

Manage your Way to the TOP!



What your professors didn't teach you and your kids will never know... about managing your classroom.

The BEST teachers teach from the HEART, not from a book.

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*Check out my [PINTEREST](#) page for TONS of ideas and help.

**Check out my website: juliettheatre.com for free forms, scripts, and classroom stuff.

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Inspiration Leaders You SHOULD Know:

- [The First Days of School: How to be an Effective Teacher](#) By: Harry Wong (Teaching 101)
[Framework for Understanding Poverty](#) By: Ruby Payne (The reality of your kids is NOT your reality)
[Tools For Teaching](#) By: Fred Jones
[FISH! Philosophy](#) By: Stephen C. Lundin (It's ALL about our ATTITUDE... our frame of mind)
[How Great Leaders Inspire Action](#) By: Simon Sinek (Teaching the WHY!)

Answer these questions for yourself:

- Why do you teach?
- What do you love about teaching?
- What do you want your kids to take away from your class?

What I hear teachers say:

- “Kids won’t listen”, “These kids are terrible this year”
- “Class is loud and out of control”, “This is the worst class.”
- “Admin doesn’t help me”, “Principals don’t do anything.”
- “Parents are working against me”, “Parents are the problem.”

Answer: Change the way you think about the problem:

- Think of your class as a team, NOT a dictatorship.
- Teams work together to achieve a common goal
- Successful teams build each other up when things get tough.
- If the team is failing, you must look to the leader... that’s YOU.
- Arrive each day ready to INSPIRE & Mentor your kids.
- REMEMBER - THEY ARE CHILDREN & YOU ARE THE ADULT.

Remember why you are here:

- Remember YOU are here for the KIDS, THEY ARE NOT HERE FOR YOU!
- Make a connection with every child!
- SLOW DOWN. Take time to LISTEN!
- STOP acting like a dictator, and start thinking of yourself as a mentor.
- The kids WILL MESS UP, so the question is... HOW WILL YOU REACT?
- Remember – we don’t teach Math, History, or Theatre ... we teach PEOPLE!
- People want: love, acceptance, and validation.

A great class starts with you:

- Any problems you have in your classroom are a direct reflection on YOU!
- Learn to REFLECT on yourself and your teaching!

Ask yourself:

- “What am I doing to create the BEST learning environment?”
- “What am I doing to help EVERY child achieve success?”
- “What could I do better to get what I want?”
- Your expectations will influence your students’ achievement in class & in life.

Live by the FISH! Philosophy: Choose your attitude! Make their day! Be there! Play!

Begin with the WHY:

- "People don't buy WHAT you do they buy WHY you do it." -Simon Sinek
- Explain WHY this class is important and how it will have value in the future.
 - o Builds Confidence
 - o Well Spoken
 - o Creative Problem Solving

***All skills of LEADERS. Leaders have the ability to inspire
- Explain HOW we do it successfully in this class
 - o Procedures - How to accomplish things successfully
 - o We will use acting/improv/ensemble to learn these skills
- Explain WHAT this class is about.

RAISE Your Expectations:

- Every student has unlimited potential. If you don't believe in them, who will?
- Low expectations = Low performance. RAISE THE BAR!
- High expectations = High performance. Set expectations high from day one.

BEFORE THE KIDS ARRIVE:

- **Clean** your room...
 - o Messy desks and shelves make our minds feel 'messy'
 - o If you don't treat the space with respect, then that's what you've taught your kids.
- **Plan...**
 - o Sketch out a basic outline for the year of what you want to teach.
 - o Seating is important, find a way to NOT have a 'back of the room'
 - o Have a place for their stuff - NOT at their seat, or you are inviting trouble
 - o Have extra activities to fill time if you finish early.
 - o Keep a list of questions to reflect on what they've learned at the end of class.
- **Prepare...**
 - o What could go wrong? Expect the best, but prepare for the worst.
 - o Have everything you need ready to go: copies, technology, props, etc.

EVERY DAY:

- Stand at the door and greet students with a SMILE. Speak to each student.
- Learn their names and say their name when you speak to them.
- Be excited to see ALL your students daily. Do NOT hold grudges.
- Teach students procedures for your classroom, and PRACTICE them daily!
- State your expectations at the beginning of every class.
- Start each class with an assignment ready.
- Do not take roll aloud, it's a waste of time. Use your seating chart.
- Use a stopwatch and time activities. Keep the pace of the class moving.
- **Teach BELL TO BELL! Down time is your ENEMY!**

It is the supreme art of the teacher to awaken joy in creative expression and knowledge.

