

# **“Tricks of the Trade”**

**Techniques on How to Manage your Classroom,  
Lab and Job Site Safely**

**Increase Student Achievement**

**Develop Mastery Teaching Skills**

**WTEA Spring 2011**

**Presented by:  
Dave Rasmussen  
Retired Technology & Engineering Teacher**

**With Additional Excerpts from:  
Wisconsin and Minnesota  
Technology and Engineering Teachers**

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# Tricks of the Trade

*Introduction from Dave Rasmussen:*

After thirty-three years of teaching I wanted to share some helpful strategies that could make you a more effective teacher. Some of these tips are from me and some are from other teachers in Minnesota and Wisconsin that responded on the list server to my request to share successful classroom ideas and strategies. More and more schools across the nation are increasing class sizes in the Technology and Engineering areas, and now, more than ever, both new and veteran teachers are faced with the challenging tasks of how to maintain a safe and excellent learning environment in the classroom.

I have found some of the secrets of being a very effective teacher are to admit your mistakes to your students so they can learn the importance of being responsible for their own behavior, give your students love and attention, make your expectations and procedures clear, use different learning styles, use the humor of your mistakes and the students to your advantage. But also take advantage of the technology you have and turn to your peers for friendly, helpful advice. You don't have to reinvent the wheel – that has already been done. Your job is to improve on it and make it a smooth ride.

## **1. Admit Your Mistakes**

Students will show respect and learn from you if you are willing to respect and learn from them. Let them know you make mistakes and then be willing to apologize to them in front of the class or in private. Learning how to apologize effectively is a very important aspect of effective teaching. Several times I have heard a person say they were sorry and the offended person said that's not good enough. I never understood why until I read the book "The Five Languages of Apology" by Gary Chapman and Jennifer Thomas. The book explains how each of us need to hear one or more of the following types of an apology before our hurt feelings can be relieved and we can move on with our relationship: Expressing Regret, Accepting Responsibility, Making Restitution, Genuinely Repenting, Requesting Forgiveness. When you hear a student say, "Mr. Jones hates me" it might be because the teacher did something to offend the student and the teacher didn't use the proper apology language that allowed the student to forgive and forget. To learn more about the five languages of apology, log into this website and take a simple quiz: <http://www.5lovelanguages.com/assessments/30-second-quizzes/apology/>

## **2. Give Your Students Love and Attention**

Your students are starving for your love and attention. Everyone needs love and everyone expresses it differently. In the book, "The Five Love Languages" by Gary Chapman he demonstrates that everyone has one strong love language. Learning your student's language can be a valuable tool that can help increase student achievement. The five languages are: Quality Time, Words of Affirmation, Gifts, Acts of Service and Physical Touch. I'm sure you can all think of students in your classes that are always hanging out in your room. One of them needs a pat on the back and the other one just needs to hear a word of encouragement. Another student will clean the entire shop for you and that makes them feel great. They are expressing their language of love. I highly encourage you to read this book and then take the 5 Love Languages quiz to determine your love language. Besides helping you become a more effective teacher this is a great tool to use in all of your relationships. <http://www.5lovelanguages.com>

### 3. Make Your Expectations Clear

Another great tool to in classroom management is Dr. Harry Wong's CD or DVD on "How to Improve Student Achievement." His techniques and strategies are valuable tools no matter what age level you teach, how large your class size, or if all your students are special need students.

Dr. Wong explains how important the first day of school is, and insists that you better have the class in shape by the second Friday. You are not there to be the student's friend but rather a good adult role model. Below are a few techniques that I have learned from Dr. Wong and have adapted to my teaching style.

