FACULTY MEETING?

YESSSSSSSSS!
Admin Tricks for a Faculty Fix:

Ten Activities for Faculty Meetings Your Staff Will Actually Use!

Matthew Tinker, Principal, North Middle School
Jodi Lowery, Assistant Principal, North Middle School
Jessica Gerstenmaier, Instructional Coach, North Middle School
1: Classroom Routine Brainstorming

Beginning of the year activity

Why do this annually?

Who benefits from this?

Classroom Routines

Emergency Procedures

Pacing & Instruction

Classroom Rules
<table>
<thead>
<tr>
<th>Classroom Routines</th>
<th>What is your procedure/expectation?</th>
<th>Ideas from your colleagues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students entering class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tardy students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students who leave class early</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Furniture Set-Up (How will you work the room?)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Today’s Date: location</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Checking Attendance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students coming to attention</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
#1: Classroom Routine

Brainstorming

## Differentiating this Activity

<table>
<thead>
<tr>
<th>Determine which groups of teachers—departments, grade levels, etc.—should work on this together.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teams of veteran teachers may not need to complete as much of this as teams with new teachers.</td>
</tr>
<tr>
<td>Be prepared for questions! Teachers will want to know how much fidelity to these procedures will be required of them.</td>
</tr>
</tbody>
</table>
#2: I Have... / Who Has...?

**I HAVE:**

- $x = 8$

**WHO HAS:**

- $6x + 2 = 14$

---

Answers to Questions.

Questions to Ask (start here)

---

**I HAVE:**

- $x = 2$

**WHO HAS:**

- $5x - 5 = 0$
#2: I Have... / Who Has...?

<table>
<thead>
<tr>
<th>Tips and Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Start with “Who Has”; you’re finished when you come to the “I Have” of the same card.</strong></td>
</tr>
<tr>
<td><strong>If you make your own, start at the bottom of the first card, move in order, end on top of first card.</strong></td>
</tr>
<tr>
<td><strong>Make sure each question has a unique answer. For example, do not use 6 X 4 and 8 X 3.</strong></td>
</tr>
<tr>
<td><strong>Perfect for definitions, math facts, etc.</strong></td>
</tr>
<tr>
<td><strong>Challenge your experts to create novel, application-based ways to use this strategy.</strong></td>
</tr>
</tbody>
</table>
#2: I Have... / Who Has...?

<table>
<thead>
<tr>
<th>Differentiating this Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allow students to look at or “check” their peers cards as you play in order to keep the game moving faster.</td>
</tr>
<tr>
<td>Accelerate students by giving them more than one card.</td>
</tr>
<tr>
<td>Time the class. Offer a reward if they finish the game under that time. Adjust time limits for each class.</td>
</tr>
</tbody>
</table>
#3: Book Study

Why do a book study?

- PD hours
- Offers choices
- Improves pedagogy
- Allows for targeting of PD to specific needs
- Cost-effective
#3: Book Study

<table>
<thead>
<tr>
<th>Selecting a Text</th>
<th>Grouping</th>
<th>Processing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admin Selects</td>
<td>Whole-School</td>
<td>Blog</td>
</tr>
<tr>
<td>Faculty Vote</td>
<td>Department</td>
<td>Private Facebook Page</td>
</tr>
<tr>
<td></td>
<td>Grade Level</td>
<td>Group Meetings</td>
</tr>
<tr>
<td></td>
<td>Interest Groups</td>
<td>Tweet per Chapter #</td>
</tr>
<tr>
<td></td>
<td>Refinement Groups</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
In Chapter 4, Dougherty explains the next steps in creating and employing effective and meaningful assignments: instruction. She elaborates by explaining that even if you have crafted a rigorous assignment with accompanying rubric, it will not ensure outcomes, but will “set the stage for results” (69). Once you have guided your instruction towards your learning goals and have made sure you crafted your assignment towards those goals, you know you are giving your students the best opportunity to grow and meet or even excel your expectations.

All instructional lessons should be designed to challenge your students and provide meaningful learning opportunities that will increase their knowledge base while making the lesson meaningful to all. This cannot be done by simply teaching to the curriculum but by teaching students to think critically and strategically. You do this by transforming your ideals of instruction by providing “equality of instruction.” Dougherty explains equality of instruction with three important facts:

- After crafting an assignment, which sets the stage of instruction, the teacher can teach with a purpose.
- Equality of instruction does not depend on a student’s talent or
#4: Teacher-to-Teacher Observations

**Preparation**
- Self-Selected or Admin Assigned?
- Based on TEAM Rubric or Self-Selected Interests?
- Reasonable Deadlines, Required Follow-Through