- Albert Einstein

Tips for You

CHANGE YOUR ATTITUDE: Your attitude makes ALL the difference!

- Start the year off on the right foot...
- Be Excited... be **ELATED** to see them walk through the door!
- Choose YOUR attitude everyday!
- Yes! Some days it's *HARD*, but we're adults and it's our job!

Rules for the Teacher:

- Be Firm, Fair and Consistent:
 - o Firm- say what you mean and mean what you say
 - o Fair- punishment should fit the crime, and don't play favorites
 - o Consistent – the rules shouldn't change based on how you feel day to day, or who you are disciplining.

CARE First:

- Make a POSITIVE CONNECTION with ALL your students daily.
- Make learning fun, interesting, & RELEVANT!
- Treat students with RESPECT! Say: 'PLEASE' & 'THANK YOU' — 'Yes, Sir/Ma'am'
- Choose to have a positive attitude. SMILE!
- NEVER EVER use sarcasm with students. They will take it wrong.
- You CAN'T CONTROL what they say or do.
- But you CAN CONTROL your: words, actions, behavior, attitude. Be an adult.
- Take control of what you will allow.
- Stop issues BEFORE they become a problem.
- If the plan doesn't work, change the plan, but never the goal.

Three Promises in my class:

1. SAFE Space.
2. KNOWLEDGE and SKILLS for life.
3. ULTIMATE High School Experience.

TEACHER CHALLENGE

- Send 5 positive notes home
- Tell each class 3 things you appreciate about them
- Surprise your class with a 'treat' Treats can be a theatre game or activity
- Make time to play a game WITH YOUR KIDS
- Praise individual students

10 Things that require ZERO talent:

- Being on time
- Work Ethic
- Effort
- Body Language
- Energy
- Attitude
- Passion
- Being Coachable
- Doing Extra
- Being Prepared

***Guess what - this list is for YOU. Don't expect your kids to do what you can't deliver yourself.*

Tricks of the Trade

Useful TIPS from Master Teachers

YOU work the crowd, or the crowd will work you:

- o A teacher's desk is reserved strictly for the conference hour – GET UP!
- o During class, CONSTANTLY **MOVE** around the room!
- o Teach from every area in your classroom.
- o **If students are talking or being disruptive –**
 - o Continue to teach and move directly towards them until they stop.
 - o If they continue – you continue teaching and turn your gaze to them.
 - o If they still continue – Stop talking and stare until they stop.

Broken Record:

Repeat your request in a calm emotionless tone until the student complies.

Example: Student is talking after several warnings.

Teacher: "You are still talking"

Student: "I was just..."

Teacher: "You are still talking"

Student: "Yea but..."

Teacher: "I told you not to talk and you are still talking."

***Most students will stop by the third time, BUT there are the occasional real persistent students who may need you to repeat this as many as five times.

Validate:

Validate their feelings even if you don't agree with them. Let students know you care about their feelings and they'll be more willing to listen to your side.

"I understand that this is not important to you, but I need for you to..."

Ask don't tell:

Instead of attacking and telling them what they did wrong, put the ball in their court.

When speaking with a disorderly child ask:

"What do you want?"

"Is that [behavior] getting you what you want?"

"What is it that you want me to know?"

"What are you thinking you'll get from this [behavior]?"

PREVENTIVE DISCIPLINE IS KEY:

- Start class before the bell. Have something ready to go as they enter.
- Teach procedures - and remind students daily. Review as needed.
- State expectations each day - tell kids what you WANT TO SEE.
- Work the room – move as you teach. STAY AWAY FROM YOUR DESK.
- Position yourself near problem students when needed.
- When you see a problem, address it discreetly and as soon as possible.
- Move disruptive students to a new seat discreetly, before class if possible.
- Praise everything they do right. Point out all the GOOD, instead of the bad.

Rules = LAW

Breaking the rules means you've broken the LAW = Consequences (ex: ticket, fine, jail)

- o Explain on their level – like rules in a sports game: you can't play basketball with football rules, right? We use different rules for different games... here are the rules to play my 'game.'
- o Have 5 non-negotiable rules; state, discuss, and post them from day one.
 - o Example:
 1. RESPECT each other and the space.
 2. Electronics off and put up BEFORE you enter.
 3. Participate appropriately.
 4. Bottled water only in the classroom.
 5. Keep all words and actions POSITIVE.
- o Have realistic consequences that you can handle.
 - o Example:
 1. Warning.
 2. Stay after class for teacher conference.
 3. Write a discipline report.
 4. Parent/ Teacher conference & lunch detention.
 4. Principal / Teacher conference.

