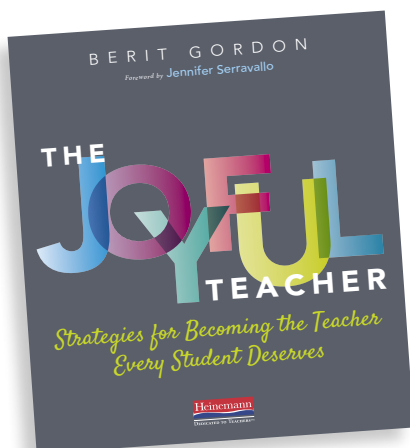


01

Chapter One: Staying Happy and Healthy in a Demanding Job

Got a Minute? Try a Teaching Tip- a little sound bite related to this goal that just might save you time, money, or sanity and helps you get to that teaching goal.

1. **Breathe.** Teachers make endless split second decisions across their day, all while running an entire class and navigating the needs of many. Relieve yourself of the pressure to know just what to do when the unexpected happens. Pause before reacting. You don't even need to explain what you're doing as you silently take a moment. Then make your next move, perhaps with a bit of calm and clarity.
2. **Choose a daily half-hour window in which to respond to emails.** You might look at emails throughout the day, but only answer them during that one time. (Your signature should alert people of your routine.) It gives you time to think, and it can cut down on the back and forth considerably, thereby reducing one of the most tedious tasks.
3. **When you see something good, say something good.** Try to catch yourself when you're being a silent appreciator of the crossing guard who has a smile in any weather, or the secretary who got you coverage. Compliment them out loud. It will feel good and it will likely come back around to you when you need to hear some warm words.
4. **When asked to take on something extra, don't decide right away.** Say, "I'd love to help if I can. Let me think about it and get back to you." Then really think about it. If you truly have the energy and desire to do the yearbook or go on the field trip or do bus duty, go for it. If you are spent, barely managing your "regular" responsibilities at work and home, or if you simply crave less on your plate, say no. It's okay. Really.
5. **Help someone else, if that's available to you.** Sometimes it can get us out of our head a bit, even when we're overwhelmed, to reach out to a colleague who could use a hand. (And remember how good adults are hiding their own vulnerabilities. Even the superstar down the hall could use help.) Sometimes an offer to pick up a coffee or cover a class so they can go to the bathroom can create an authentic connection, and you'll likely get the same generosity in return.

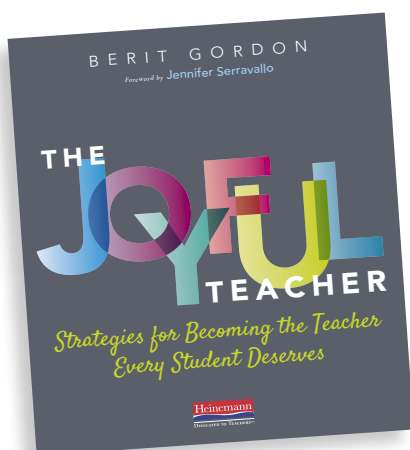


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01

6. **Practice noting one thing you did.** When you get in your car at the end of the day, practice noting one thing you did versus cataloging all the things that didn't happen or went wrong. Do your best to stop there. Go home and say it to your plants, cats, kids or partner. Remember, you don't go up to students and list all the things they aren't doing. Why do it to yourself?
7. **Find a hobby with clear results.** The rewards in teaching are amazing, but some of the best ones are long term, not now when you need them. Don't wait ten years for that tear-jerker of an email from a student saying you changed her life (and those WILL come.) Find something that gives you an immediate end result. Gardening, photography, guitar, calligraphy, baking bread... the possibilities are endless.
8. **Fake it till you make it.** Saying something great about your students, smiling (even if the feeling isn't quite there), singing in the car on your drive to work, all produce chemicals in your body that make you feel good. And remember the opposite is true. Venting and complaining does something to our brains, too. So, while it's not easy, try to focus on what you can control and take note of the good. Then call me and remind me to do the same!
9. **When you can, take a lunch break.** Use lunch to actually eat lunch instead of grade, plan, or answer emails. Get outside and walk around the track, shoot some hoops in the gym, or sit with a friend. Or, pull the shades on your door, dim the lights, don't answer any knocks, and treat yourself to a few minutes of quiet. The grading can wait.
10. **Remember, you showed up.** Did you show a movie or pass out a word search while you tried to catch up on grading? Or maybe you ended up not grading it at all and just checked it for completion? Or maybe that stack of grading just ... got lost? Remember, you showed up. You are a good person who came to work for your kids, and you're trying your best. Be kind to yourself and keep finding ways to show up. It matters so much more than you'd think.



