

**FACULTY MEETING?**



**YESSSSSSSSS!**

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# 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

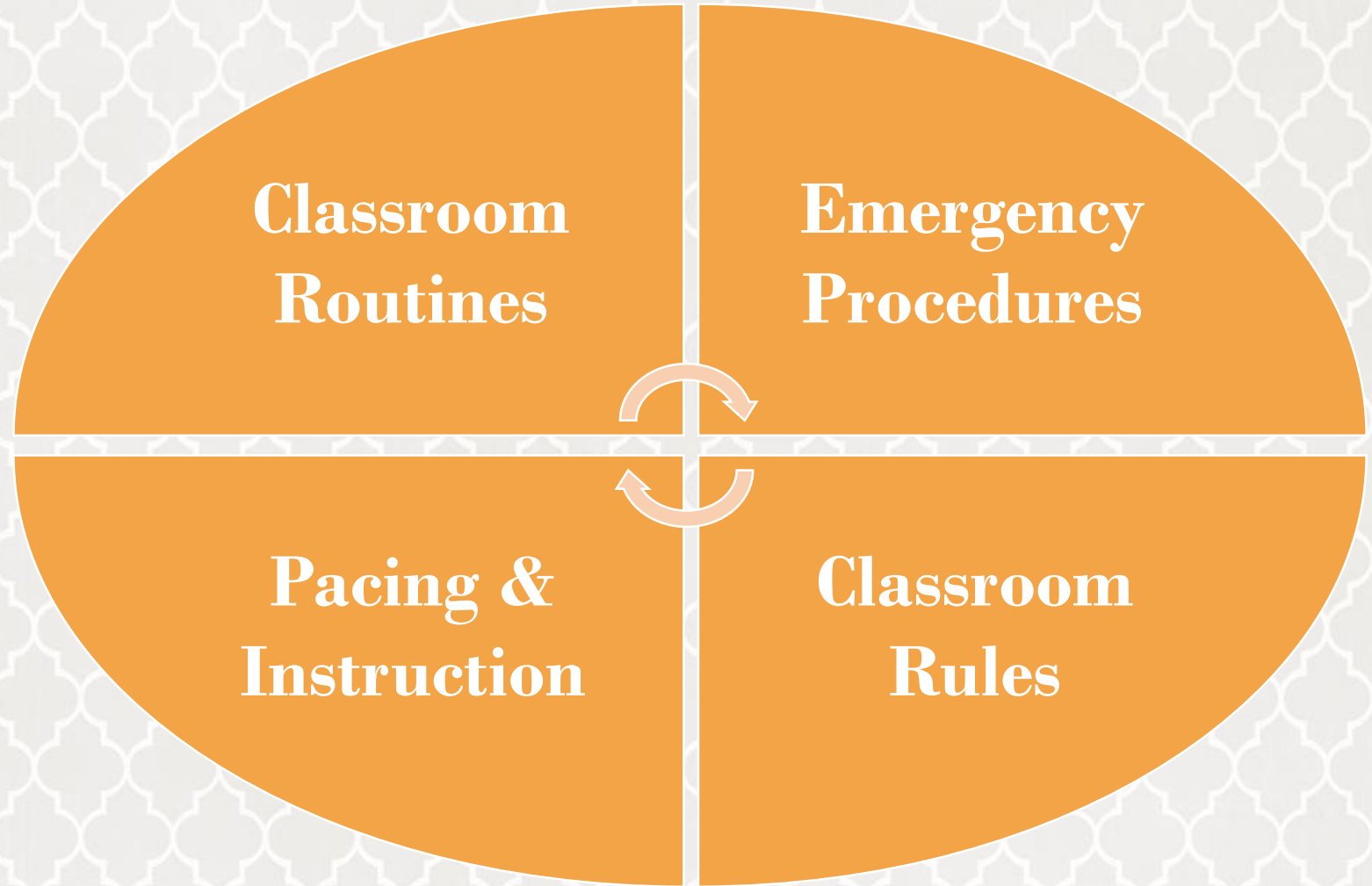
Jessica Gerstenmaier, Instructional Coach, North Middle School

# #1: Classroom Routine Brainstorming

Beginning of the year  
activity

Why do this annually?

Who benefits from  
this?



## Classroom Routine Brainstorming

Classroom Routines	What is your procedure/expectation?	Ideas from your colleagues
Students entering class		
Tardy students		
Students who leave class early		
Furniture Set-Up (How will you work the room?)		
Today's Date: location		
Checking Attendance		
Students coming to attention		

# #1: Classroom Routine Brainstorming

## Differentiating this Activity

Determine which groups of teachers—departments, grade levels, etc.—should work on this together.

Teams of veteran teachers may not need to complete as much of this as teams with new teachers.

