

# Responses to Panel Topics- MIDDLE SCHOOL

## Power Struggles:



- Let kids feel safe
- Be mindful of students who struggle and how to attend to them
- Sometimes you might ignore or address later
- Use “I” statement

## Student Engagement:



- Connect with classroom management & relationships with students
- Agenda on board-what does class look like from start to finish
- Practice what it looks like
- Playoff their interests

## Pacing/Transitions:



- Need to be flexible & formatively assess students as you go along
- Middle schools need shorter lessons
- Incorporate stations/movement
- Practice what you want it to look like

## Procedures/Routines:



- Agenda on screen music
- Music-lights come down (trusted kids help out)
- Time keeper
- Tech support
- Job application

## Exceptions & Accountability:



- Kids help create a set of classroom beliefs
- Kids what are their top 3 jobs-what do they think Mike’s top jobs are?
- Use as a conversation piece- negotiate and ask
- Recreate word cloud

## Natural Consequences:



- Use “choices” every choice has a positive & negative consequences
- Letting kids know that teachers make mistakes
- Foster a positive environment task
- Don’t shame



1. How do you manage an individual with depression episodes/cellphone?
2. How to manage a large group i.e. choir?
  - Routine consequences?
  - Follow the routine:
3. Laptops (1 to 1)- How do you manage?
  - Create routine (time)
4. Teach English- Many products (drafts)due in class-
  - May be 5 students do not work in class. (Apathy)
5. Issue- College level class- Engineering- Challenging
6. How do we engage, rather than lecture?



1. **How do you deal with the student who blunts out and wants to be center of attention:**
  - # of times you have them share
  - Encourage student to write down thoughts
  - Assign a job
2. **Paraprofessional that takes over/gets into power struggles with students**
  - Point out positives
  - Have her identify areas where she can lead
  - Get her input- planning-give them a role
3. **Culture of not being prepared for class-distracting**
  - Reward System
  - Leave materials in classroom
  - Use classroom materials
4. **What rewards do you use?**
  - Mike-I don't-might reward at end of trimester for jobs completed
  - Montana-with SPED Students it is personalized.
5. **Difficult class-many behaviors**  Reach out to mentor
  - "Kill them with kindness."
  - Connect with cultural liaison/EL Teacher
  - Use visual aids
6. **Pacing- pressure to get through material. How do you catch someone up who has missed material?**
  - Reach out to student for extra time/help
  - Differentiate- Layer instruction (even just a lesson)  Prioritize- is exposure alright or is mastery needed?
  - Check in with students as they are working