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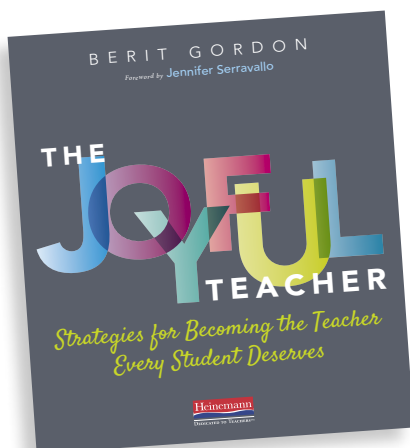
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02

Chapter Two: Classroom Environment

Got a Minute? Try a Teaching Tip- a little sound bite related to this goal that just might save you time, money, or sanity and helps you get to that teaching goal.

- 1. The escalator test.** A broken escalator is still a set of stairs, whereas a broken elevator is just that: broken. Opt for equipment that is not single purpose, reliant on expensive components, or that can't function when one part is broken. For instance, an interactive whiteboard offers a lot, but only when every expensive component (board, bulb, projector, writing tools) are working. Otherwise, you're stuck waiting for the work order to be completed and a \$400 bulb to be replaced before it can serve its purpose. A traditional whiteboard or screen plus a document camera still serve almost all the same functions (and some new ones to boot), but each part is easier to replace and much less expensive.
 - Clipboards, too, serve multiple functions: they are lap desks in classrooms and standing desks on field trips, straight edges for drawing lines, paper holders and more. They're also inexpensive and easy to replace.
 - Stackable milk crates or modular furniture can be stacked into tables, benches, or quick work spaces, or they can be used to store materials.
- 2. The cookie rule.** People typically consume as many cookies are put out. This is not a suggestion to limit exposure to resources, rather to put out with abundance the things you want used fluently and frequently: blocks, trash receptacles, writing surfaces, etc. And yes, limit the things that you have in short supply, or that might be used wastefully, ie., poster board. Make things like sticky notes, paper, and markers accessible in batches, allowing students to access more when they need it rather than putting out heaps all at once.
- 3. Reduce horizontal surfaces at the borders of the room.** They are clutter magnets. These will become dormant piles of unused materials. Instead, opt for ample horizontal work spaces toward the center on which students can collaborate and create. Then, store materials on adjacent and accessible shelves.
- 4. Dimmer switches.** This simple addition makes a huge impact. You can alter the mood and feel of your room easily and instantly with dimmer switches. Use dimmed lighting to signify quiet time or a transition, or when images are displayed from a projector. Use brighter light for collaborative time, when you want to jumpstart sluggish groups after lunch, toward the end of the day, or when the natural light is bleak. YouTube videos will show you how you can do it! Or, ask a handy friend or the custodian and thank them with home-baked goods.

