

Table of Contents

Introduction4

Part I: The Classroom

1. The Micro/Macro Worlds of Middle School5

- Biochemistry, Psychology, and Cognitive Growth
- Megatrends in Education

2. Creating Order in the Classroom16

- Making Rules
- Establishing Routine
- Discipline

3. Teaching the Basics34

- Staying in Tune with the Essential Elements
- How to Make Effective Use of the Textbook
- How to Make the “Boring” Fun
- High-Level Thinking
- Learning Styles
- Special Needs Students
- Reading in the Content Area

4. Curriculum Development49

- The Psycho-Motor Domain: The Need for Movement
- Creating Instructional Units
- Cooperative Learning
- Projects
- Guest Speakers
- Field Trips
- Thematic Celebrations
- Organizing Your Curriculum

5. Effective Classroom Administration86

- Attendance
- Grading
- Authentic Assessment
- Keeping Up with Students
- Preparing for Substitutes
- Administering Standardized Tests
- Systemizing Red Tape

6. Technology in the Classroom102

- Background
- Audio-Video Technology
- Computers
- The Computer Lab
- On-Line Systems
- Desktop Publishing
- Knowing the Copyright Laws

Table of Contents *(cont.)*

Part II: Beyond the Classroom

7. Teaming	129
• Purpose, Background, and Formation of a Team	
• Background	
• Forming a Team	
• Curriculum Lining	
• Dynamics of a Team	
• Conducting Team Meetings, Assemblies, and Field Trips	
8. The Counselor and Other Support Services	152
• The Many Roles of the Counselor	
• The Counselor's Staff	
• Outside Support	
• Special Education Staff	
• The School Library/The School Nurse	
9. Campus Administration	169
• Organization of a Typical Middle School Campus	
• New Paradigms of Power: Site Based Management	
• The Principal and Vice Principals	
• The Office Staff/Custodial Staff/Food Services	
• Receiving an Observation/Appraisal	
10. Districts, Regions, and States	182
• The Organizations of Districts, Regions, and States	
• Federal Case Law Affecting Teachers	
• Professional Organizations	

Part III: Reaching Out

11. Parental Involvement	191
• The Education Triangle	
• Effectively Communicating with Parents	
• Bringing Parents into the Classroom	
• The PTA	
12. Organizing a School Club	204
• Beginning a Club	
• The Efficient Administration of a Club	
• Fund-Raising/Accounting	
• Club Trips and Competitions	
• Creating an Interscholastic League	
13. Writing Grants	218
• Background	
• Proposal Writing	
14. Resource Library	226
• Further Reading	
• Reproducibles	

Effective Classroom Administration *(cont.)*

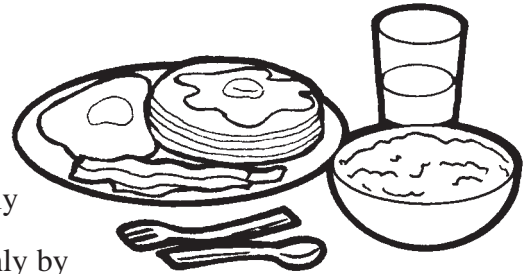
VI. Administering Standardized Tests

At some time during the year, you will have to give basic standardized tests to your students. Each state handles its own tests differently. Whatever version of the tests you have, the procedure is fairly uniform. To properly administer standardized tests, follow this sequence:

1. Get testing information from your counselor or testing coordinator. Make sure you keep abreast of any innovations in testing procedures. For security purposes, you will not receive the testing materials until the first day of testing.

You probably have been talking about the upcoming test with your students and reviewing the format. Make sure you tell the students when testing will begin. Their homework during testing days should be only the following:

- to get lots of sleep
- to eat a good breakfast
- to bring two pencils with erasers
- to bring reading materials in case of finishing early



2. On the day of the testing, explain the rules thoroughly by reading directly from the teacher's manual. Your job is almost robotic. To validate standardized procedures, there should be no variation from the exact printed directions.

If the students have to bubble in personal information, make sure they do it right by checking their answer sheets. Read the directions to them and the sample questions. Have them start. Then give time information on the board if administering a timed test.

3. Walk up and down the aisles every now and then to check that students are marking their answer sheets correctly. You may not answer any questions related to the test while the students are testing. You are allowed to respond to non-test questions.
4. When students finish a section, make sure they close their testing booklets and wait until the next section is started. They may look at the section they have just completed, but they may not look at any other section. A good idea is to have students read or work on extra credit after they are finished with the test.
5. At the end of the testing day, take up all materials in order. You will probably test part of the day for three to five days. At the end of the testing week, gather all materials in the order that the counselor or testing coordinator requests, which is usually testing booklets, completed answer sheets in alphabetical order, blank answer sheets, student testing attendance record, testing oath signature, and extraneous testing materials.

Technology in the Classroom

(cont.)

B. Why Teachers Resist Technology

The main reason teachers resist learning and teaching new technologies like computers is because they feel threatened by their awesome power. Many teachers feel that computers will replace their jobs.

Most people are fearful of change. If everything seems to be going fine, it is only natural to feel uncomfortable about changing. The adage “If it ain’t broke, don’t fix it,” reflects a common attitude. By ignoring technology, however, teachers are turning their backs on society, producing a work force incapable of meeting the demands and challenges of a new era. If our job is to give students the tools for the future, we have to expose them to as many technologies as possible.

On another level, resisting basic tools like computers is being hypocritical. If we require that students adapt and change to our instructions on a daily basis in order to learn, then we as teachers need to learn and change as well. In other words, we should practice what we preach.

The fact is that anyone can master the latest technology, and you do not necessarily need a book or training course. Just get your hands on the equipment and experiment. This chapter will help orient you to all the different technologies influencing education today. Most of these innovations are already in your school, and it is wise to take advantage of all your resources.

II. Audio-Video Technology

A. Traditional Technologies

Giving students opportunities to experience sights and sounds is part of every exciting curriculum. Some students learn better by seeing and hearing than by reading. The traditional technologies which you are already probably familiar with are overheads, audio tapes, film/video, and slides. Integrating these into your lessons can be worthwhile. They can break up monotonous readings and lectures. For more ideas on audio/video, see Chapter 3, section 3.

