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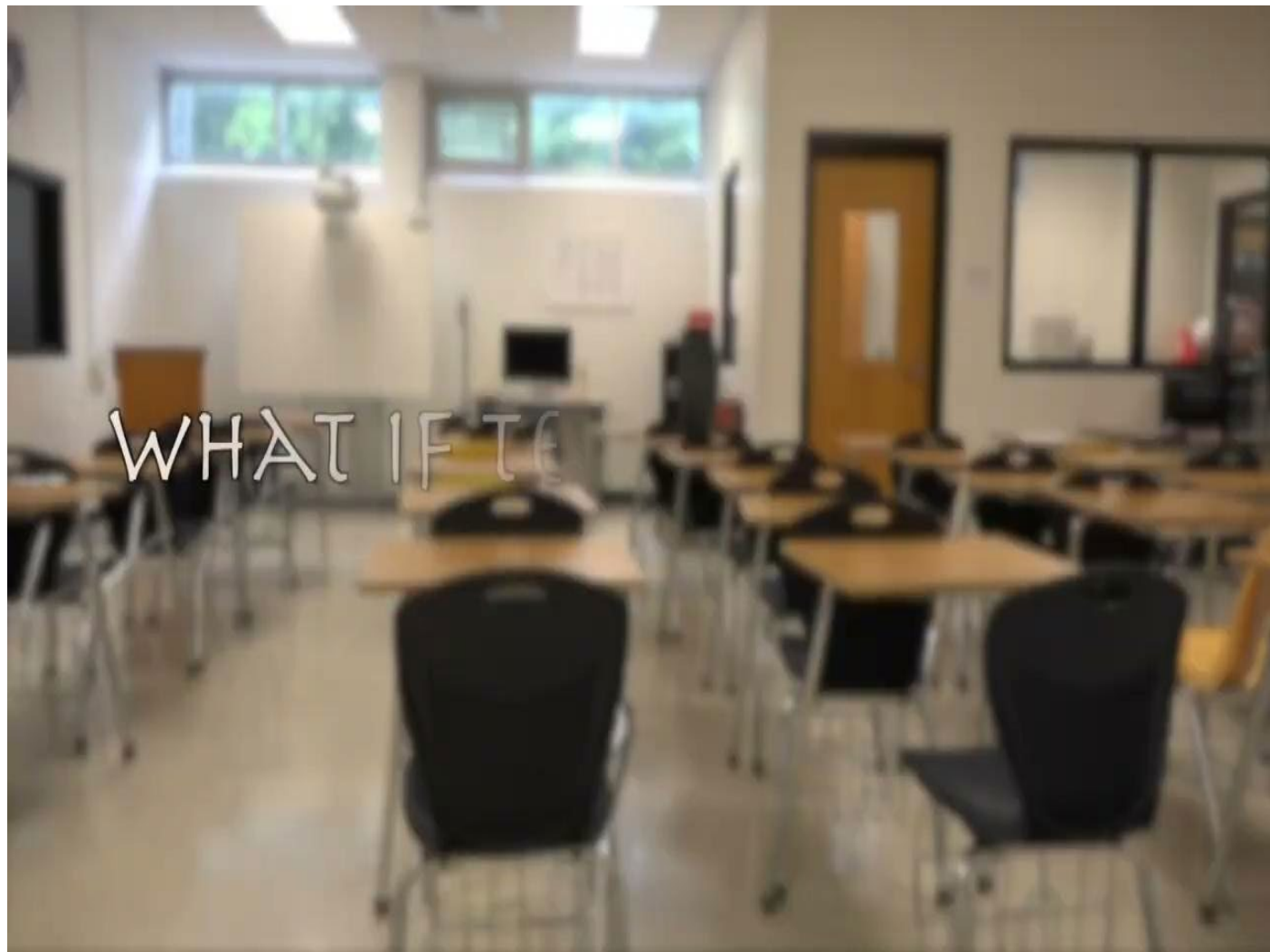
# Classroom Hacks

Tips and tricks for newer CTE teachers focusing on classroom management, student engagement, CTE acronyms and grading. What you wish you'd known before the start of the school year.

January 30th, 2023  
Session D  
3:45 pm - 4:45 pm

[bit.ly/ClassroomHacks2023](https://bit.ly/ClassroomHacks2023)





WHAT IF TE



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# HACK #1: Build Relationships with Students

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# RELATIONSHIPS

Many educators note that a teacher's ability to balance warmth and strong boundaries is key to successful relationships—and classroom management.

