

# Welcome!

## Back to School Night 2012-2013

Miss Kamille Samborski  
Shooting Stars Academy  
Classroom 206

Classroom phone number: xxx-xxx-xxxx

Email address: [sambors5@msu.edu](mailto:sambors5@msu.edu)

# Marhaba!

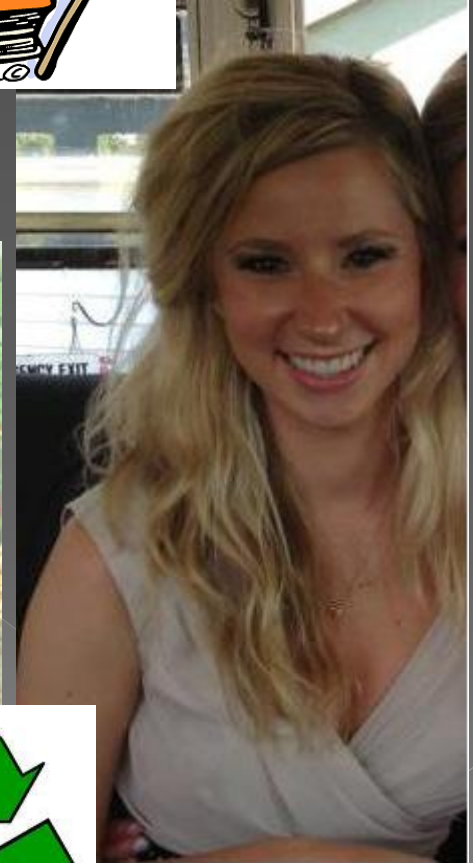
- Please let me know if you may need a translator! Available for parent/teacher conferences and letters home

# Contacting Me

- School phone number: xxx-xxx-xxxx
- Email address
- Other options:
  - > Notes
  - > Meetings and conferences
  - > Available before and after school
  - > Let me know what and when works best for you!

# About Me:

- Teaching experience and background
- Education
- Hobbies, interests, how I spend my time



# About Me

- Teaching philosophy
  - Developing a strong classroom community where students feel safe and comfortable
  - Making content meaningful and relevant to students
  - \*SUCCESS\* “Nothing succeeds like success.”  
(Horne, 2003)
  - Goals “If you envision your goals, you are more likely to achieve them” (Jones & Jones, 2010)

# Now it's your turn!

- Introduce yourself and tell us who your student is
  - > Any other information you would like to share about yourself?
- Fill out the questionnaire for Ms. Samborski

# Parent Questionnaire

Parent/guardian name:

Child's name:

Relationship to child:

Occupation:

Best way to contact you:

Best times to contact you:

What languages spoken at home:

Address:

Phone number:

Home address:

Who lives in your home with you and your child?

Who are the important people and authority figures in your child's life?

How do you and your child spend time together?

What type of discipline system is used at home and what have you found to work with your child?

If any, what religion is followed in your household?

What traditions and holidays are celebrated and observed at home?

If any, what diet restrictions does your child have? Allergies?

Does your child have any health issues? If so, explain.

Your child's strengths:

Your child's weaknesses:

Your child's interests, hobbies, activities:

What are some goals you have for your child as they begin the school year?

What would you like to see your child improve on throughout the year?

What motivates your child?

Any other concerns or points of information to share?

# Upcoming School Year

- Let's make it a great year!
- I am looking forward to working with you and your children!
- High expectations
  - > “low expectations=low achievement, high expectations=set the stage for high achievement” (Sprick, 2009, p. 40)
- Open-door policy
- Creating a strong bridge between school and home



# Ongoing Communication

- What should I expect?
  - > Daily planners- please check and initial this daily- include notes and questions if necessary, I check planners daily for notes from parents
  - > Friday newsletters- What's happening in Classroom 206?
  - > Quarterly report cards
  - > Progress reports in the middle of every quarter
  - > Parent/teacher conferences in November and April
  - > Other notes, phone calls, or meetings based on individual need
  - > I believe in positive parent contact, too!

# From a Psychological Perspective (Coopersmith, 1967)

- ◎ Each child has a need for:
  - > Connectedness- a sense of being known and valued
  - > Competence- a sense of being capable
  - > Contribution- a sense of being able to exert control in his/her environment
- ◎ Related to positive feelings of:
  - > Self-esteem
  - > Trust
  - > Accomplishment

(Jones & Jones, 2010, p. 33)

# Student Success in the Classroom

- Each student is a unique, individual learner
- Differentiated instruction
- “Teachers can increase students’ motivation and success by responding effectively to students’ learning styles” (Jones & Jones, 2010, p. 246).
- What type of learner is your child? What does this mean?

# Multiple Intelligences and Learning Styles

Wprk of Howard Gardner (2006)

- “a way to assist students in reaching important goals selected by them and the adults with whom they work” (Jones & Jones, 2010, p. 249)
- 8 Types of Intelligences:
  - > Verbal/linguistic- related to words and language
  - > Intrapersonal-self-reflection, metacognition
  - > Interpersonal- communication, person-to-person relationships
  - > Naturalist- related to the natural world
  - > Musical/rhythmic- related to tonal patterns, sounds, rhythms, beats
  - > Bodily/Kinesthetic- related to physical movement, awareness of body
  - > Visual/Spatial- creating mental pictures and images
  - > Logical/mathematical- reasoning, numbers, patterns
  
  - > (Figure 7.11 of Jones & Jones, 2010, p. 250)

# Multiple Intelligences and Learning Styles: What does this mean in the classroom?

## ○ Suggested activities:

- > Visual/Spatial: maps, graphic organizers, charts, illustrations, posters
- > Intrapersonal: independent work, journals, solve in your own way
- > Interpersonal: think-pair-share, group work, debates, role play
- > Naturalist: labeling, categorizing, classifying
- > Body Kinesthetic: dancing, skits, sports
- > Logical/Mathematical: charts, sequencing, prove it, numbers
- > Verbal/Linguistic: reading, writing, speaking, discussion
- > Musical/Rhythmic: songs, beats, raps, sounds, poems
- > (Figure 7.12, Jones & Jones, 2010, p. 251)

## ○ What does this mean at home?

- > I will identify your child's intelligences and learning styles and share them with you.
- > Use some of these activity suggestions at home!