**Observations**
- Length of Time
- Documentation of Observations
- Video/In-Person

**Collaboration**
- Feedback: Positive & Constructive
- Applying Observed Techniques
#4: Teacher-to-Teacher Observations

<table>
<thead>
<tr>
<th>TEAM Indicator</th>
<th>8th--1st Plan</th>
<th>7th--2nd Plan</th>
<th>6th--3rd Plan</th>
<th>5th--4th Plan</th>
<th>Spec (plan)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bellringers</td>
<td>Intro</td>
<td>Taylor Compston</td>
<td>Carroll Shank</td>
<td>Thompson Watts</td>
<td>Jay (38 or 24)</td>
</tr>
<tr>
<td>Summariers</td>
<td>Intro</td>
<td>Watcher McMill</td>
<td>Shank</td>
<td>Young Williams</td>
<td>Kyle Evans</td>
</tr>
<tr>
<td>Activities &amp; Materials</td>
<td>Prolong</td>
<td>Trudell</td>
<td>Munson Smith Buske</td>
<td>Kilc Dwyer Young</td>
<td>McLeod</td>
</tr>
<tr>
<td>Differentiation</td>
<td>Propriobode</td>
<td>Compton</td>
<td>Carroll Redd</td>
<td>Work</td>
<td></td>
</tr>
<tr>
<td>Motivating Students</td>
<td>Harris Volve</td>
<td>Taylor Knezak</td>
<td>Carmel Buske</td>
<td>White Roard</td>
<td></td>
</tr>
<tr>
<td>Lesson Pacing &amp; Structure</td>
<td>Nelson G</td>
<td>Watch Taylor</td>
<td>Busen</td>
<td>Young Edwards</td>
<td></td>
</tr>
</tbody>
</table>

**Teacher Observed:**

I saw

A couple strategies I’m going to try in my classroom:

**Date:** ____________________
#4: Teacher-to-Teacher Observations

**Differentiating this Activity**

Admin may choose to require certain teachers to observe specific staff members.

Admin may suggest which lessons or part of lessons (i.e. summarizers, questioning) to observe in others.

Curricular departments may choose to see each other.

Grade levels may choose to observe the previous/next grade level.
Electronic pinch cards generated by Plicker website.

Depending on orientation of their cards, students can choose 4 answers.

Students hold up their answers; teacher scans cards with a device.

Teachers generate their own questions; may generate questions on the fly.

App generates useful data in live view and after testing session.
#5: Plicker
#6: Colorful Lesson Plans

-Graphic Organizer
-Interactive Technology
-Speaking & Listening
-Extended Writing
-Cross-Curricular
-Task/Problem-Based Assessment
-Assessment of Mastery
#7: QR Codes in the Classroom

- iPads
- Phones
- iPods

Tasks
Research /Webquests
Review
Practice Activities
#7: QR Codes in the Classroom

<table>
<thead>
<tr>
<th>Differentiating this Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use different QR codes per student/group depending on ability level.</td>
</tr>
<tr>
<td>Vary the level of questioning attached to each QR code activity.</td>
</tr>
<tr>
<td>Link students to the QR code generator, and have them create their own webquest.</td>
</tr>
</tbody>
</table>
#8: Kahoot!

- Quick, fun way to assess students. Gamelike feel.
- Students may use their own devices.
- Teacher-made assessments available online or app.
- Generates actionable data.
#8: Kahoot!
### Twitter
1. Create an educational twitter account
2. Follow educational twitter accounts
3. Find & use resources
4. Present on findings

### iPads
1. Research apps in your subject area, as well as other subject areas
2. Create interactive lessons
3. Present on findings and lessons.

### iTunes U
1. Attend iTunes U presentations focused on teaching strategies, classroom management, subject area, etc.
2. Write summaries of lessons.
3. Present on findings.

### WebQuests
1. Research 3 strong webquests. Present to your department.
2. Research one webquest in another subject area.
3. Create 2 of your own webquests in your subject area. Use one in your class.
#10: Scoot

Kinesthetic!

Great for review!

Fast-Paced!

Flexible:
- desk-to-desk
- around the room
- pass the paper

Quick, easy assessment students love!

Spices up skills practice!
#10: Scoot
#10: Scoot

## Differentiating this Activity

| Have two or more different scoots within one class—each scoot with different leveled questions. |
| Some students may need something to do (math fact sheet, irregular verb conjugation sheet, etc.) if they finish early. |
| Another “if you finish early” idea: have students write their own questions using the one in front of them as a model. |
| Turn a worksheet into scoot—students just do the next question when they move. Class may review after each question. |
| Put the previous answer at top of each scoot question so students can check as they go. |
Contact Us!

Matthew Tinker: tinkerm@loudoncounty.org
Jodi Lowery: loweryj@loudoncounty.org
Jessica Gerstenmaier: gerstenmaierj@loudoncounty.org
Presentation Link
I Have:
He wanted his quarter back.

Who has:
What did the spider do on the computer?
I Have:
Created a website.

Who has:
What did the computer do at lunch time?
I Have:
Had a byte.

Who has:
Why was the computer cold?
I Have:
Because it left its Windows open.