“Be consistent but flexible. Love them unconditionally, but hold them accountable. Give them voice but be the leader,” said Rae Rudzinski.

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**What are you doing  
in your classrooms  
to build  
relationships?**

Think. Pair. Share.





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# HACK #2: Set Clear Expectations



## What's Next?

# Set Expectations for Students

- Structure
- Consistency
- Boundaries

### Things to consider

1. Use a seating chart
2. Post daily schedule on screen
3. Use bell-ringers
  - a. This is a fancy way of saying give the students something to do as soon as they get to class.
  - b. It's a short activity that gets them engaged.
4. Cell phone policy- what is it?
5. Bathroom procedure / rules
6. Earbuds policy- can they use them?
7. Uniforms - do you have one?
  - a. It's a CTE class what does industry allow them to wear?
8. Communication expectations
9. Food - can they eat in your room?
10. Behavior policy - expectations
  - a. Be SPECIFIC.

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## The First Five Minutes...

- Greet Students at the Door
- Students Must have a Routine
- Have assigned Seats
- Have Agenda and Learning Goals Posted
- “Do Now” or “Do First”





# Don't Forget about Emergencies

## Review Frequently...

- Fire Drills
- Lock Down Drills
- Tornado Drills
- Safety Scenarios for Lab Learning
  - Blood Borne Pathogens
  - Exposures
    - Eye Wash Station
- Personal Protective Equipment



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# Do we set different expectations for learning vs. behavior?

Discuss with table.



©Miles Fortson



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# HACK #3: Be Proactive NOT Reactive

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## Classroom Management vs. Discipline

Discipline = **REACTIVE**

Classroom Management = **PROACTIVE**



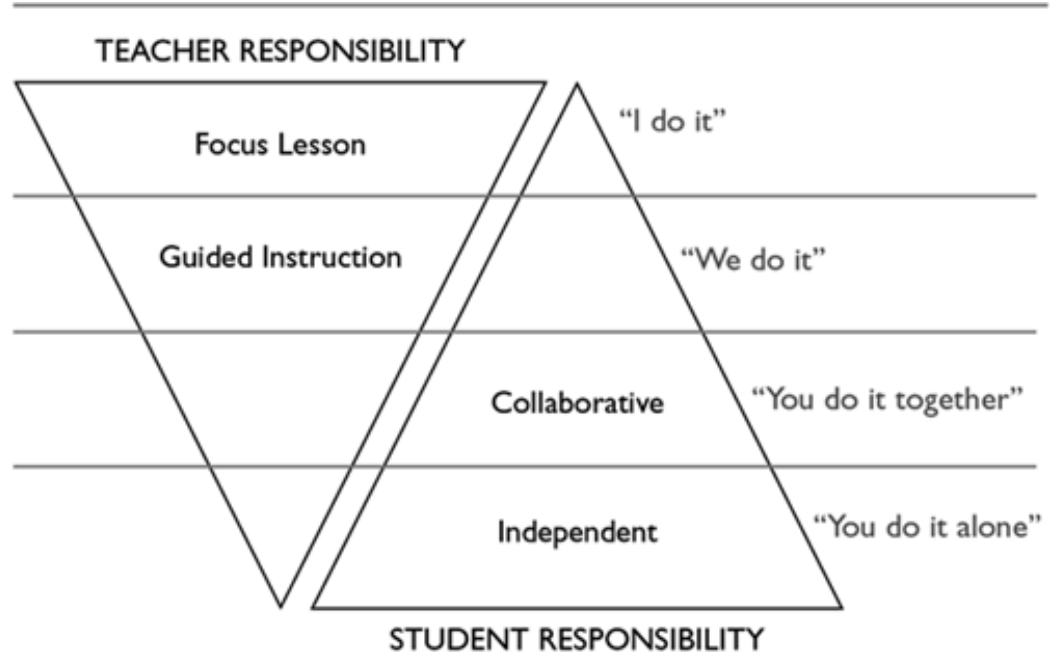
# One idea....

## Create a Teacher & Student Responsibility Graphic

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
**Student and Teacher Roles and Responsibilities**  
Directions: Write down roles and responsibilities that teachers and students are expected to have in a school.

Student Roles Responsibilities	Teacher Roles and responsibilities

Why is it important for both teachers and students to do what is expected of them?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Important...

Follow.