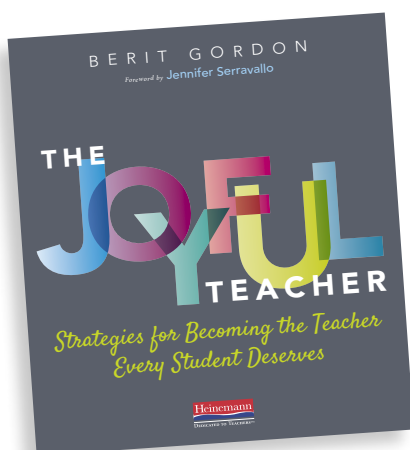


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5. **Variable lighting.** Get table and floor lamps and strings of small lights in addition to overhead lighting. Connect them to one power strip with extension cords when possible to make turning on and off all at once easier. Use incandescent bulbs along with dimmers and/or three way light bulbs.
6. **Non-precious materials.** When a permanent marker drops on a concrete floor, it will be picked up and students move on. When it drops on a rug, students may pretend they didn't do it, or get nervous to use materials or to make productive messes. Think carpet tiles over rugs, chalkboard paint over fabric covered bulletin boards. Opt for surfaces and materials that are sturdy and easy to clean, or at least easy to replace.
7. **Create signs.** Vinyl cutters are not cheap, but they are incredible tools for creating signs that "pop", that last, and that provide an aesthetic flair.
8. **Individual photo tiles for everyone in the room with velcro on the back.** Include all regular members of the room, including you, paraprofessionals, co-teachers, etc. Leave space to highlight guests and visitors.
9. **Budget for across the year.** Don't spend everything (whether school allocated or whatever you invest personally- hopefully this is minimal!) before students arrive. Spend a small portion at the start and reserve funds to make changes once you see how spaces are used and what materials are most needed. Go to the PTO, donorschoose.org and adoptaclassroom.org, and/or social media when you need supplies, before heading straight to Staples with your credit card.
10. **Painters tape or masking tape in multi-colors.** Cheap and highly useful. Duct tape leaves a residue and actual paint is permanent. Use multi-colored tape with a color code to designate spaces, meeting areas, paths, work areas and more.
11. **Castors.** Attaching casters to the bottoms of small shelving units, chairs, and tables makes spaces user-friendly, collaborative, and adaptable for your different needs.
12. **Writing surfaces everywhere.** More spaces to write means more creating, more collaborating, and more engaged kids. It also shows what we value: student thinking. Sealable windows can be writing surfaces. Walls can be writing surfaces. Individual white boards make for portable thought-holders. Shower board sheets can be cut and mounted into nooks, or kept intact and used for floor to ceiling writing surfaces. Use shower boards to cover tables or counter tops for places to work and doodle spaces.



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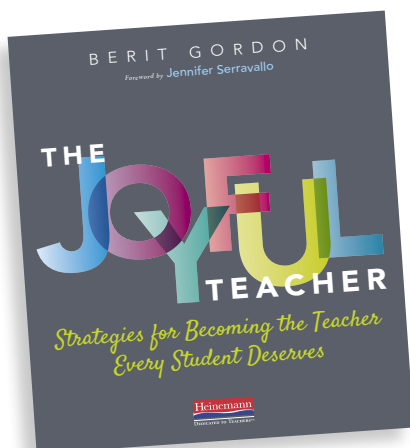
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Chapter Three: Management Part 1: Routines and Rituals

Got a Minute? Try a Teaching Tip- a little sound bite related to this goal that just might save you time, money, or sanity and helps you get to that teaching goal.

1. **Pick your battles.** When a student(s) is doing something wrong, ask yourself, 'Is this the hill I'm going to die today?' before you jump in and address it. Sometimes everything a kid hears is what they're doing wrong. You can opt not to add to that long list at times and to let it go.
2. **Give a heads up before transitions.** Ideally, signal transitions in multiple ways, such as a sign flipped on the board, a verbal cue, and a chime. Ask students to repeat the instructions back to you for what comes next.
3. **Send the student to the office.** But not to receive a punishment! If you're about to lose it, or the student needs a break, send them to the office with a simple task such as delivering a ream of paper. In one school, there is a ream of paper that has traveled the building about a thousand times, giving that kid a chance to get their blood moving and their mind cleared.
4. **Make a bin for homework.** Create a separate folder, bin, or box for every group of students, keep it in clear eyesight, and remind students to put their work in at the beginning of class. Practice the routine that all completed work goes in the bin. This helps reduce the "But I gave it to you!" quandaries and saves time once the routine is set.
 - Put three highlighters next to the bin. They highlight their name in one of three colors based on a quick self-assessment: green=I understood this and feel confident; yellow=I got most of it; orange= I really struggled.
5. **Listen.** When an upset parent calls you, when an administrator expresses their disapproval, when a student cries, "unfair!", listen. Do this because it will help defuse things, and do this because you may learn something essential. Sometimes what you learn is that you were wrong.
6. **Apologize.** Follow up to #5. If you did harm, own up to it. There is great power in saying, "I'm sorry," and offering up a way to make amends. Just remember not to do a sorry-not-sorry of saying, "I'm sorry you feel that way." You risk igniting the flames.

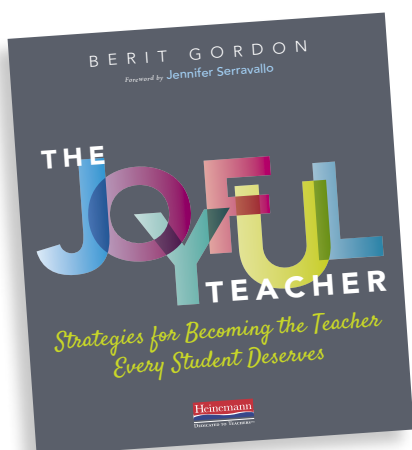


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7. **Don't rule through fear.** We can regress to this when we're feeling vulnerable, but long term, it's no way for us to teach or for our students to learn. Anytime you feel yourself threatening or yelling, take a deep breath. If you already did scream or go on a tirade, forgive yourself and see #6.
8. **One student sharpens pencils at a designated time.** Choose someone to sharpen pencils before the work begins, or when it won't be a distraction. Any other time, students need to use a community pencil. Keep any pen or pencil you ever find and save them as back-ups.
9. **Greet visitors.** Have a designated welcome phrase that you practice in advance, or teach your students the art of a warm and personalized greeting.
10. **Plan on practicing routines after long breaks.** Even high school students will need a refresher.