- A) Let them know the procedures! On the next page I have an example of a classroom procedure sheet that I give all my students on the first day of school. We read it over and over so that everyone understands it. Don't complain that your students don't know how to do a certain procedure if you haven't made it perfectly clear.
- B) Be flexible! I allow my students to stand on the side of the room when they have been sitting all day. They can learn from my lecture or watch a video while standing as well as sitting. The procedure allows them to stand wherever they like as long as they don't interfere with anyone else's learning. I also allow students to change seats once I've taken roll so they can see the board or to get away from a person who might be bothering them. They can go in the lab and grab a stool so they are sitting up higher to see the board. They can do whatever it takes for them to increase their effectiveness as a student as long as it doesn't bother me or anyone else in the room.
- C) Be aware! I put up mirrors in my room so when I'm in the lab I can see blind spots where students like to hide out and do nothing.
- D) Be productive! My goal is to increase productivity. So if the students are working on a project they don't have time to watch the glue dry. They are encouraged to find something to do that is productive even if it is doing homework for another class. I run the class as if we are a manufacturing lab and I tell them that I can't afford to pay them to be unproductive. I ask the students if their parents did as little as they did in the last hour do they think they could keep their job. Would they have earned enough money to feed the family today?
- E) Be effective! The single most important factor that influences student achievement is being an effective teacher. Effectiveness means you are doing it correctly. Manage your classroom as if it were a "Lean, Mean, Learning Machine". Keep everyone safe and working.
- F) Be a good role model! Have very positive expectations for all your students and always say please and thank you. Be a good role model for life skills.
- G) Be relevant! Have a purpose for everything you do and tell your students what that purpose is. Don't show videos for fillers; rather use them as tools to learn relevant information.
- H) Be consistent! On a job site you must create an atmosphere of trust. Students must be told what the consequences are for failure to follow procedures on the job site. You need to be consistent and fair with the consequences. The best thing to do as your classes are increasing is to recruit volunteers with good values that can help students learn how to build a house. Retired teachers or carpenters can be a good resource.
- I) Be efficient! Have work for students to do on the board so you don't waste 5-7 minutes of instruction time every hour doing attendance and other housekeeping chores.

## **P. J. Jacobs Jr. High Technology and Engineering Classroom Procedures**

### **What is the procedure when:**

- 1) **The door is locked and no teacher is present.**

Students should line up in a single line against the hallway wall and wait for the teacher to show. When the bell rings, wait 2 more minutes. If no teacher shows by this time select one responsible student to go to the office and report the absent teacher. The teacher could be seriously hurt somewhere and you following this procedure could save their life.
- 2) **The door is open at the beginning of class.**

Come into class sit in your assigned seat. Have your pencil and paper out so you are ready to learn. Read the directions on the board so you know what will be done today and there may be some bell work that you could get started on while the teacher takes attendance.
- 3) **You need to go to the bathroom before class.**

Try to find a classmate in the hall on the way to class. Ask them to tell the teacher you had to stop in the restroom and you will be 1 minute late. This will be much faster and less loss of instruction time, than coming to class and then asking to leave class to go back upstairs to use the restroom.
- 4) **You need to go to the bathroom during class.**

If you can wait for a time when the instructor isn't lecturing, or giving directions, that would be best. If you can't wait simply get out of your seat pick up your planner bring it to me for my signature. Be sure to only use the restroom that has been designated for your class, and go straight to the restroom and back as quickly as you can. Have your planner in your possession at all times.
- 5) **You need to leave the room.**

Anytime you need to leave the room your teacher must know when you will be leaving, why you are leaving, and where you will be going. An example would be a pass from the office. Simply show the teacher the colored pass and watch for the hand signal giving you permission to leave. There are very rare occasions that more than one person would leave the room at the same time. An example of this would be when a sport team has an early dismissal. Other wise one at a time.
- 6) **You need to leave the room for a fire drill.**

If you are in room 001 or 002 you need to proceed up the center stairway and then out in front of the school by the flagpole. If you are in room 005 go out the classroom door turn left and take the first set of steps on your right. Once outside be sure to check in with your teacher for a head count. If you are in the bathroom when the fire drill sounds don't come back to class. We will be long gone. Go out the nearest exit and find the teacher in charge. Tell them what class you are from and they will be able to radio to the other teachers so your instructor doesn't send fireman in looking for you in the restroom.
- 7) **You need to leave the room for a tornado.**