Be prepared for questions! Teachers will want to know how much fidelity to these procedures will be required of them.



# #2: I Have... / Who Has...?

I HAVE:  
 $x = 8$

Answers to  
Questions.

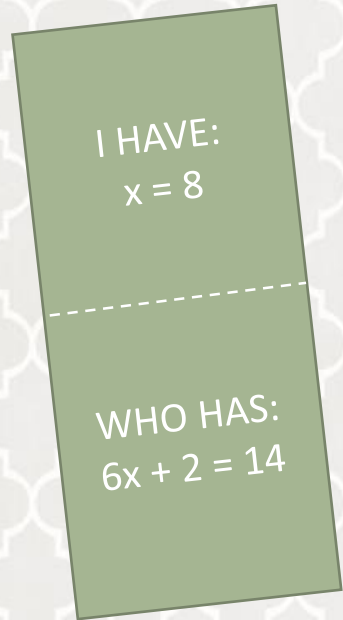
WHO HAS:  
 $6x + 2 = 14$

Questions to  
Ask  
(start here)

I HAVE:  
 $x = 2$

WHO HAS:  
 $5x - 5 = 0$

# #2: I Have... / Who Has...?



## Tips and Ideas

Start with “Who Has”; you’re finished when you come to the “I Have” of the same card.

If you make your own, start at the bottom of the first card, move in order, end on top of first card.

Make sure each question has a unique answer. For example, do not use  $6 \times 4$  and  $8 \times 3$ .

Perfect for definitions, math facts, etc.

Challenge your experts to create novel, application-based ways to use this strategy.

# #2: I Have... / Who Has...?



10

20

30



# #2: I Have... / Who Has...?

## Differentiating this Activity

Allow students to look at or “check” their peers cards as you play in order to keep the game moving faster.

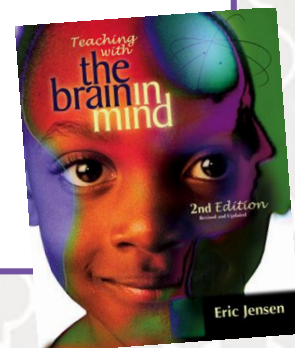
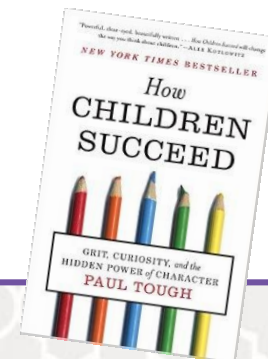
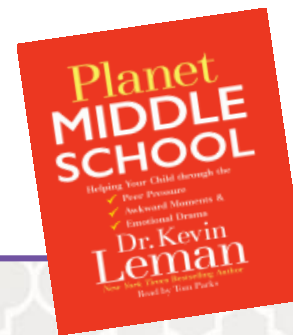
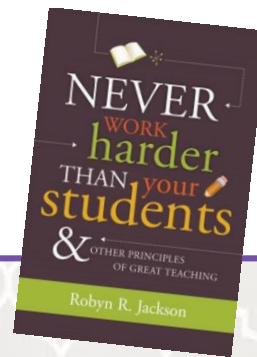
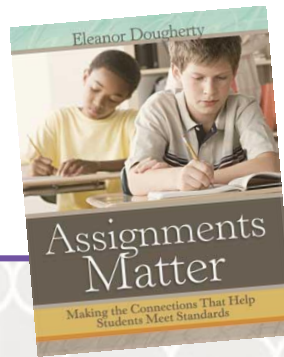
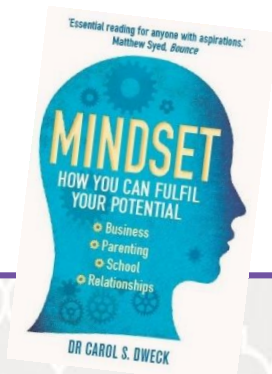
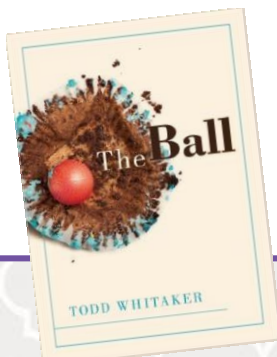
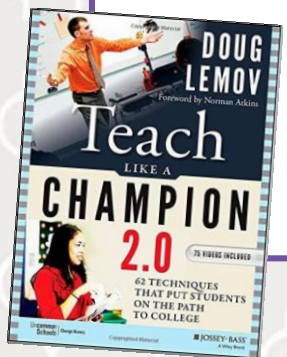
Accelerate students by giving them more than one card.

Time the class. Offer a reward if they finish the game under that time. Adjust time limits for each class.