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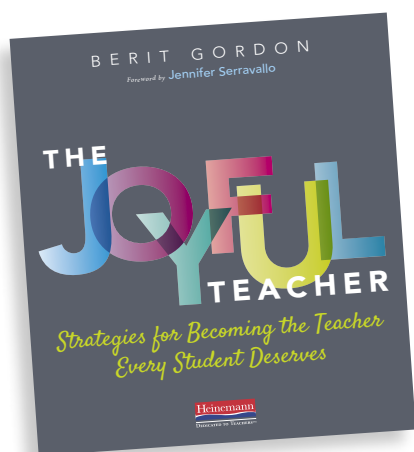
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Chapter Four: Management Part 2: Relationship Building

Got a Minute? Try a Teaching Tip- a little sound bite related to this goal that just might save you time, money, or sanity and helps you get to that teaching goal.

1. **Group students in intentional and varied ways.** Count them off as they walk in, pair them by birthday month, switch two people at every table, have them find someone with the same color socks, etc.. Make sure everyone interacts at some point in the first few weeks of school. Watch what happens and keep notes whenever you can to better arrange future intentional groupings.
2. **Do birth stories or name stories, not cupcakes.** When caregivers come in for birthdays, ask them to tell the story of the student's birth (in addition to or in lieu of cupcakes). This gives that caregiver a purpose beyond passing out napkins, and it will celebrate that student in a unique and meaningful way.
3. **Have everyone finishes the sentence in writing or as a group, "You might be surprised to know about me..."** Make sure to model it yourself, too!
4. **Read anything you see them read, play anything you see them play, watch anything you hear them talking about.** Being able to talk to them about a seemingly "trivial" new meme or song will take you far.
5. **Get closer.** Move toward students, and not in order to be threatening. Your presence signifies interest.
6. **Wait time.** You can ask students to ALL wait 30 seconds before raising their hand. And if they forget, wait anyway. Show them you value thoughtfulness over quick thinking. And, model an interest in everyone's voice by doing so.
7. **Address your students as "writers" or "friends" or "biologists" instead of "hey, guys."** Even if students don't believe it yet, treat them all as though they can and will be scientists, writers, or mathematicians. Our language of expectations is powerful, and it can help our students see themselves in a new light.

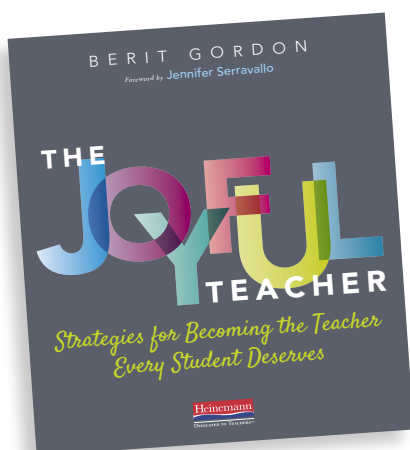


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8. **Own up to favoritism.** We're hardwired to treat those who remind us of ourselves more favorably. If a student complains that something isn't fair, listen and consider if you would do the same thing if they were just like you at that age.
9. **Read up on childhood development for the age you teach.** There are perfectly appropriate behaviors for your age students that are almost unavoidable due to how their brains and bodies are growing and changing. Whether kindergarten, middle school, or high school seniors, find books about developmental stages and brain science for that specific age. Learning about those will help you understand your students, their behaviors, and their needs. Chances are you'll be a tad more forgiving of some of their most annoying habits.
10. **Give an interest survey.** There are tons of interest surveys online that are age appropriate for your students, so find one you like and make it your own. Administer it early and again as needed. Finding out what your students like to do, watch, read, wear, eat, and more will supply you with essential information. Surveys are a relationship-building goldmine.



