroom to discuss and debate topics, and *practice* communication. Choose stimulating topics in which there is no clear right or wrong answer.

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Developing Connectivity with  
Challenging Students

Kelsey, Age 3

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Developing Connectivity with  
Challenging Students

- Every kid, no matter how unlikable, is likeable.
- Do NOT listen to other teachers.
- Focus on the behavior, not the child.
- Get to know the kid.
- Zero in on the common interests.
- Music, movies, foods, common dislike for assistant principal...

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Developing Connectivity with  
Challenging Students

- On challenging students, avoid confrontations!!!
- That's what most want!!!
- Resist the urge to play legality games and exit the kid from your class at the first possible chance.
- You might be the ONLY one keeping that kid from dropping out!

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There are a LOT of restaurants out there...

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They all serve the basic same things...

- **But it's the SPICES and EXTRA INGREDIENTS you add to the basic recipe that makes a difference!**

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**Along with presentation!**

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**Developing Mentoring Relationships**

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**Developing Mentoring Relationships**

- Ask Your Principal for a Good Mentor.
- **A good mentor is committed to the role of mentoring.**
- **A good mentor is a model of continuous learning.**
- **A good mentor is accepting of the beginning teacher.**
- **A good mentor communicates hope and optimism.**

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**Developing Mentoring Relationships**

- Get to know your mentor on both a professional and personal level.
- Always show respect for your mentor.
- Always let the mentor know you are grateful for her time.
- Go to your mentor **often** for advice.

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### Developing Mentoring Relationships

- Ask permission from your principal to watch your mentor teach.
- Be careful on this suggestion.
- Another way is for you and your mentor to team teach a lesson together.
- Get your mentor's advice on all kinds of things, not just lesson design.
- Parent Questions, Grading, Discipline, etc.

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### Developing Mentoring Relationships

- Send your mentor thank you notes, candies, flowers, etc. on a regular basis.
- Don't act like a know-it-all for I assure you that you do NOT know everything about teaching. None of us do.
- Some people (including new teachers) think that teaching is easy.
- The longer you teach the more you realize how much more there is to learn.

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### Developing Mentoring Relationships

- If your mentor acts like she's too busy to help, or if he constantly blows you off, then seek out someone else to be your mentor.
- A good mentoring relationship can **and should** last many years.
- As you grow as a teacher, you will one day be asked to mentor others, but never hesitate to call on your past mentors to discuss the ever changing demands and challenges of the teaching profession.

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Developing First Year Survivor Skills

- Get control of your class from day one.
- Kids are always boundary testing. They will get away with as much as they *can* get away with.
- You can set limits. I tell my kids we laugh and cut up more than any other class, but we also work harder than any other class!!!

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Developing First Year Survivor Skills

- Don't work at getting kids to like you. If you like them and treat them fairly and with respect, they will like you.
- Remember: be their teacher, not their big brother or big sister. Or their High School buddy.
- Don't let the smoozers get away with anything. Same rules for everybody!!!
- GET STUDENT HELPERS!!!

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Developing First Year Survivor Skills

- Take one day at a time. Give it 100% and then go home.
- DON'T take tons of work home with you.
- Some teachers have giant carts they lug back and forth each day. In ancient days we called these people **martyrs**. They LOVE to moan and complain about how much work they have to do at home each night. Work faster/smarter and go home without the cart.

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Developing First Year Survivor Skills

- Some teachers equate the quality of their teaching with how much homework they give, i.e. good teachers give lots of homework. ROOKIE MISTAKE!!!
- Try DOING your own homework sometime.
- It's not quantity, but quality.
- Homework reinforces what you do in the classroom; it's not meant to take on it's own life.

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Developing First Year Survivor Skills

- Never use homework as a punishment.
- Never take homework away as a reward.
- You either need it or you don't. If you don't really need it, and could easily take it away... then you shouldn't have been giving it in the first place.
- Homework should be formative assessment... so let the kids do things over if they mess up on a homework assignment.

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Developing First Year Survivor Skills

- Realize that we all learn at different rates.
- What's important is that learning should occur.
- If someone doesn't understand how to divide on March 5<sup>th</sup>, but does on March 8<sup>th</sup>, why won't you let him redo the March 5<sup>th</sup> assignment... **if he wants to?**

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**Developing First Year Survivor Skills**

- You WILL have different levels and abilities in your room... teach to the TOP.
- Every child can get it. Don't ever dumb a lesson down. It will take more work to teach to the top, but that's what you get the big bucks for.
- Always remember: they don't pay the kids to adapt to your teaching style; they pay YOU to adapt to their learning styles.

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**Developing First Year Survivor Skills**

- Never be afraid to try new things.
- Don't let the fact that you don't know how to do something keep you from doing it!
- Learn with the kids. Always...

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