Proceed out in the hall and sit on the floor facing the wall. Stay away from all windows doors, their swing patterns, and any glass.
- 8) **You need to sharpen your pencil.**

Anytime you need to sharpen your pencil simply get up out of your seat and go sharpen the pencil, don't raise your hand to ask permission to get out of your seat. In room 001 the sharpener is in the front of the room on the right. In room 002 the sharpener is in the back of the desks on the maple wood table. In room 005 the sharpener is in the right front of the room by the windows and close to the television.
- 9) **You were absent, you don't know, or understand the assignment.**

Anytime you are absent you are responsible for all missed work. You have a 1-day extension for each day you were absent. But make sure you communicate to the teacher when you turn in the late work that you are entitled to full credit. Simply write on the paper you are turning in, that this assignment isn't late and deserves full credit. Find your class hour folder and turn in all assignments. Periodically check this folder for graded assignments. Keep these graded papers for proof just in case they weren't recorded in the computer or the hard drive crashes. Always ask questions of your peers first. If they don't know the answer ask the teacher to explain it again.
- 10) **You have been given a timeout for discipline reasons.**

Rude behavior, disrespectful, class disruption and not wearing safety glasses can all result in 5 or more minutes of a time out. Keep track of your own time. Be honest and don't converse with fellow students. Sit at your desk and watch the time. Reflect about your bad behavior, change your attitude and come back and join the class when your time is up.

#### 4. Use Different Learning Styles

. We all have different styles of learning and we usually try to teach our students the way we learn. I strongly urge you to take the time to learn more about these eight multiple intelligences and how you can adapt your lessons so they will reach students that don't have the same learning style as your own. This web site is one of many that will allow you to assess your style. <http://literacyworks.org/mi/assessment/findyourstrengths.html>

- **Linguistic intelligence** ("word smart")
- **Logical-mathematical intelligence** ("number/reasoning smart")
- **Spatial intelligence** ("picture smart")
- **Bodily-Kinesthetic intelligence** ("body smart")
- **Musical intelligence** ("music smart")
- **Interpersonal intelligence** ("people smart")
- **Intrapersonal intelligence** ("self smart")
- **Naturalist intelligence** ("nature smart")

[Http://www.thomasarmstrong.com/multiple\\_intelligences.php](http://www.thomasarmstrong.com/multiple_intelligences.php) is a good site to get information to sell your programs to parents and administration. On this website, Dr. Gardner says that our schools and culture focus most of their attention on linguistic and logical-mathematical intelligence. However, he also says that we should also place equal attention on individuals who show gifts in the other intelligences: the artists, architects, musicians, naturalists, designers, dancers, therapists, entrepreneurs, and others who enrich the world in which we live. Unfortunately, many children who have these gifts don't receive much reinforcement for them in school. Many of these kids, in fact, end up being labeled "learning disabled," "ADD (attention deficit disorder)," or simply underachievers, when their unique ways of thinking and learning aren't addressed by a heavily linguistic or logical-mathematical classroom. The theory of multiple intelligences proposes a major transformation in the way our schools are run. It suggests that teachers be trained to present their lessons in a wide variety of ways using music, cooperative learning, art activities, role play, multimedia, field trips, inner reflection, and much more (see [Multiple Intelligences in the Classroom](#)). Have some fun with this and be creative!

#### 5. Use Humor

Always take time to see the humor in the day and then laugh! Make sure you keep pencil and paper handy so that you can write down some of the funny comments you hear throughout the day. Below are some of the things I have written down through the years:

- A student seriously asked me why her sandpaper wasn't working. When I looked she was using the side without the abrasive.
- A student was trying to make his board for the back of a gun rack symmetrical. To solve the problem he cut the board in half traced it and glued it back together end to end.
- I asked a student if I was speaking a foreign language because he asked if he could do something I just told him not to do. He asked me, what is a foreign language?
- I sent a student looking for a 2X4 while we were out at a construction site. After a long time the student came back and said he had measured every board on site and we didn't have anything bigger the 1 ½" X 3 ½"
- I held up 3 fingers on one hand and 5 on the other and asked a student how many fingers I was holding. She looked me straight in the eye and said 13.
- A student asked me where he could find the shovel attachment for the broom - I said, "you mean the dustpan"?