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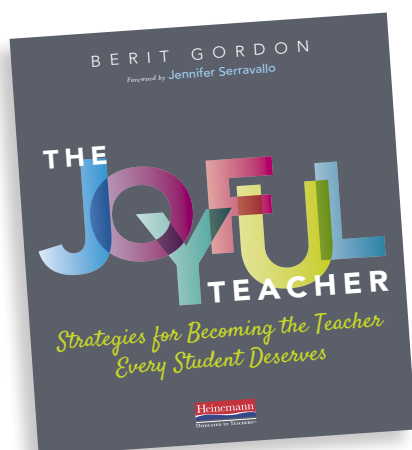
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Chapter Five: Independent Practice

Got a Minute? Try a Teaching Tip- a little sound bite related to this goal that just might save you time, money, or sanity and helps you get to that teaching goal.

1. **Prioritize personalized goals over class goals-** let students start where they're at. This allows every student to be set up for success instead of frustrated with overly challenging material or bored by overly familiar work.
2. **Make sure you have modeled the work** (see Chapter 7 "Whatever They Do, You Do) so that students are crystal clear on how to set off on their own and get started.
3. **Post discussion questions, content, and topics in advance, especially for older students.** This gives them time to think through what's coming, get help, ask questions, and be ready.
4. **Be explicit with "what next" steps and make verbal and written reminders.** Think through all of the steps and walk students through the whole process so they can manage each stage on their own.
5. **Before sending students off to work on their own, have them think through and even jot down a plan for how they will use all of the time.** They should have a plan A and a plan B, just in case something doesn't go how they thought. Share these out at the beginning. Help students tweak these plans so they are ready to get to work- for the entire time.
6. **Have students set goals right after assignments are returned or feedback is given.** Ask them, "What can you do differently next time? What help do you need to get there?"
7. **Have a chart for "What do I do when I'm done?"** that lists multiple options, such as starting a new assignment, returning to an old one, making this one better, helping someone else, independently reading, or asking the teacher how they can help. Make sure to teach what each of these choices looks like.
8. **Start with quiet, even silent time when students work independently.** It will be harder for you to tell at the beginning if any talk is on task or not, so just leave it off the table for now. It will also help students to build prolonged engagement with less distraction at first.

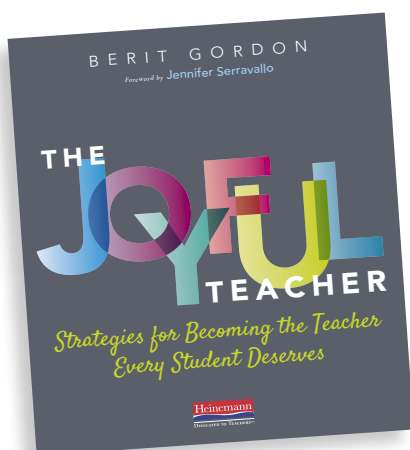


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9. **Keep out materials that students use regularly**, and do your best to have them keep it organized. Teach them how to use it all so they can manage getting and returning materials on their own.
10. **Designate one spot on the board where you always write all the “need to knows”**, agenda, and/or directions. Make it large enough to see from anywhere in the room.
11. **Review and post a chart for all of the “If...Then...” scenarios**, and add to this list as needed. If (I forget a pencil) then (I can go to the supply drawer). If (I need to go to the bathroom) then (I sign out on the clipboard and go).
12. **Sprinkle in volume goals and time frames whenever students are about to work independently**. “Put an X down your paper as far as you think you’ll write in the next ten minutes.” “Circle the number of word problems you think you can get to in the next fifteen minutes.” “How many minutes will you need to set up for the lab today before you can get started?”



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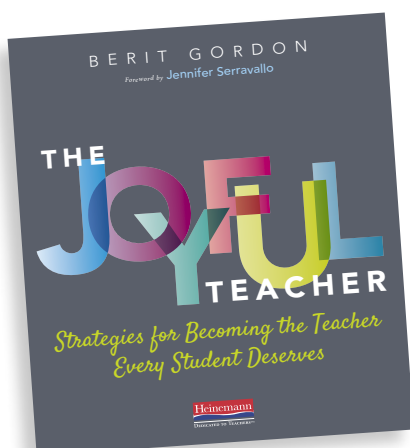
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Chapter Six: Formative Assessment and Feedback

Got a Minute? Try a Teaching Tip- a little sound bite related to this goal that just might save you time, money, or sanity and helps you get to that teaching goal.

