

• progress reports - copy for teachers w/ name

• Mitzs - Wed make comments

○ Teachers due Monday  
Schmidt has until Tues.



The vision is to **IGNITE** a curiosity for learning, **EXCITE** a passion for achieving, **EDUCATE** learners to meet their needs and promote their ability to **EXCEL** beyond expectations.

## **9/29/2014 - PROFESSIONAL DEVELOPMENT**

### **DAY**

9:00 a.m.-3:30 p.m.

✓ **Icebreaker:** What does 'being a good teacher mean to me'?

✓ • "What Building Relationship With Students Really Means" by Michael Linsin

✓ • Project Based Learning PD by Julia Obermeyer

• RTI Handbook

• Professional Development Logs

Lunch Time

✓ • PLC-Ruby Payne (Ms. Schmidt presentation)

✓ • Bellringers/I "CAN" statements/Anchor Activities/Feedback on papers Day

• What data points will we use for teacher evaluation purpose? DRA, Scantron,

StudyIsland/ How will we weigh them?

• StudyIsland Benchmark (Due October 10)

✓ • PBIS report

• 2:00 Interview Amanda Hof

• Lanier-  
Schedule

10.31.14  
1-4pm

pass out candy

Kids dress up

Staff dress up?

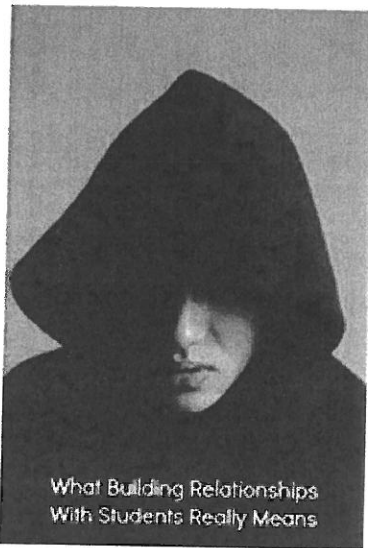
## **Philyaw, Adasina**

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**From:** "Smart Classroom Management"  
[michael=smartclassroommanagement.com@ml.mailersend.com] on behalf of Smart Classroom Management [michael@smartclassroommanagement.com]  
**Sent:** Saturday, May 31, 2014 12:31 PM  
**To:** Philyaw, Adasina  
**Subject:** What Building Relationships With Students Really Means

### **What Building Relationships With Students Really Means**

**By Michael Linsin**



It's common for teachers to misunderstand the term "building relationships."

They hear of the importance of creating connections with students—particularly difficult students—and assume it means they need to spend more time with them individually.

They assume it means they need to try and get to know them on a more personal level.

But for a real-world teacher, finding the time to build relationships in this manner is not only unrealistic, but it's also ineffective. In fact, seeking out individual students in an attempt to earn their trust and rapport can do more harm than good.

You see, for most students, being cornered into a non-academic conversation with their teacher is uncomfortable—exceedingly so. It can make them feel clumsy and self-conscious and at a loss of anything to say.

Even the most socially confident students will feel unnerved and wary of your motives. And yet, there are teachers who day after day insist on pressing the issue.

They beckon students out of line, into hallways, and away from the social safety of fellow classmates. They barge into personal space. They query likes and dislikes and

commonalities. They become forward and overbearing.

Although their heart is in the right place, what develops is a relationship of awkwardness and embarrassment. What develops is defensiveness and detachment. What develops builds walls instead of tearing them down.

**But the goal of building relationships with students isn't familiarity. It's influence.** And influence comes about not by one-on-one interactions, not by getting to know a student's favorite ice cream or video game, and not by being hip to current pop-cultural trends.

No, influential relationships come about through your trust and likability.

If your students trust you because you always do what you say will, and they like you because you're consistently pleasant, then powerful, behavior-influencing rapport will happen naturally and without you having to work at it.

Your students will seek *you* out and want to be around you and get to know you better. They'll be drawn to you and pulled effortlessly into your circle of influence.

Your conversations and interactions then become open and easy. When you sit down to lunch with groups of students or meet them in their line before school, the give-and-take flows smoothly, organically. Nothing is forced. Nothing is inauthentic.

Even quiet and shy students—especially quiet and shy students—will come out of the woodwork to laugh and joke with you and exchange goofy smiles. This in turn gives you remarkable leverage to influence behavior, work habits, and enthusiasm for being part of your classroom.

So stop buying into the notion that you have to build relationships one student at a time. Stop thinking that you have to add yet another time-consuming strategy to your overflowing plate. Stop spending more time with some students and not others.

The fact is, the most effective way to build relationships with students also happens to be the most effective approach to classroom management.

Be true to your word. Follow through with your classroom management plan. Refrain from any and all harmful, scolding, bribing, manipulative, or friction-creating methods of managing behavior.

Smile. Love your students. Bring humor and joy to your classroom. And you'll never, ever have to *try* to build influential relationships.

They'll just . . . happen.

A Framework for  
Understanding Poverty  
Chapter 3: Hidden Rules Among Classes  
Presentation by: Korie Schmidt

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What are hidden rules?

- Unspoken cues and habits of a group.
- Exist among groups and economic classes.
- The hidden rules discussed in this chapter are those that have the most impact on achievement in schools and success in the work place.

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Quiz!  
Put a check by each item you know how to do.