- A student came to class and worked in the lab for 5 class periods sanding 5 small pieces of wood. I asked him what he was making and he replied “I don’t know, I forgot.”
- “If my project is due tomorrow will it be late if I bring it in tomorrow?”
- “Does over all appearance include the inside of my project?”
- “Does 1/32 comes before or after the 0 on a ruler?”
- “I have no prints in my inker!”
- A student on the 4<sup>th</sup> step of a step ladder asked if he could take off his hard hat because he didn’t fit between the step and the ceiling drywall that he was trying to screw to the ceiling. I said, “No! Just take a step down.”
- A student walked up to me before class and said “I wasn’t here today, did I miss anything?”
- A Student said “Hey, Mr. Rasmussen, my B.O. smells like bacon is that OK”? I replied, “It depends on if your friends like the smell of bacon.”
- I told a student go down to room 002 and get me an iron so we could steam the dent out of her project. She said, “What is an iron?”
- A student told me he had the wrong ratchet because this one only goes counterclockwise.
- I found a student writing his answers to a safety test on another persons test sheet. That student had dropped the class but his answer sheet was still in the folder. When I asked him what he was doing writing on another student’s answer sheet he said “Oh you mean you want us to write our answers on the answer sheet with our own name?”
- A student asked me what day is Monday.
- I asked the class if they knew what a chisel was, when nobody responded I asked the student in the front row if they knew. They said they knew what a chisel was, but not what it looked like!
- I told my class they had to memorize the names of all the tools on a study guide. A student asked me what about the tools we already know do we have to learn those too.
- I asked a student what is half of 2 and the response was 1 ½.

## **6. Additional Classroom Techniques from Minnesota and Wisconsin Technology & Engineering Teachers**

### **Classroom Management**

What works for one may not work for another, but I recommend time cards for most TEE classes. I started using time cards for my building trades class years ago and have found it to cut down on my time/stress of record keeping and put it on the students/employees. My students are paid like employees and can earn 10 pts. a day. At the end of each week they turn in a time card with one or two sentences of what they did each day of the week, as they would on a job and drop them in a box on my desk. They do not get 10 points if they are gone regardless of an excuse, including a doctors appointment (real life, you don't show up you don't get paid like hourly workers). They lose 5 points for a safety violation or simply not working the majority of the class period, I simply tell them during class and they need to document it. If they are caught cheating on their time card I deduct double the points for each day. At the end of the week I usually sit down and enter the points earned or I can have a teacher aid enter the points. This way my grades are updated weekly.

*Duane Elfering*

*Barneveld School District*

### **Safety Rules**

Two (of many) of my safety rules are:

- All machines must be turned off if the teacher is not in the work shop.
- All machines must come to a complete STOP before leaving.

If any student breaks either of these rules, he/she will get a detention and then will call home to one of his/her parents during the class period to explain what he/she did wrong. The calling home technique works wonders

and makes the student take ownership in what he/she did. The parents also appreciate the phone call and it lets the parents know that I take safety very seriously.

### **Classroom Management**

I always start with a "GOOD MORNING" and then that lets the students know that it is time to quiet down and start class. I also make sure to dismiss the students, a bell never dismisses them.

*Angie Arneson*

*Denmark Middle/High School*

*6-12 Grade Technology and Engineering*

*arnesona@denmark.k12.wi.us*

*(920) 863-4108*

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### **Classroom Management**