Remember...

- o You MUST enforce consequences when a rule is broken. Don't play favorites.
- o NEVER take their misbehavior personally.
- o Always keep a smile on your face.
- o CALM is POWER! Lose your cool and you've lost your class.
- o The hallway is NOT a babysitter! Never send kids out of the room.
- o Begin with "I still [love] you, but you choose to___ so you choose___ consequence"
- o NEVER make a threat! Your threats will push YOU into a corner.
- o Only punish individual students NEVER the whole class.
- o Write-ups don't work... until YOU deal with the problem it won't be solved!

Procedures = ORDER

You must do things in the right ORDER = Get the job done
(Ex: you have to turn on the water before you can take a shower)

Assume NOTHING! Show them step-by-step how you want them to do all tasks in your space.

- Have a clearly stated procedure for every task in your classroom, and have students practice your procedures with you before they try them on their own.
- If procedures are not followed properly – do them AGAIN – until you have ORDER.

Entering the classroom:

- Enter SILENTLY.
- ALL electronics OFF and in up BEFORE you enter the classroom.
- Place all belongings inside the shelf by the door.
- Pick up your notebook and go directly to your seat.
- Complete daily warm up and be ready to share.
- When finished: place your folder and pen or pencil neatly under your desk and remain silent and wait for further instructions.

Sharpening your pencil:

- Pencils MUST be sharpened before the tardy bell rings.
- If you have no available writing utensil you may borrow one from the teacher's supply and return it promptly after you have finished.

Going to the restroom:

- GO BEFORE OR AFTER CLASS!

When a guest enters the room:

- Remain silent and in your seat until the guest is gone.

When there is an announcement:

- All talking STOPS – All movement STOPS! **IMMEDIATELY!**

When I need your attention:

- 5-4-3-2-1-STOP!

Phones:

- Phones up before you enter the room - Yes, you will have to remind them daily.
 - o Explain the WHY - need focus - block out the world
 - o Take time to discuss how you will handle this issue and play out the scenario.
 - o Act out the scenario and show them how you will handle the situation
 - o Don't make it an issue and there won't be one. If you're cool I'm cool.
- See a phone: call the kid over discreetly, hand out. reminder of procedures.
- Don't turn it into a fight or confrontation. Don't get angry.
- At the end of class - remind student of procedures
- If you see a phone, ask: "where does this go?", "what are you going to do next time"
- TEACHERS - STAY OFF YOUR PHONE. You set the example, don't be a hypocrite.

Exiting the classroom:

- I will release tables when they are neat and all students are SILENT!
- The bell does not release you - I DO!

PRAISE – PRAISE – PRAISE... EVERYDAY

Anything and EVERYTHING they do right.

THERE'S A PROBLEM, NOW WHAT?

- STAY CALM and keep a positive attitude. Do not take their misbehavior personally.
- **Minor issues** - talking, out of seat, off task, etc:
 - o Multiple student issues:
 - Stop the class. Get their attention
 - Teacher: "HOLD PLEASE"
 - Class: "Holding" - SILENT & attention to teacher
 - If they didn't get it right, try again. Practice until you get what you want.
 - Redirect in a positive and supportive manner.
 - Remind class of procedures and expectations.
 - o Single student issue:
 - Stop, give a look, reminder of procedures.
 - Speak to the student one on one, discreetly.
 - Ask: "What's wrong"
 - Assume nothing: find out the why instead of attacking
 - Ask: "What should you be doing"
 - Explain WHY you need them to follow your guidelines.
 - Often kids don't see the harm in doing things their way
 - Knowing the WHY will help get them back on track
- **Bigger issues** - severe disruption, heated argument, unsafe behavior
 - o Separate the problem student from the situation
 - o CALMLY - ask them to speak with you
 - They will be in flight/flight mode - help them calm down
 - CALM tone - "It's ok", "Let's talk in private", "I'm not mad"
 - Take them AWAY from other students, out of sight or earshot
 - Ask: "What's wrong", "Tell me what happened"
 - Let them know: "I'm trying to hear your side.", "Let me try to help"
 - Ask: "What could we have done differently"
 - Allow time for them to cool off.
 - TRY to see the issue from their point of view.
 - Validate their feelings.
 - Mentor them on how to handle these situations in the future
 - If your whole class is a mess, YOU create a new seating chart
 - Do not allow problem students to continue to sit together
 - If you have a whole class issue:
 - Who are the 'ring-leaders'?
 - Separate problem students and take action:
 - o Call home
 - o Email/call coaches
 - o Talk one on one
 - o Have them evaluate the behavior
 - o Give a consequence to fit the crime
- **When to call the Principal?**
 - o Someone is in danger, drugs or other illegal substances
 - o Petty problems are your problem, fix it yourself or it will come back to you

