

**Milledgeville School
Weekly Agenda
March 15-20, 2010**

- Monday, March 15**
- Day Light Savings time began Sunday morning-reset your clocks!!!
 - Play rehearsal 7:00 A.M.
 - Tornado Drill at 10:15 A.M.**
 - Student Council Exec. Board meeting during lunch
 - SADD meeting during lunch
 - Play rehearsal 6:00-9:00 P.M.
 - Board Meeting 7:00 P.M.
- Tuesday, March 16**
- PK-3 & H.S. Staff Meeting 8:00 A.M.
 - Ag Legislative Day! FFA officers will be gone all day.
 - Student Council meeting during lunch in high school library starting at 11:25 A.M.
 - Junior PSAE Prep 8th period H.S. library (All juniors)
 - Play Rehearsal 6:00 P.M.-9:00 P.M.
- Wednesday, March 17**
- Happy St. Patrick's Day!
 - Play rehearsal 7:00 A.M.
 - 3rd Quarter grades due to office by 8:00 A.M.
 - Scholarship applications distributed to businesses
 - Hawkeye Community College rep here at 9:30 A.M.
 - High School Assembly 10:15 A.M. "7 Reasons to Leave the Party" presented by Judge James M. Hauser
 - Kindergarten "Good Touch/Bad Touch" talk 1:30-2:30 P.M.
 - Art Club "Open Studio" after school
 - Play rehearsal 6:00-9:00 P.M.
- Thursday, March 18**
- SIP meeting 8:00 A.M. high school library
 - Yearbook meeting during lunch
 - Junior Class meeting with Persona 11:50 A.M. room 205
 - Junior ACT/PSAE Math help with Mr. Knutti 8th period
 - Market Day pick-up @ MHS 4:30 P.M.
 - Play rehearsal 6:00-9:00 P.M.
- Friday, March 19**
- Play rehearsal 7:00 A.M.
 - Report Cards Issued (H.S. during homeroom)
 - Play rehearsal 6:00-9:00 P.M.
- Saturday, March 20**
- First Day of spring!

-Play rehearsal 9:00 A.M.-12:00 P.M.
-ACT registration deadline 4-10-10 test

Sunday, March 21 -Play rehearsal 1:30-4:00 P.M.

“7 Reasons to Leave the Party” Assembly Wednesday:

Students will report to their third hour classes briefly for attendance. Once attendance is taken please escort your class to the gym and sit together as a class. Each teacher is responsible for supervising the students in their 3rd period class. The assembly will last between 60-75 minutes.

Tips for Achieving and Maintaining Discipline

Fire Alarm

Teachers often make the mistake of using “stop” messages rather than a “start” message. For example, “Stop talking. We need to get started.” A better message is “Get out your math books, and turn to page 44.” The effect is tremendous. It establishes a productive, businesslike tone for the lesson. The focus is not on the (negative) behavior, but the importance of the lesson.

Discipline is not about getting kids to do what you want them to do. That’s what dictators do, and you’re not a dictator—you’re an educator. Discipline is providing an environment in which positive teaching and positive learning can occur simultaneously. Discipline is not control from the outside; it’s order from within.

In conversations with teachers, I’ve discovered some practical and universal ideas that will help you achieve discipline in your classroom. Tap into the experience of these pros, and turn your classroom into a place where students learn and enjoy the process.