- My number one classroom management technique is getting to know the students and letting them know I know they are there. I do this by (both at the middle and high school level):
  - at least once a week welcoming students into my classroom by standing at the door and saying "welcome" or "thanks for coming" or "how is your day going?" , etc. And possibly shaking their hand or high-fives based on the time of year (cold/flu season or not)
  - at least once a week talk with students as they leave class. Just like welcoming them, saying things like "thanks for coming", "glad to see you today", "nice job \_\_\_\_\_ today", "hope to see you again tomorrow", etc.
  - being in the halls before school starts. Moving around the building to different places on different days because students are in the same place every day before school, so I move around to see more students.
  - being in the halls between class just to be seen and see students (obviously this can not be done the same day I welcome students or greet them as they leave)
  - (at the middle school) opening the door for students as they come. Students only came in two doors before school, so I would open the door for them as they walked up.
  - have a personal conversation with each student each week. I used to keep a class roster and mark off when I talked to each student about something other than class work (job, sport, home, what they did over the weekend)
- The other classroom management technique I use is being clear about classroom / lab expectations. In the beginning of class and then a couple of times throughout the semester I review with students behavior expectations in the different parts of the classroom (seated / desks vs labs), what I expect, what that would look like, what they would be doing, what is different between the two. For example, if they are working in the auto lab I should never see more than two students at any one vehicle because they work in groups of two. By letting them know I only expect to see groups of two and that that is what I am looking for it sets that expectation so they know before getting in trouble.

### **Safety Violation Consequences**

- 1st violation of the day - verbal warning
- 2nd violation of the day - 5 minutes away from the lab (hallway, other part of the room) and a quick (30 second) talk with them about the violation
- 3rd violation - removed from the class for the day (I have my administrations support of this based solely on the safety of that student and all students in the class). This may be sitting in the hall where I can see them, going to the detention room, or sitting with an assistant principal.
- If a student has multiple 2nd or 3rd violations in a week or two, I have a longer discussion with the student about the violation and at least a call home to let them know of the issue. The call home may



also be to create a plan with the parent / guardian and student about how to address this issue or at least let the parent/guardian aware of the plan the student and I created.

*Greg Granberg*

*Technology and Engineering Teacher - Madison East High School*

*Instructional Resource Teacher - Career and Technical Education - Madison Schools*

*Phone (608)204-1800*

*Fax (608)204-0388*

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I have only been teaching for 2 years but I have found the following helpful thus far;

### **Classroom Management**

Have a daily bell work that students get into the habit of doing every time they come into class. I do a vocabulary word that the students set up themselves on the overhead. This gives me time to take attendance w/o the class getting loud. I have found that classroom management of material is important to avoid trashing scissors, rulers and so on. I have numbered each ruler and scissors and have assigned each student a number. If I find an item missing or damaged, I approach the appropriate student. I have items well organized and visual there is a place for everything and everything in its place. One can quickly assess if any items are missing and have the class find them before being dismissed.

The other thing I do is a game of some sort on Fridays. I have found this to help build cohesiveness in the classroom. In turn I have noticed a decline of rude behavior. Contact me if you're interested in more information on some of the simple games I do.

Approved discipline consequences – I use “yellow cards” like in soccer. If the student gets a yellow card it is considered a warning. If a student gets 2 yellow cards it is a call home and/or detention. I also use what I call a fix-it plan for students that “like” to be sent to detention. The fix-it plan basically requires the students to reflect on his or her behavior and write sentences regarding their behavior. This seems to work pretty well for the students that are not really problem students.

*Joel Rhode*

*Technology education teacher*

*ISD 191 Metcalf Jr. High*

*Burnsville, MN 55337*

*Grades 7-9*

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There have been a number of threads with similar topics on <http://woodworkingteachers.com/> They have a search box at the top of the page and I've found this to be a great resource for woodworking information. The amount of information on this site could be overwhelming and it is sometimes a bit unorganized but with a little time and patience it does offer some great ideas.

[donald\\_tupper@mononagrove.org](mailto:donald_tupper@mononagrove.org)

*Donald Tupper*

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## **Classroom Management**

We use an employability skills grade concept and discuss it as base set of class rules. See below.

If managed and reported on regularly they can see it impact their grade and therefore their employability for a future job.

*Kurt Prien*

*Technology and Engineering Teacher*

*First Lego League Robotics Coach*

*Bay View Middle School*

*Green Bay, WI*

*920-662-8015*

## **21<sup>st</sup> Century Skills Employability Expectations**

Students sometimes find it difficult to understand that behaviors and attitudes developed in school will be repeated on the job. Ask any employer what they look for in a new employee. They typically respond with “the ability to be at work each day, a good work ethic, the ability to work on a team, and the ability to keep learning”.