Through.

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You're about to go on a work-based learning field trip with a big employer that is a **STRONG** advisory partner, how do you prep your students?

Discuss with table.



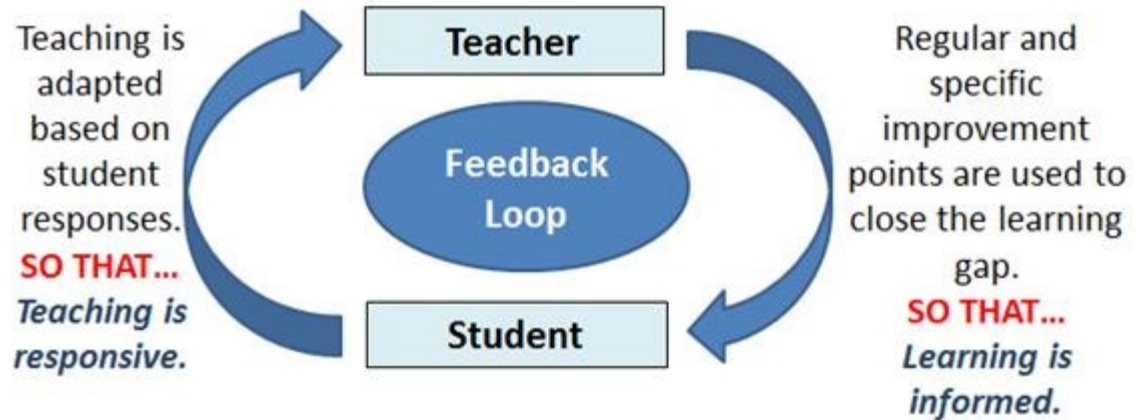


# HACK #4: Give Feedback in Many Ways



## Different Ways to Give Feedback

1. Talk to your students
2. Peer reviews
3. Grades



# Feedback #1: Talk to your students

1. Give verbal feedback that is specific to expectations
  - a. Move beyond, “Good Job!” or, “That could use some more work...”
2. Be timely
3. Be genuine
4. Judgement free

**10 PRINCIPLES IN GIVING EFFECTIVE FEEDBACK**

**UNDERSTANDABLE**  
expressed in a language that people will understand

**SELECTIVE**  
cover 2/3 areas in reasonable detail that the person can actually do something about

**SPECIFIC**  
lose generalisations, feedback must be specific and focused

**TIMELY**  
provided at the moment of need so the person can remember the incident and improve

**CONTEXTUALISED**  
framed with reference to what the intended outcomes should be

**NON-JUDGEMENTAL**  
descriptive rather than evaluative. Focus on the facts

**BALANCED**  
pointing out the positive as well as areas in need of improvement

**FORWARD LOOKING**  
suggesting or pointing to areas of improvement in the future

**TRANSFERABLE**  
focused on outcomes, skills and behaviours that the person can actually do something about

**NOT-PERSONAL**  
don't make it about the person, only on what happened and the outcome

**mta training group**



## Feedback #2: Peer Reviews

### 1. TAG:

- a. **T**ell - some things you like
- b. **A**sk - thoughtful questions
- c. **G**ive - positive suggestions

### 2. 3 Steps

- a. **Step 1** - Compliment
- b. **Step 2** - Suggest
- c. **Step 3** - Correct

### 3. QUACK

- a. **Q**uestion - one question I have is...
- b. **U**nderstand - help me understand...
- c. **A**gree / Disagree - I agree/disagree because...
- d. **C**ompliment - I think you...
- e. **K**now more - I would like to know more about...

# PEER REVIEW



Title of the Project:

Name of Student:

**Checklist: Please review this draft and check that the following items are present.**

- Multimedia presentation begins with a clear title on the cover slide.
- Font size and style are consistent throughout the presentation.
- Each slide includes bulleted information (**no** complete sentences).
- Each slide includes high-quality media (e.g., photograph, chart, embedded video, etc.)
- The final slide has a complete works cited list for all the resources and media included in the presentation.

Additional notes , thoughts, or suggestions:



# Feedback #2: Peer Review Examples

**FEEDBACK CHAT**

Hi 🗨️ My name is  and I am looking forward to your feedback!

📍 My name is  Tell me which goal you want feedback on.

**WHAT AM I TRYING TO ACHIEVE?**

The goal I want feedback on is...

👍 Some things I like are...

🗨️ Some questions I have are...