# #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

## Selecting a Text

- Admin Selects
- Faculty Vote


## Grouping

- Whole-School
- Department
- Grade Level
- Interest Groups
- Refinement Groups

## Processing

- Blog
- Private Facebook Page
- Group Meetings
- Tweet per Chapter #

# #3: Book Study

 Search

## Recent Posts

- [Final Blog Post](#)
- [Week 7 Blog](#)
- [Week 6-Chapter 6](#)
- [Week 5-Chapter 5](#)
- [Week 4-Chapter 4](#)

## Recent Comments

- Blake Harris on [Final Blog Post](#)
- tayloralysa on [Final Blog Post](#)
- Anne Harvey on [Final Blog Post](#)
- scottmoats on [Final Blog Post](#)
- simmonsrobin on [Final Blog Post](#)

## Week 4-Chapter 4

Posted on [November 15](#)

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

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You can also modify number of sidebars in [theme options!](#)



# #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

TEAM Indicator	8 <sup>th</sup> —1 <sup>st</sup> Plan	7 <sup>th</sup> —2 <sup>nd</sup> Plan	6 <sup>th</sup> —3 <sup>rd</sup> Plan	5 <sup>th</sup> —4 <sup>th</sup> Plan	Spec (plan)
Bellringers	Johns	Taylor Compton Pritchett	Carroll Shank	Thompson Watts	Joy (3B or 1A)
Summarizers	Harris	Pritchett McNish	Shank	Young White	
Activities & Materials	Poole Priode	Pritchett	Morgan Smith Busie	Kile Byard Young Matlock	
Differentiation	Pippin Priode	Compton	Carroll Kidd	Matlock	
Motivating Students	Harris Johns G (only 2 <sup>nd</sup> )	Taylor Knesek	Carroll Busie Hill	White Byard Kile	
Lesson Pacing & Structure	Nelson G (only 2 <sup>nd</sup> )	McNish Taylor	Busie	Young Byard	

**ONE**

Teacher Observed: \_\_\_\_\_

Date: \_\_\_\_\_

I saw

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

**2**

Teacher Observed: \_\_\_\_\_

Date: \_\_\_\_\_

I saw

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

# #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.

# #5 Plicker

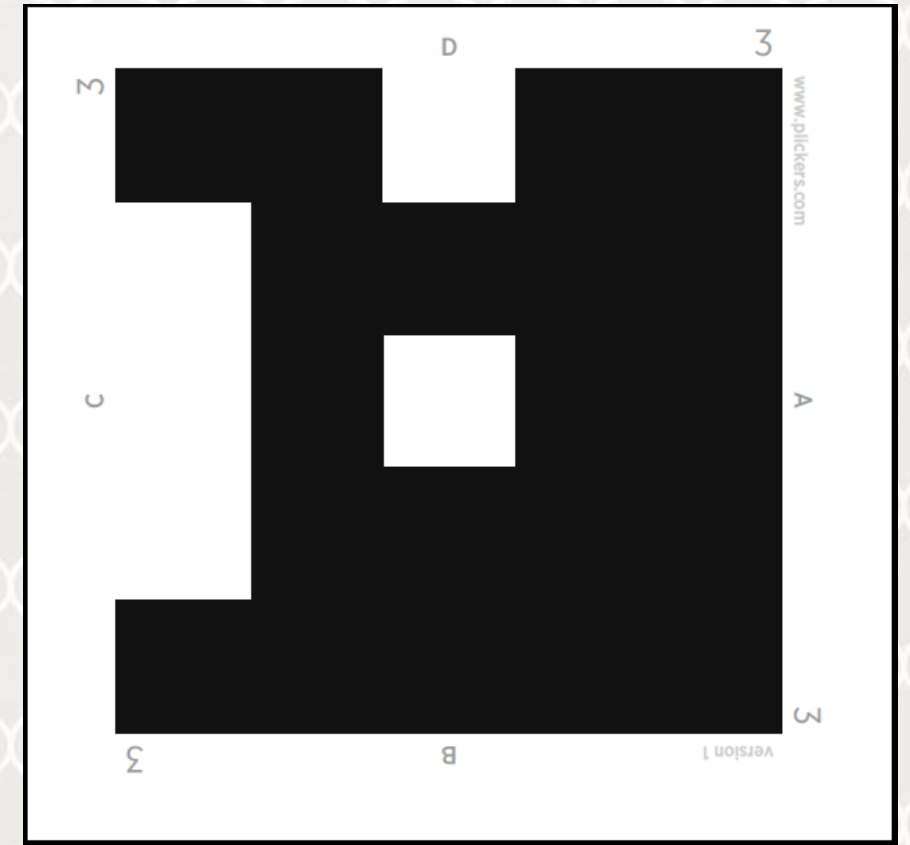
Electronic pinch cards generated by Plicker website.