As part of the quarter grade, students in 21<sup>st</sup> Century Skills classes are evaluated similarly to how an employee is evaluated on the job. Below are typical “real world” employment issues which relate to classroom policy.

The classroom equivalent to these work habits will be reflected in the employability grade which is worth 100 points in each of the quarter classes.

- Flexibility and Adaptability
    - Adjust to differing expectations
    - Shows respect/positive attitude
  - Social and Cross-Cultural Skills
    - Positively contributes to group
    - Assists others
    - Talks when appropriate
  - Productivity and Accountability
    - Safe work habits
    - Completes work in a timely manner
    - Works at assigned area
  - Leadership and Responsibility
    - Prepared for class
    - On time
    - Takes responsibility for and makes up missing work
  - Initiative and Self-Direction
    - Follows directions
    - Stays on task
    - Challenges own abilities
- Employability Contract to be signed by student and parent

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## **Classroom Management**

I use a safety card system. Once the student passes the safety test they get a certificate of achievement and a safety card to wear everyday. if they have a safety violation I punch the card and document on the back of the card what the violation is and date it. After 3 violations, they lose their work privileges until they take and pass the test all over again. At the end of the class we have a drawing for those students that had no violations. This is usually a gift card for food or movies or stuff they would like. This can be used in the middle or high school classes.

In tandem with this I also use a daily grading system from 1-4 points and have rubrics the kids need to follow. At each level they must demonstrate that they fulfilled the requirement for the points for the day. This helps the students keep focused for the day and on task. As a part of class this counts 50% of their grade. Topics covered are attendance and being on time for class, safety, motivation to work, and organization. Ron Klinner in Mosinee showed me his system and I adopted it and modified it for high school woodshop. You can use it in any class; you just need to modify it to your needs. It makes soft skills important and measurable. This makes classroom management much easier in a lab environment.

*Gary Hammen*  
*Oshkosh North High School*  
*1100 W. Smith ave.*  
*Oshkosh, WI.54901*  
*Technology & Engineering Instructor*  
*SkillsUSA Advisor*  
*PLTW lead teacher*

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## **Classroom Management**

One strategy I use is I have the word "TECH" on the board. When the students are not listening to directions or when it becomes so disruptive that I cannot communicate with the students, (usually too loud), I remove a letter. If all 4 letters are removed in a class period, the students have to sit quietly for 10 minutes. This results in less work time for them on their projects. They can earn back letters if they remain quiet.

I teach at the Mount Horeb Middle School and this strategy seems to work for 6-8 graders. I am not sure how effective it would be with 9-12 graders.

*Matt Vande Sande*  
*Mount Horeb Middle School*  
*Technology Education*  
*608-437-2400 x3288 work*  
*608-695-6604 cell*

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## **Safety Rules**

Every instructor fights with the “wear your safety glasses” thing. Not Me!

Here’s how:

On the first day when going over the simple lab rules you simply tell them that glasses will be worn at all times, even if you are done and someone else is working in the lab. This is your first and ONLY warning.

At the beginning of every class, I tell them “Go to work and remember your safety glasses”. A reminder is always fair. Hey, they’re Middle School Kids!

When I see a pair off of their head, or covering their brain instead of their eyes, I point and say very loudly, “I got you; 10 minute time out; I am invincible”!

A couple of things have now happened. First, they pay the price but only 10 minutes. Anyone can handle that. Second, you have just challenged the entire class with making sure you “are not invincible” and they will keep their glasses on so that you can’t catch them. Third, you aren’t looked at like a jerk because you handled the situation in a fair but comical manner.

Lastly, when the offender takes the seat over by the exit, you tell them to keep track of their own time and “hurry back because we will miss you”.