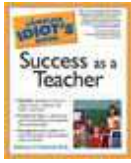
- **Greet students at the door.** Interact with your students on a [personal level](#) every day. Greet them by name, interject a positive comment or observation, shake their hand, and welcome them into the classroom. This sets a positive tone for a lesson or for the day.
- **Get students focused before you begin any lesson.** Be sure you have their attention before you begin. Don’t try to talk over students; you’ll be initiating a competition to see who can speak louder and also let them know it’s okay to talk while you are talking.
- **Use positive presence.** Don’t park yourself in the front of the classroom. Move around the room continuously, and get in and around your students. Make frequent eye contact, and smile with students. Monitor students with your physical presence.
- **Model the behavior you want students to produce.** If you [exhibit respectfulness](#), trust, enthusiasm, interest, and courtesy in your everyday dealings with students, they will return the favor in kind. Remember the saying, “Values are caught, not taught.”
- **Use low-profile intervention.** When you see a student who is misbehaving, be sure your intervention is quiet, calm, and inconspicuous. Use the student’s name in part of your presentation, for example, “As an example, let’s measure Michael’s height in centimeters.” Michael, who has been whispering to his neighbor, hears his name and is drawn back into the lesson with no disruption of the class.
- **Send positive “I” messages.** Thomas Gordon, creator of Teacher Effectiveness Training, under-scores the importance of “I” messages as a powerful way of humanizing the classroom and ensuring positive discipline. An I-message is composed of three parts:

1. Include a description of the student's behavior. ("When you talk while I talk ...")
 2. Relate the effect this behavior has on you, the teacher. ("I have to stop my teaching ...")
 3. Let the student know the feeling it generates in you. ("which frustrates me")
- **Verbal reprimands should be private, brief, and as immediate as possible.** The more private a reprimand, the less likely you will be challenged. The more immediate the reprimand, the less likely the student will feel you condone her or his behavior. And keep reprimands brief. The more you talk, the more you distract from the lesson and the more you "reward" a student for inappropriate behavior.
 - **Provide lots of positive feedback.** Many veteran teachers will tell you, "10 percent of the students will give you 90 percent of your headaches!" But what about the 90 percent of those other students in your classroom? Don't forget them; recognize their contributions and behavior:
 - Acknowledge positive student behavior when it is not expected.
 - Acknowledge compliance with requests.
 - Acknowledge hard work, kindness, and dependability.
 - Be consistent! Although this is easier said than done, the key to an effective discipline policy in any classroom is consistency. Make these principles part of your classroom action plan:
 - If you have a [rule](#), enforce that rule.
 - Don't hand out lots of warnings without following through on consequences. Lots of warnings tell students that you won't enforce a rule.
 - Be fair and impartial. The rules are there for everyone, and that includes girls as well as boys, tall people and short people, students with freckles and students without freckles, and [special needs](#) kids as well as [gifted kids](#).

Watch Out!

If you're anything like me and a couple million other teachers in the world, you will undoubtedly make a few mistakes regarding an appropriate discipline policy for your classroom. Watch out for these.

- Teach students to listen. We sometimes make the mistake of repeating the same instructions several times. When we do that, we teach students not to listen. Give a request only twice, and let students know that after two times they will be on their own.
- **Don't be their friend**. It's your nature to be caring, considerate, outgoing, and sensitive. After all, you're a teacher! But when you become your students' friend, you lose their respect. Yes, it's important that you be a role model and someone they can look up to and trust. It's important that you care about them. But don't ever try to be their friend.
- **Keep your administrator informed**. As you craft your classroom discipline policy, be sure you run it by your principal first. Get her or him involved, and let that individual know what your rules are, how you plan to enforce them, and how your classroom rules are in line with any rules and regulations of the school.
- **Keep parents informed, too**. Good classroom discipline does not exist in isolation from the discipline practiced at home or in the local community. [Inform parents](#) of your expectations for students through newsletters, phone calls, parent-teacher conferences, or other means of communication. When parents know what you expect, they will be more supportive of your actions.
- Watch out for an excess of negative comments. Frame your comments, suggestions, and behavior modification in positive terms, such as, "Let's walk silently down the right side of the hallway," or "I really like when you come into the room ready to work."
- Teach your students proper discipline. During the first week of school, establish a [set of expectations](#), the specific details of those expectations, and the consequences if those expectations are not followed. Nothing is more important than a well-crafted and well-articulated discipline policy. If it's true that "an ounce of prevention is worth a pound of cure," the time you take at the [start of the school year](#) will pay enormous dividends throughout the rest of the school year.



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