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Dakota Breen

Nov 03 ⋮

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Secondary Education Thread

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Tara Arntsen

Nov 05 ⋮

I just got started in a new school recently. For classroom management, what rewards do you use to reinforce positive behaviors? Do you drop those over time as improvement is made? Curious to see how others handle this.

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Dakota Breen

Nov 05 ⋮

For high school students, it is mainly just making a point to comment on the positive behavior: "You came to class on time each day this week. Thank you. It helped me start class for the rest of the students without any disruptions."

Members Chat

I find a lot of the time there are natural consequences and rewards with behavior. If you are late for class, you miss out on some of my initial instruction or the bell ringers that are usually graded--this affects your grades. It may take pointing out the correlation of behavior to natural consequence to help them understand or do better next time.

 Reply  1

Tara Arntsen

Nov 05 

@Dakota Breen Thank you! I agree with the natural consequences. Unfortunately, I'm not sure grades matter to the most frequent offenders, but I'm still in a bit of a transitional phase at the moment (week 4).

 Reply  0

Emily Koo

Nov 05 

@Tara Arntsen I have many students who are also not motivated by grades, but I really like to give privileges to students as rewards--like sitting in my desk or using some of our rocker gaming chairs in class. I also play the Stock Market game after a week of hard work and they all seem to love it.

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Missy Slaathaug

Nov 05 

What tips do people have for helping panicked high school teachers who have newcomers?

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Dakota Breen

Nov 05 

My school is lucky to have a newcomer program, but these students still go out to mainstream math, PE, and some electives. For those teachers, giving them a good heads up on each newcomers unique situation is always helpful. Encouraging the teacher to assign the student(s) a partner to help them is always helpful as well when para support isn't possible

 Reply  0

Dyanis Conrad (she/her)

Nov 06 

Model, scaffold language with visuals, gestures, writing on the board etc. Get to know students. Differentiate assessments.

 Reply  1 M

Emily Koo

Nov 05 

What ideas do you have for some of our students who missed nearly 2 years of schooling due to

Members Chat

COVID? I am noticing that this freshman class is way more like middle schoolers than I've ever experienced. How do you cope with and teach SEL in your classroom?

 Reply  0

Dyanis Conrad (she/her)

Nov 05 

A cross-grade taskforce intended to identify and plan for filling those gaps...and intentionally using assessment to inform practice (rather than as the end goal) would be helpful. There would have to be a lot of intentionality in designing and adapting lessons

 Reply  0

Tara Arntsen

Nov 05 

No suggestions, but I have heard this from other educators, especially on the elementary side.

 Reply  0

Missy Slaathaug

Nov 06 

I also am hearing this, and about high schoolers as well. My sister-in-law teaches HS science in Annapolis; she was talking about this just the other day. So - what is the answer? They need some big time social/emotional learning. Would talking about it explicitly do anything? Pointing out what you see to them? not sure...

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Dyanis Conrad (she/her)

Nov 05 

How do we get high school administrators to recognize the unique challenges faced by beginners in the upper grades and the critical importance of effective scaffolding and differentiation for those students in their mainstream classes?.

 Reply  0

Missy Slaathaug

Nov 05 

GREAT question. I don't have much to offer - I will ponder this. I hear on our ELP Listserv of how ESL teachers can support newcomers who are reading *To kill a Mockingbird*, or *Shakespeare*. Seriously?

 Reply  0

Dakota Breen

Nov 06 

In my experience, it isn't so much that the administrators don't understand, but getting the administrators to be willing to get creative when expecting and supporting mainstream teachers to scaffold. We have EL teachers that can support, but our plates are often full of case

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load managing, teaching our own sheltered instruction classes or pull-out services. Administrators need to recruit more trained EL staff so there is time to collaborate, PLC, co-teach and support both the mainstream educators and the students in their classes. This could be making Professional Development around the topic of ELs a requirements for staff as well.

 Reply  M

Missy Slaathaug


Nov 06 

@Dakota Breen yes, yes and yes. Well-stated. I get tired of being expected to modify materials and even teach content for the content teachers. They need to learn how and be supported doing so.

 Reply  0

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Emily Koo

Nov 05 

Here's two links about the benefits and the ways to build strong relationships with students. The first one I shared recently in a PLC group. Research shows that motivation increases with mutual respect in the classroom.

https://www.edweek.org/teaching-learning/why-teacher-student-relationships-matter/2019/03?utm_source=fb&utm_medium=soc&utm_campaign=edit

<https://www.colorincolorado.org/article/building-relationships-ells-distance-learning>

 Reply   M

Tara Arntsen

Nov 06 

Thanks for sharing those links, Emily!

 Reply  0

Dakota Breen

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