*Dan Picha*

*Anoka Middle School*

*Anoka, MN*

Ok, one more: When I need their attention for a directive, a addition to directions, just some information. Kids will sometimes not listen, or partially listen, or whatever kids do. I holler loudly.....”Freeze”. Now the first time I’ve got some kids that don’t understand and I ask them how can you be moving when I told you to freeze! They then stand still.....perfectly still. I then tell them to take their right finger and place it on their right ear if they are listening. They do. Then I tell them .....“I got all of you....how can you put your right finger on your right ear if I told you to freeze”? They laugh; kids are having fun.

Then we try freezing again and I give them the info that they need.

But by the 3rd week of school, they won’t put their finger on their ear and the entire class is not only listening perfectly, but it’s now a fun challenge for them to beat me every time. When even one or two forget, I jump into the air saying “I am invincible.”

Eventually, the kids won’t even move when I tell them to go back to work! Then, when I tell them wow, you all beat me! Give yourselves a hand. Sometimes that works but eventually the kids are so proud of beating me on this deal. Fun. No wonder they love tech ed.

Remember, if it’s not fun for you, it’s not fun for the students. Find a way to make it fun.

They love it!

*Dan Picha*

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## **Classroom Management**

The following works for me.

Every day I stress the importance of group work and responsibilities. Kids love working in the shop or on activities where they have the freedom to move around. So when I need information about a missing tool, damaged projects, broken equipment, etc., I tell them that all shop activities are suspended until our problem is resolved.

Usually I have results within 24 hours. When lab activities are suspended, we go back into the classroom and open the text books. However, I cannot use this “threat” for every instance, but in situations when I need immediate results the kids have always come through with valuable information.

Dave Dresen

[DDresen@Montello.k12.wi.us](mailto:DDresen@Montello.k12.wi.us)

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## **Classroom Management**

In regards to classroom management, I treat all the students the same, and I treat them as fair as possible. I tell the students I will treat them the way they treat me. I absolutely hate writing a referral for students and sending them to the office. Depending on the severity of their actions, I will take them in my office and talk with them and find out what is going on. I have found that this creates a mutual respect between the students and me, therefore there are fewer problems. Some cases warrant a referral, such as a fight, or harassment.

For safety glass violations, I make the students write 100 long sentences for the first violation, 500 sentences for the second violation and each case after that doubles the number of sentences. I have very few safety class violations.

I also hate it when students misbehave when I am gone and have a sub, therefore, I explain to the class the need to respect the sub and if they get their name written down, they will not be allowed in the shop for one week, they will be writing sentences and they will right a letter of apology to the sub. (I have only had this happen one time in 12 years)

When the students do a good job I praise them for their efforts. Regardless of abilities, I praise them. Many students need to hear they have done something good and in some cases, we as teachers are the only person they may hear that praise from.

*Carla Carmody*

*River Valley High School*

*Grades 9-12*

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## **Classroom Management**

One thing I do that I think somewhat works for “short term” problems is utilize my metals shop (or parking lot when needed) to remove students from a disruptive situation. My concept is the broom... If a student is being disruptive, poor language, not listening, etc. I ask them to go sweep the shop for 5 minutes. They might be a drafting student, engineering student or mfg student. All is the same... in 90% of the cases the current situation dissolves and we can move on. Rarely does the student “know how to sweep” with a push broom and does little for me other than management of the classroom. A couple times I have had students go and sweep the parking lot (I was a bit on edge those days). When students try complaining or saying this is not fair, I give them the option of listening to my request of sweeping or receiving a referral for the office for their behavior. They have always taken the sweeping option.

I realize this is not an end all option and if the situation is serious enough, we go to the office with them. But so far I like the sweeping concept.

I am not sure where I got it from. I am sure I heard or saw it somewhere. But I am utilizing my resources...

NOW, if you have answers to keeping students off online video games in a computer lab classroom, I am all ears.

*Jesse Domer*

*SkillsUSA / Electrathon Advisor*

*Technology & Engineering*

*Watertown High School*

*DomerJ@watertown.k12.wi.us*

*(w) 920-262-7500 x6339*

*(f) 920-262-7545*

*(c) 920-219-2922*

*www.GoslingElectric.com*