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



# #7: QR Codes in the Classroom

iPads  
Phones  
iPods

Tasks  
Research /Webquests  
Review  
Practice Activities



# #7: QR Codes in the Classroom

## Differentiating this Activity

Use different QR codes per student/group depending on ability level.

Vary the level of questioning attached to each QR code activity.

Link students to the QR code generator, and have them create their own webquest.

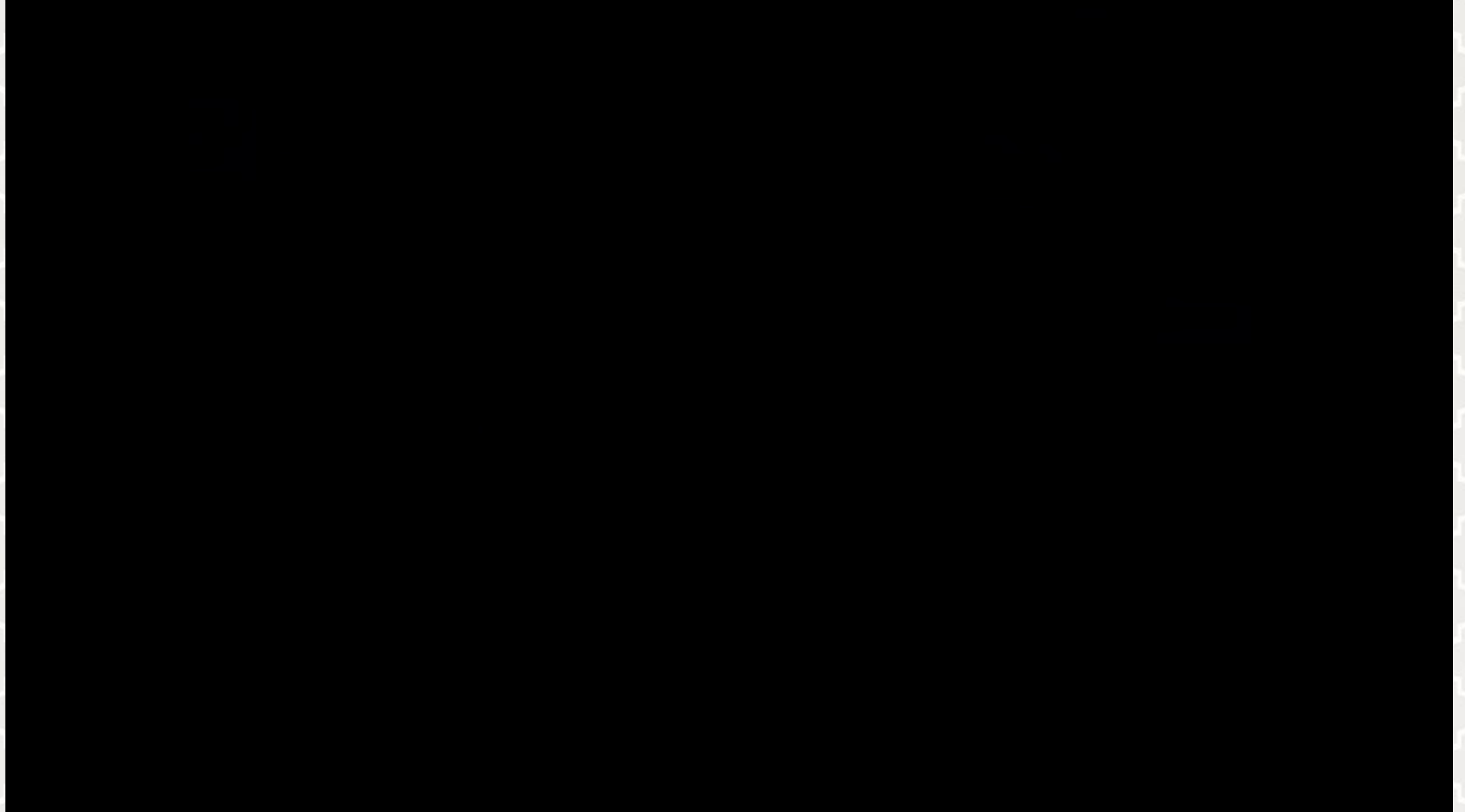


# #8: Kahoot!



- 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 a 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 web-quests. 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.

#9

Flipped  
PD

# #10: Scoot

**Kinesthetic!**

**Great for review!**

**Fast-Paced!**

**Quick, easy  
assessment students  
love!**

**Flexible:**

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

**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!

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Jessica Gerstenmaier:  
[gerstenmaierj@loudoncounty.org](mailto:gerstenmaierj@loudoncounty.org)

# Presentation Link





**I Have:**  
**He wanted his quarter back.**

**START HERE!**

**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.**

**START HERE!**

**Who has:**  
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[Return](#)



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**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?**



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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.**

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