GOOD STUFF

What really changes the dynamic of my classes for the better...

- **Take your time teaching procedures** first 1-2 weeks in Fall, plus one week after winter break.
- **TEAM BUILDING** 1-2 weeks of team building for ALL CLASSES each semester
- **SNAPS:** Positive anonymous compliments peer to peer
 - Usually save for Fridays
 - Give all kids same size small paper to write SNAP
 - Do NOT write their name on the paper
 - Keep SECRET - we don't ask, we don't tell, keep it anonymous.
 - Never SNAP the same person twice - spread the love
 - I don't really enforce this, but the reminder is a good encouragement in the right direction.
 - Don't know a kids name: describe what they're wearing
 - Make SNAP specific to class and how that person has improved in class
 - Fold in half and collect in a can or hat
 - Have kids stand or sit in a circle with you
 - Only teacher reads - students can't see handwriting
 - If I see something inappropriate: I don't read it, or I adjust as needed
 - teacher reads SNAP - all snap fingers
 - NO giggling, talking, or comments - let people have their SNAP
 - After all SNAPS are shared, remind students that they will not always hear their name, but when they do it's because their classmates noticed them
 - Teacher never writes a SNAP. However, I do make comments that reinforce the good SNAPS
 - After all SNAPS are read it's my turn to point out something/someone I saw that needs to be recognized.
- **Class "POW-WOW"**
 - Just finished snaps and you're already in a circle
 - Take time to discuss what has improved in class
 - Take time to discuss issues and how to improve
 - Discuss class goals
 - Share what you see as overall POSITIVE in the class
 - Share your goals for the class
 - Allow for the opportunity for students to share and ask questions without reprimand or judgment. Treat them as responsible adults.
- **ONE ON ONE TIME**
 - I find myself having ONE ON ONE talks with students constantly.
 - Makes them feel important, and that you care.
 - Even a second at the beginning or end of class
 - If it's important I will find them in other classes during my conference

It's easy to give up, and that's the one thing we cannot do. That's what gives me a reason for working: to leave people with a little more courage, with a little hope that has been nourished. Even if, of course, it's going to disappear, whatever touches one isn't lost forever. - Peter Brook

Theatre Teacher Extras

Pinterest boards for Theatre Education

[Motivational Monday](#) - Inspiration and motivation to share with your students

[Teaching Theatre](#) - Lessons & activities for teaching Theatre Arts

[Teaching/Managing the Classroom](#) - Classroom management and teacher organization

[Teaching/Back to School](#) - First week of school activities and organization

[Theatre Teambuilding](#) - games and activities for teambuilding

[Theatre - Voice](#) - Theatre activities and lessons for vocal work

[Theatre- Movement](#) - Physical activities, Pantomime, Laban, etc...

[Teaching Improv](#) - Improv starters, lessons, activities

[Teaching Musical Theatre](#) - Musical theatre, Broadway

[Teaching Shakespeare](#) - Shakespeare lessons and Ideas

[Teaching Technical Theatre](#) - A wealth of lessons, instructional video and activities for Tech Theatre

[Teaching Stage Basics](#) - Parts of the stage, stage terminology

[Teaching DESIGN for Theatre](#) - Design elements, examples and activities

[Teaching Greek Theatre](#) - History, videos, lessons

[Teaching Filmmaking](#) - Terms, examples, writing screenplays, instructional activities and videos

[Theatre Daily Warm Ups](#) - Physical and written warmups for theatre

[Theatre Scripts](#) - Scripts for students, monologues, scenes, plays

[Stage MakeUp and Hair](#) - Theatrical hair and makeup

[Theatrical Costuming](#) - Costume forms and Period pieces

[Theatre Script Writing](#) - Lessons, examples, and activities for theatrical writing