1. When providing written feedback, **build in time for students to read it** (or listen to it) as opposed to handing back work and jumping right into the lesson, or giving it to students as they leave class.
2. Want them to really read and think about your written feedback? **Don't attach a grade** and students are even more likely to read the comments. Ask students to turn and talk or jot down a plan of action right then, based on your comments. Show them you value their role in the learning process. Give them the rubric or grade after they've had time to reflect and self-assess.
3. If you are taking notes during a conference or any other time, **allow your students to see those notes**. This isn't top secret information-- it's empowering data for them! You can show them and ask, "Does this seem like an accurate reflection of what you did/what we discussed?" If your notes don't feel like something you'd feel comfortable showing that student, it might be a little sign to make your notes more positive and/or objective. If assessment notes are a healthy mix of what students can do and where to go next, they'll be happy to read over your shoulder.
4. Taking notes on what students do, say, write, and more during class is the pinnacle of multi-tasking. You're managing a million things while trying to record this essential information. But don't wait until they leave. You'll forget, run out of steam, or lose important tidbits. If you need to, **give yourself a minute to sit down and jot it down before moving to the next group or student or task**. Sometimes I leave an empty desk or chair just for this purpose.
5. **Find a system for taking notes on the go**. A clipboard is great for note-taking while kneeling next to a student or even standing. Digital notes are also great for organizing and sharing feedback and keeping track. Check out Evernote, Microsoft OneNote and Google Docs.

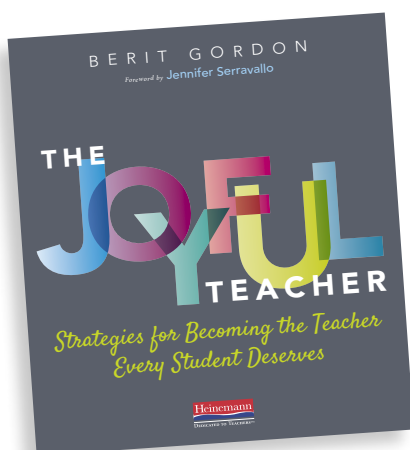


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6. Whether digital or hand-written, **share your formative assessment notes with other adults** who work with your students. Ideally, they have a way to add onto the same document. For instance, keep a page for every student who leaves for OT, speech, or other support. Put all your notes there and ask the others to add to the same document. IEP meetings and parent teacher conferences will have powerful and ongoing data to reflect on.
7. No need to be a martyr with feedback. **It's unnecessary to give written feedback on everything students do and write.** This is exhausting for you and can deprive students of low stakes work time. Have students choose the pieces they want your written feedback. You might limit extensive feedback to about one out of every four assignments, and quick feedback to one out of two.
8. To further focus and streamline your written feedback on student work, **have students write a question they want answered in your feedback.** Or, choose one or two things to comment on based on that student's individual learning goal.
9. If students want more feedback than you have time to provide in class, **let them know they can come during "office hours", which might be during lunch, before or after school.** This puts a bit more onus on them to invest in the feedback process.
10. **Remember we learn from praise.** You are not being "soft" by sometimes providing only positive, specific feedback. This feedback often motivates students more than any other.
11. **Check out free tools like Kaizena, Goobric, Screencastify, Doctopus, Turnitin,** and more that allow you to streamline the feedback process, embed audio clips on the work itself, use rubric templates, and create an online dialogue of feedback with the student.



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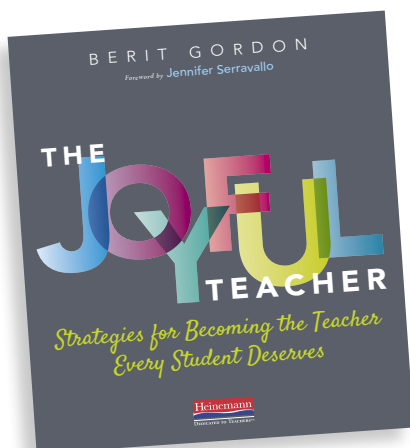
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Chapter Seven: Planning Matters