# Classroom Rules

- ◉ Why do we have them? Why are they important?
  - > Health and Safety
  - > Property Loss and Damage
  - > Legitimate Educational Purpose
  - > Serious Disruption of the Learning Process
  
  - > (Credited to Gathercoal (2004); Jones & Jones, 2010, p. 179)

# Classroom Rules

- ◉ We do not know exactly what they are yet. Why not?
- ◉ Class created rules
  - > Together, students will create the rules

# “Guidelines for Success”

- For our classroom, and for life in general!
- Students will chose our classroom “guidelines for success”
- Posted around the room
- A theme throughout the school year



# Examples of “Guidelines for Success”

(Taken from CHAMPS by Sprick, 2009, pgs. 35-39)

- Guidelines for Success: Be responsible. Always Try. Do your best. Cooperate with others. Treat everyone with respect (including yourself).
- Be respectful. Be responsible. Be Safe. Excel.
- HEART: Have a positive attitude, Expect success, Accept responsibility, Respect myself and others, Think before acting.
- STORM: Success Takes Order, organization, Respect, Responsibility, Motivation.
- Be responsible (Finish what you start.), Always try (Try, try again.) Do your best (Work hard. This is your job.) Cooperate with others (Be kind. Take turns.) Treat everyone with dignity and respect, including yourself (Remember to say “Please,” “Thank you,” Excuse me.”)
- Any suggestions?

# Rules vs. Procedures

- ◉ Both are expectations for behavior that must be followed
- ◉ Rules- how we act
- ◉ Procedures- how things are done
- ◉ Establishing clear procedures helps the day run much smoother!
- ◉ Procedures are TAUGHT and PRACTICED!

# Procedures: Classroom 208

- Entering the classroom
- Locker procedure
- Preparing for the day
- Homework folder
- Bellwork
- Homework check
- Morning meeting
- Reading time
- Writing time
- Math time
- Science time
- Social Studies time
- Lining up
- Sitting in desks
- Sitting on the rug
- Classroom jobs
- Attention calls
- Materials
- Bathroom
- Drinking fountain/water
- Office
- Student calls home
- Student participation
- Turning in work
- Returned work
- Late work
- Missing assignments
- Absent/make-up work
- Classroom library
- Classroom and school property
- Behavior
- Noise-level
- CHAMPS expectations outline
- Paper headings
- No name work
- Grading

# Behavior System

- Individual
  - > Clip system is used school-wide
  - > Every student has a clip with his/her name on it
  - > Every classroom has a place for clips that includes 4 colors: green, yellow, orange, red (See ribbons at the front of the room)
  - > Students move their clips on the colored ribbons depending on their behavior, can move up or down
  - > All students start on green every morning
  - > Daily and rewards and consequences:
    - Green: great job!
    - On yellow: warning, 5 minutes off recess
    - On orange: 10 minutes off recess, behavior reflection sheet
    - On red: no recess, ticket and parent contact
    - On green all week: a pick from the prize box on Friday, positive parent contact

# Behavior System

- Small group

- > Students sit in “teams” of 4-6
- > Teams change at the beginning of every month
- > Students choose positive “team names” every month
- > Teams are rewarded points when they follow directions, show example behavior, win games, show positive teamwork and collaboration
- > The team with the most points at the end of the week earns a pick from the prize box

# Behavior System

- Whole group

- > Marble jar: Every time the students as a group follow expectations, or if they receive a compliment, they receive a marble
- > A full jar of marbles means the students have earned a reward
- > Students suggest and vote for rewards (movie parties, treats, extra recess, etc.)

# Intrinsic vs. Extrinsic Motivation

- To motivate means “ to provide an incentive, to move to action, to drive forward” (Sprick, 2009, p. 26)
- “A person is intrinsically motivated when the pleasant consequences of behavior are natural, or directly related to the essential nature of that behavior” (Sprick, 2009, p. 26)
- “Extrinsic motivation occurs when someone engages in a behavior because of pleasant consequences that are not directly related to the essential nature of the behavior” (Sprick, 2009, p. 27)
- Use of external rewards in the classroom
- Let’s not forget the importance of intrinsic motivation!
- Encourage intrinsic motivation at home, too! How?

# The first few days...

- ◉ Acquaintance activities
  - > Positive peer relationships
- ◉ Create class rules together
- ◉ Decide on our “Guidelines for Success”
- ◉ Teach procedures



# Questions?

- Student Handbook
  - > Explains school-wide policies outside of our classroom
- Principal
- Academic Coordinator
- Secretary
- Specials teachers

# Thank you!

- ◉ Your attendance this evening truly means a lot!

- ◉ Again... Let's make it a great year!

# References

Jones, V. F., & Jones, L. (2009). *Comprehensive classroom management, creating communities of support and solving problems*. (9th ed.). New Jersey: Prentice Hall.

Sprick, R. (2009). *Champs a proactive and positive approach to classroom management*. (2nd ed.). Eugene, Oregon: Pacific Northwest Publishing.