💡 Suggestions I have are...

**WHAT SHOULD I DO NEXT?**

After receiving this feedback, I am going to...

**TELL ASK GIVE**

**TIP**  
Click the Zoom button to make it easier to read and enter text.

**LET'S KEEP OUR FEEDBACK KIND SPECIFIC HELPFUL**

**FEEDBACK CHAT**

Hi 🗨️ My name is  and I am looking forward to your feedback!

📍 My name is  Please tell me about your goal.

**WHAT AM I TRYING TO ACHIEVE?**

The goal I want feedback on is...

👍 Some things I like are...

🗨️ Some questions I have are...

💡 Suggestions I have are...

After receiving this feedback, I am going to...

**WHAT SHOULD I DO NEXT?**

**TELL ASK GIVE**

**Learning in Hand**  
with TONY WILKENT

**TELL**  
some things you like

I like how you...  
What really wowed me was...  
The best part of your work is...  
I connect with...  
I enjoyed your work because...  
It made me smile when...

**ASK**  
thoughtful questions

Why did you...  
How will you...  
What did you mean by...  
Why is...  
Did you consider...  
I am wondering...

**GIVE**  
positive suggestions

One suggestion is...  
You might change...  
I am confused by...  
I think you should add...  
You might consider...  
Do you think you should...





# Feedback #3: Grades

## Gradebook Setup

### Points vs. Categories

1. Set up both semesters at the beginning of the year.
2. Communicate grading in your syllabus.
3. Plan ahead.

## Gradebook Tricks

1. VALUE what you put in the gradebook.
2. Enter assignments early.
3. Use comments to document & communicate.
  - a. Keep them clear, concise, and accurate.
  - b. NO personal feelings.
4. Include or don't include box.
  - a. Keep track of the grade, but it doesn't count as part of the grade.
5. Enter grades at least once a week.
6. Attach rubrics and assignment instructions.

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What is your favorite type of feedback to use in the classroom?

Would your students agree with you?

Discuss with table.





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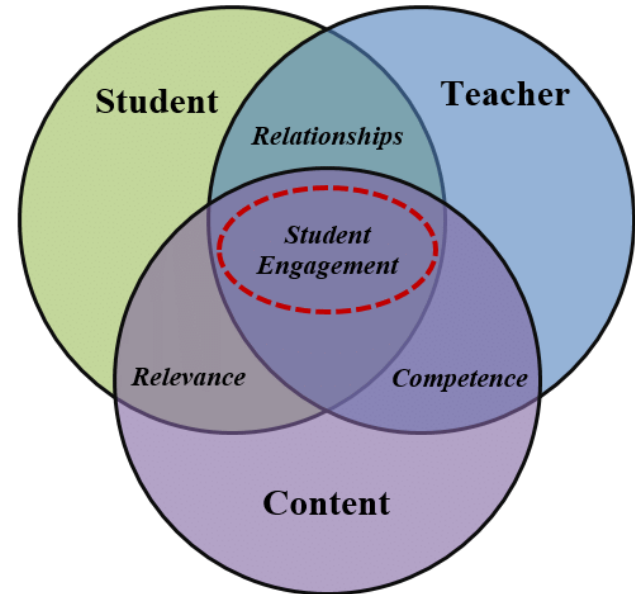
# HACK #5: Engage Your Students