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1. **Give your units a name with an investigative question.** Instead of “Research Unit” call it “What is a researcher?” Good questions will have concrete and complex ways to answer.
2. **Distill your plan to a crib sheet.** Try to put it on a sticky note so you’re not referring to a lengthy document while you’re trying to teach. This is also a good litmus test for having clear and concrete goals each day- can it fit on a Post-it? If so, you are clear on where you’re going and why. Your kids will be, too.
3. **Review your lesson and ask for each component:** Why? Aim to have a reason for every part of the plan. Even if it’s that you’re on the cusp of burn out so you are showing a movie, that’s a reason! In all likelihood, your rationales will be much more ambitious.
4. **Balance your plan with responsiveness.** Start with a plan, but allow for spontaneity. This will get easier with experience, but remember at any point to use your plan as a guide, not a script.
5. **Share your plan and rationales with your students.** Post an agenda and explain why things are happening. Students benefit from hearing that you have solid reasons for what you’re doing and they feel secure knowing what’s coming next.
6. **At the end of your lesson, jot down notes** as soon as you can about what worked and what didn’t. You’ll be so thankful next year when you pull out that lesson to have the reminders.
7. **Create a shared folder with your grade and content area colleagues.** Put all your best hits and resources there so you can share the wealth. So much better than Pinterest!
8. Speaking of Pinterest and TeachersPayTeachers, remember there is no editor on these sites. There are a few gems here and there, but there’s also a lot of low quality resources. **Ask the best teachers in your building where they go.** Get on Twitter. Search for virtual colleagues on Facebook. Find blogs that share smart thinking and resources.
9. **Add time frames for each part of the lesson.** It’s an extra step and sometimes hard to predict, but you’ll get better at anticipating how long things take. This prevents the dreaded feeling of running out of time or worse, having extra time and nothing planned.
10. **Plan for play.** No age is too old for play. We learn through playful games, creative breaks, and even silly-seeming activities. Play is often ignored in official curriculum and planning guides. Make it your own personal priority and watch kids at every age shine.



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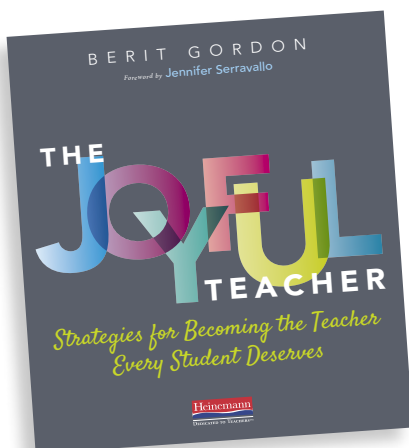
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Chapter Eight: Teacher-Led Instruction

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1. **Passion is contagious.** Don't be afraid to show how much you love this topic. Add inflections in your voice, move around, smile, express wonder! And if you don't love this particular topic, fake it. Students are keenly aware of your enthusiasm, and if you project that this learning is a-ma-zing, then you're apt to hook them, too.
2. **Wait time.** You've heard this one before, but do this two-fold: wait to call on students so you're not rewarding just the fast thinkers, but wait, too, to teach or talk until students are ready. If you start to teach before they are listening, you lose credibility and impact. Do this consistently and students will come to expect that you won't start until they are quiet.
3. **Show and Tell.** Anytime you can hold an artifact to make your teaching come to life, do it. A real world example that students can look at and hold onto will make your teaching memorable.
4. **Don't wait until you're bored to shift gears or abandon a lesson.** Remember you have the adrenaline of being in front of a group, and the ego-boost of an audience. Don't judge your lesson on how interesting it is to you- you're not the one sitting there! Be on high alert for glazed eyes, fidgeting, chit chat, and other signs that tell you- this is either no longer interesting or doesn't make sense. And then, stop. Move on and figure out later how to approach it better.
5. **Inspire them with models.** Save work this year from students so you can share it with next year's students. Create your own model. Look for models in the real world from published or famous artists, scientists, athletes, and authors. Show them what's possible
6. **Screeencastify.** This Chrome extension (no software or \$ required) allows you to record your screen and voice as you teach. Record and save your teaching so students can access it later on, even right then in class if they want to rewatch one part.
7. **Let them know at the start what you're teaching, why you're teaching it, and how long it will take.** By making this public knowledge you're making it clear that you have a plan, that there's a reason why they're learning this, and that they can pace themselves for about X minutes to listen to you. Instant buy-in. Don't keep this information a secret- share it right away!

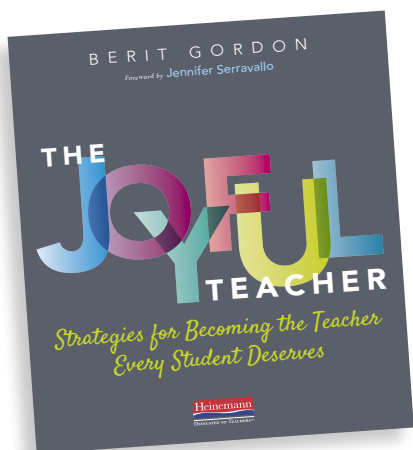


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8. **If you use Powerpoints or Slides, take out almost all of the text.** Presentations should be image heavy, with text limited to titles or phrases at most. Use the images as talking points for stories and instruction. Resist the urge to bullet point lots of information that will get lost in translation or disengage your audience. If they need information, give it in a handout.
9. **Gather them near you.** Even in a crowded classroom of 35 high school students in New York City, I would have them sit on their desks and/or sit closer to the board for my direct instruction. It's a symbolic shift to come together to learn something, and then students spread back out to try things on their own. And if you have more space, get a rug. Don't be fooled into thinking teens are too old to come sit on the rug.