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### Points Made

- If you fall mostly in middle class, the assumption is everyone knows these things.
- If you did not know many of the items for the other classes, it is apparent how many hidden rules are taken for granted by a particular class, which assumes they are given for everyone.
- The bottom line or driving force against which decisions are made is important to note. (Read example pg. 41).

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### Bottom Line

- Generational poverty is entertainment and relationships.
- Being able to have someone who is willing to fight for you is important to survival in poverty.
- Middle class: being able to use words as tools to negotiate conflict is crucial.
- Fists are used in poverty because words are neither available nor respected.

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### Charts

- These charts are an overview of some of the major hidden rules among the classes of poverty, middle class, and wealth.

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### Managing Money

- Biggest difficulty in getting out of poverty.
- Hard to manage something you have never had.
- Money is seen in poverty as an expression of personality and is used for entertainment and relationships.

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### Using a knife as scissors?

- This question was asked in the quiz to illustrate the lack of tools available to those in poverty.
- Students do not have access to scissors, pens, paper, pencils, rulers, etc. which may be part of an assignment.
- (Ke' Juan crayons).

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### Biggest Difference Among Classes

- How the world is defined for them.
- Wealthy: international scenes as their world—"My favorite restaurant is in Brazil".
- Middle Class: Sees the world in terms of a national picture.
- Poverty: Sees world in its immediate locale.

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### Key Point

- Hidden rules govern so much of our immediate assessment of an individual and his/her capabilities.
- These are often the factors that keep them from moving upward in a career— or even getting the position in the first place.

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### What Does this Mean in School or Work Setting?

- Assumptions made about individuals' intelligence and approaches to the school and/or work setting may relate more to their understanding of hidden rules.
- Students need to be taught the hidden rules of middle class—not in denigration of their own but rather as another set of rules that can be used if they so choose.
- Many attitudes of students and parents are an integral part of their culture and belief. Middle-class solutions should not necessarily be imposed when other, more workable solutions might be found.

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### What Does this Mean in School or Work Setting?

- Most students in poverty do not believe they are poor.
- An ***understanding of the culture and values of poverty*** will lessen the anger and frustration that educators may periodically feel when dealing with students and parents.

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## Could You Survive in Poverty?

*Put a check by each item you know how to do.*

1. I know which churches and sections of town have the best rummage sales.
2. I know which rummage sales have "bag sales" and when.
3. I know which grocery stores' garbage bins can be accessed for thrown-away food.
4. I know how to get someone out of jail.
5. I know how to physically fight and defend myself physically.
6. I know how to get a gun, even if I have a police record.
7. I know how to keep my clothes from being stolen at the Laundromat.
8. I know what problems to look for in a used car.
9. I know how to live without a checking account.
10. I know how to live without electricity and a phone.
11. I know how to use a knife as scissors.
12. I can entertain a group of friends with my personality and my stories.
13. I know what to do when I don't have money to pay the bills.
14. I know how to move in half a day.
15. I know how to get and use food stamps or an electronic card for benefits.
16. I know where the free medical clinics are.
17. I am very good at trading and bartering.
18. I can get by without a car.



## Could You Survive in Wealth?

*Put a check by each item you know how to do.*

- 1. I can read a menu in French, English, and another language.
- 2. I have several favorite restaurants in different countries of the world.
- 3. During the holidays, I know how to hire a decorator to identify the appropriate themes and items with which to decorate the house.
- 4. I know who my preferred financial advisor, legal service, designer, domestic-employment service, and hairdresser are.
- 5. I have at least two residences that are staffed and maintained.
- 6. I know how to ensure confidentiality and loyalty from my domestic staff.
- 7. I have at least two or three "screens" that keep people whom I do not wish to see away from me.
- 8. I fly in my own plane or the company plane.
- 9. I know how to enroll my children in the preferred private schools.
- 10. I know how to host the parties that "key" people attend.
- 11. I am on the boards of at least two charities.
- 12. I know the hidden rules of the Junior League.
- 13. I support or buy the work of a particular artist.
- 14. I know how to read a corporate financial statement and analyze my own financial statements.

## MIDDLE CLASS

Things.

To be managed.

Is for acquisition and stability.  
Achievement is highly valued.

Emphasis is on self-governance  
and self-sufficiency.

Key question: Did you like it?  
Quality important.

Clothing valued for its quality and  
acceptance into norm of middle class.  
Label important.

Future most important. Decisions made  
against future ramifications.

Crucial for climbing success ladder  
and making money.

Believes in choice. Can change future  
with good choices now.

Formal register. Language is about  
negotiation.

Tends to be patriarchal.

Sees world in terms of national setting.

Love and acceptance conditional and  
based largely upon achievement.

Work, achievement.

About situations.

## WEALTH

One-of-a-kind objects, legacies, pedigrees.

To be conserved, invested.

Is for connections. Financial, political,  
social connections are highly valued.

Emphasis is on social exclusion.

Key question: Was it presented well?  
Presentation important.

Clothing valued for its artistic sense and  
expression. Designer important.

Traditions and history most important.  
Decisions made partially on basis of tradition  
and decorum.

Necessary tradition for making and  
maintaining connections.

Noblesse oblige.

Formal register. Language is about  
networking.

Depends on who has money.

Sees world in terms of international view.

Love and acceptance conditional and related  
to social standing and connections.

Financial, political, social connections.

About social faux pas.