Who has:
What do you call a sleeping bull?
I Have:
A bull-dozer.

Who has:
Why didn’t the teddy bear want any dessert?
I Have:
Because he was already stuffed.

Who has:
Where to polar bears vote?
I Have:
The North Pole.

Who has:
How does a lion greet an antelope he’s never seen before?
I Have:
Pleased to eat you.

Who has:
What kind of nut always has a cold?
I Have:
Cashews.

Who has:
Why did the banana go to the doctor?
I Have:
Because he wasn’t peeling well.

Who has:
Why did the football coach go to the bank?
I Have:
He wanted his quarter back.

Who has:
What did the spider do on the computer?
I Have:
He wanted his quarter back.

Who has:
What did the spider do on the computer?
I Have:
Created a website.

Who has:
What did the computer do at lunch time?
I Have:
Had a byte.

Who has:
Why was the computer cold?
I Have:
Because it left its Windows open.

Who has:
What do you call a sleeping bull?
I Have:
A bull-dozer.

Who has:
Why didn’t the teddy bear want any dessert?
I Have:
Because he was already stuffed.

Who has:
Where to polar bears vote?
I Have:
The North Pole.

Who has:
How does a lion greet an antelope he’s never seen before?
I Have:
Pleased to eat you.

Who has:
What kind of nut always has a cold?
I Have:
Cashews.

Who has:
Why did the banana go to the doctor?
I Have:
Because he wasn’t peeling well.

Who has:
What’s a pretzel’s favorite dance?
I Have:
The twist.

Who has:
What are the twins’ favorite fruits?
I Have:
Pears.

Who has:
What genre of music do balloons hate the most?
I Have:
Pop music.

Who has:
What is the difference between a fish and a piano?
I Have:
You can’t tuna fish.

Who has:
What is the most musical part of a snake?
I Have:
Its scales.

Who has:
What makes pirates such good singers?
I Have:
They can always hit the high seas.

Who has:
How can you tell if an ocean is friendly?
I Have:
It waves.

Who has:
What did Mars say to Saturn?
I Have:
Give me a ring some time.

Who has:
What did the big flower say to the little flower?
I Have:
Hey, bud!

Who has:
What can you call an underwater spy?
I Have: James Pond.

Who has: Why did the football coach go to the game?
I Have:
He wanted his quarter back.

Who has:
What did the spider do on the computer?
I Have:
He wanted his quarter back.

Who has:
What did the spider do on the computer?
I Have:
Created a website.

Who has:
What did the computer do at lunch time?
I Have:
Had a byte.

Who has:
Why was the computer cold?
I Have:
Because it left its Windows open.

Who has:
What do you call a sleeping bull?
I Have:
A bull-dozer.

Who has:
Why didn’t the teddy bear want any dessert?
I Have:
Because he was already stuffed.

Who has:
Where to polar bears vote?
I Have:
The North Pole.

Who has:
How does a lion greet an antelope he’s never seen before?
I Have:
Pleased to eat you.

Who has:
What kind of nut always has a cold?
I Have:
Cashews.

Who has:
Why did the banana go to the doctor?
I Have:
Because he wasn’t peeling well.

Who has:
What’s a pretzel’s favorite dance?
I Have:
The twist.

Who has:
What are the twins’ favorite fruits?
I Have:

Pears.

Who has:

What genre of music do balloons hate the most?
I Have:
Pop music.

Who has:
What is the difference between a fish and a piano?
I Have:
You can’t tuna fish.

Who has:
What is the most musical part of a snake?
I Have:
Its scales.

Who has:
What makes pirates such good singers?
I Have:
They can always hit the high seas.

Who has:
How can you tell if an ocean is friendly?
I Have:
It waves.

Who has:
What did Mars say to Saturn?
I Have:
Give me a ring some time.

Who has:
What did the big flower say to the little flower?
I Have:
Hey, bud!

Who has:
What can you call an underwater spy?
I Have:
James Pond.

Who has:
What do lawyers always wear to court?
I Have:
Lawsuits.

Who has:
Why did the lazy guy get a job at the bakery?
I Have:
So he could loaf around all day.

Who has:
What did the lawyer name his daughter?
I Have:
Sue.

Who has:
How does the barber cut the moon’s hair?
I Have:
Eclipse it.

Who has:
When do astronauts eat?
I Have:
At launch time.

Who has:
What vegetables do librarians like?
I Have:
Quiet peas.

Who has:
Why didn't the sun go back to college?
I Have:
Because it already had a million degrees.

Who has:
Why was Cinderella cut from the soccer team?
I Have:
Because she was always running away from the ball.

Who has:
Why did the basketball player go to jail?
I Have:
Because he shot the ball.

Who has:
Why did the golfer always wear two pairs of pants?
I Have:
In case he got a hole in one.

Who has:
Why did the football coach go to the bank?
I Have:
He wanted his quarter back.

Who has:
What did the spider do on the computer?