## Different Ways to Engage Students

1. Establish value
2. Create relevant assignments
3. Create student centered lessons



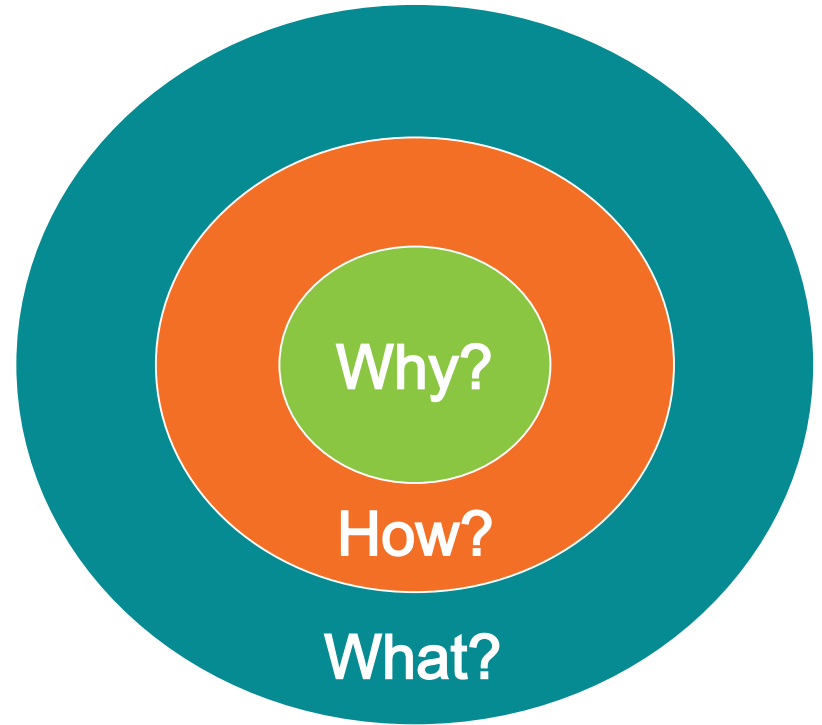


# Establish VALUE

**Why = The Purpose**  
Why do I need to learn this?

**How = The Process**  
Specific actions to take to get to why.

**What = The Result**  
What do you do? The result of why. Proof.

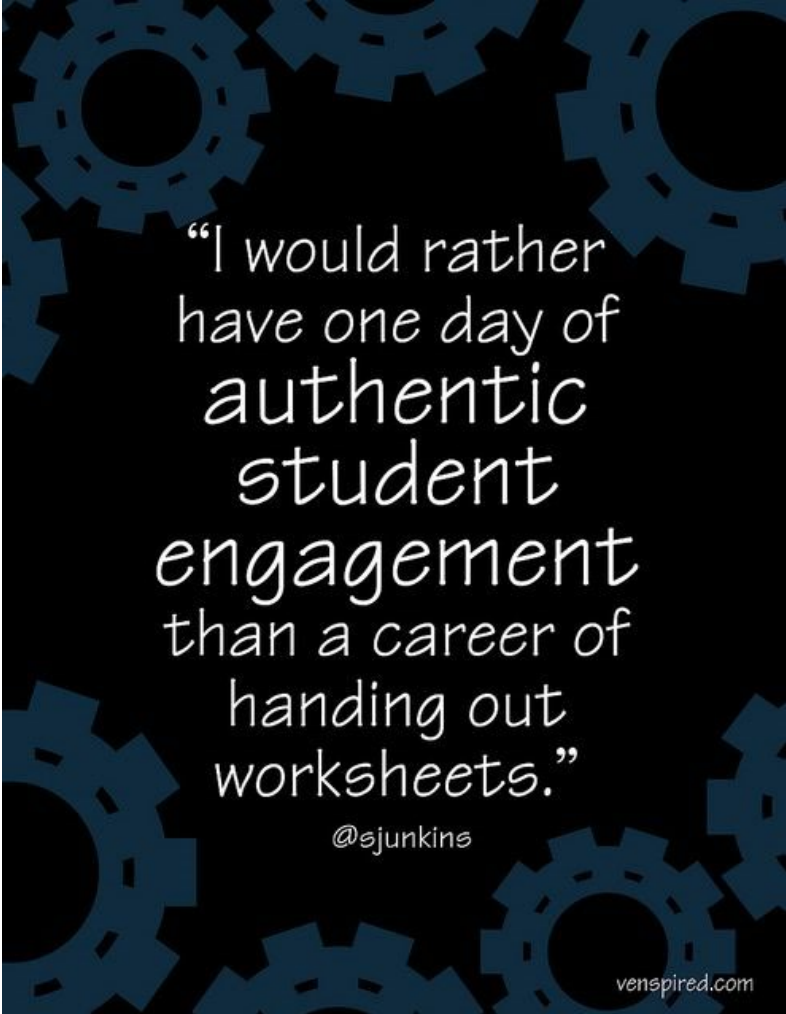


# Be RELEVANT

Quiet students don't  
always equal  
engaged students.

When creating an assignment  
consider:

1. What do I want them to know at the end of this assignment?
2. How will they show me their knowledge?
3. What can they do with this knowledge?



“I would rather  
have one day of  
authentic  
student  
engagement  
than a career of  
handing out  
worksheets.”

@sjunkins



# Student CENTERED

Is the lesson about you? Or do students have the opportunity to contribute?

"You could be the most brilliant, informed person on earth, but if your class is in a state of boredom your teaching isn't making an impact!"



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How are you  
**INVOLVING** your  
students?

Discuss with table.

“Tell me  
and I forget.  
Teach me  
and I remember.  
Involve me  
and I learn.”

BENJAMIN FRANKLIN

# Hacks in Review

#1: Build Relationships with Students

#2: Set Clear Expectations

#3: Be Proactive NOT Reactive

#4: Give Feedback in Many Ways

#5: Engage Your Students



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# CTE Acronyms



# CTE Acronyms for Beginners

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## MDE

Michigan Department of Education

- The top dog of education in the state of Michigan

## CTE

Career & Technical Education

- The amazing programs that teach students about business and industry

## OCTE

Office of Career & Technical Education

- The top dog of CTE in the state of Michigan

## CEPD

Career Education Planning District

- aka. Big boss in a district/region



# CTE Acronyms for Beginners cont....

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## ACA

### Annual Career Authorization

- The teaching certification that allows you to teach without going through a traditional teacher education program

## CIP

### Classification of Instructional Programs

- The special code for programs in a specific category (national codes)

## PSN

### Program Serial Number

- The number assigned to your program that identifies where you're located

## PIC

### Personal Identification Code

- The number that is SPECIFIC to YOU!

# CTE Acronyms for Beginners cont....

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## CTSO

### Career and Technical Student Organization

- A formal student leadership organization
  - ie. FFA- Future Farmers of America
  - BPA - Business Professionals of America
  - FCCLA- Family, Career and Community Leaders of America

## WBL

### Work-Based Learning

- The opportunities designed to help get student connected to business and industry

## PCC

### Perkins Competency Course

- How your standards are grouped together



## Perkins 4 or Perkins 5?

If your CIP code is under Perkins 4:

- Old federal guidance
- Has NOT gone through the career pathway grant update
- GAP Analysis (submit for CIP selfreview)
- Segments
  - Submit old instructional delivery for CIP self-review

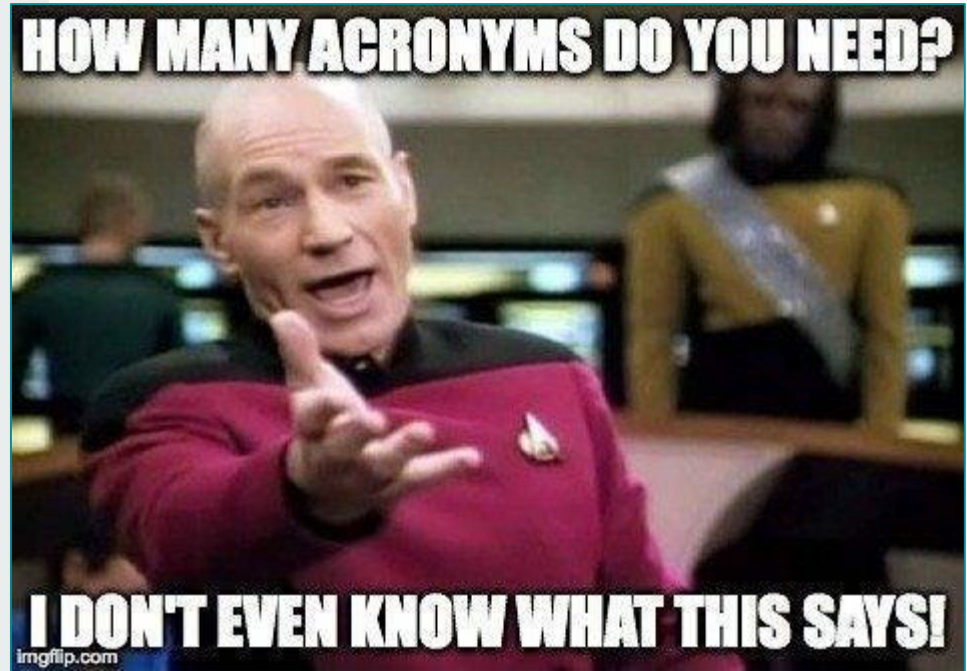
If your CIP code is under Perkins 5:

- New federal guidance
- HAS gone through the career pathway grant update
- NO MORE GAP Analysis
- Competencies
  - Submit NEW instructional delivery for CIP self-review

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For more acronyms  
visit the MDE  
website.

[Acronyms & Abbreviations](#)



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Do you need more help? Support?  
Ideas?



# CCDA

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