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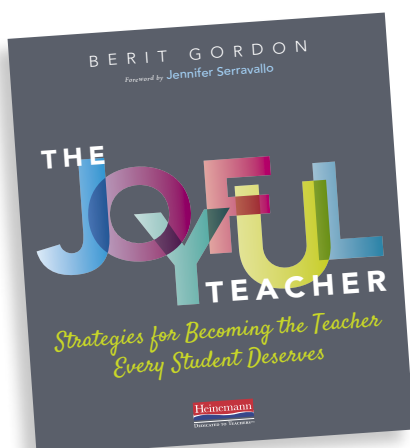
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Chapter Nine: Student Talk and Collaboration

Got a Minute? Try a Teaching Tip- a little sound bite related to this goal that just might save you time, money, or sanity and helps you get to that teaching goal.

1. **Pose a question and then walk away.** Whether building with blocks or discussing a nonfiction text, ask a big, open-ended question and then leave before students can tell you the answer.
2. **Wait Time.** The longer you wait for answer the more you show that you value what students have to say.
3. Anytime you want students to **practice something quickly**, do it through talk. It will be easier and faster than writing.
4. **Start with small groups of two and cap groups at five** (unless you're trying whole class discussion). Any more than five and students will self-divide.
5. **Poker Chips** (or pennies, LEGO pieces...) Give each student in a group about five of a small object. They "spend" a chip every time they talk. When they are out of chips, no more talking!
6. **"Tell me more."** This phrase works wonders to generate more talk and push students to get to something deeper.
7. **To save time, recap what you overhear in paired and group conversation.** Much more efficient than calling on them. You also won't bore them by having every group share out.
8. **Okay to artificially recap conversation.** If you don't overhear what you hoped, you can reape what you wish you heard.
9. **Cut off talk time before it dies out on its own.** Leave them energized instead of "done".
10. **Let them use recording devices** to play back their conversation, reflect, and set goals for making it better next time. Knowing conversation is being recorded can also up engagement and accountability for staying on topic.



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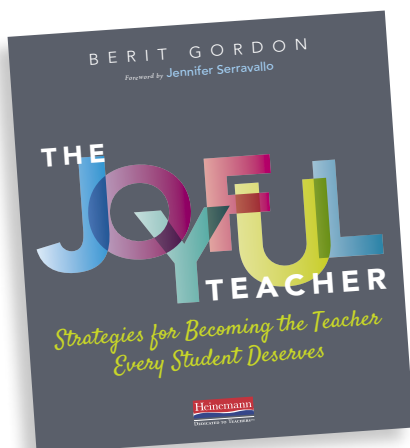
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Chapter Ten: Summative Assessment and Grading

Got a Minute? Try a Teaching Tip- a little sound bite related to this goal that just might save you time, money, or sanity and helps you get to that teaching goal.

1. **If you haven't taught it, don't grade it.** It's unfair to hold students accountable for anything you haven't explicitly taught in class. If you see issues arising in many students' work, such as a grammatical error or a basic math concept, that is an indication you should teach it. Then you can hold them accountable.
2. **Pace yourself.** Easier said than done, but do your best to grade three things each day (minimum) or three in the am, three during prep, three after school, and three at night during big crunch times. If you've taken a personal day to grade (which we've all resorted to at least once!), this tip's for you. Your students need you with them consistently more than they need another number in the gradebook.
3. Get them doing plenty. **But grade less of it.** For every four assignments, have them choose one for your feedback or grading.
4. **Use voice typing for comments** if you use Google classroom. This makes it easier to give extended feedback, although you'll need to check for typos.
5. **Choose only a few items to actually grade.** If they did twenty math problems that cover about four concepts, choose one of each kind of concept/problem to grade. Don't tell them this in advance though!
6. **Avoid taking a personal day to catch up on grading.** Do it in class. Let students know tomorrow there will either be a chunk of time or the class period for them to organize their notebooks/ notes, get homework done in advance, or ready quietly. You take the time to power through your grading. *Save this one for once in a blue moon though!
7. Are you facing a pile of work akin to Mount Everest? **Double up your class with a colleague.** See if another teacher can take everyone for an extended recess or games in the gym, then trade off later in the week. Ask another teacher to have their class and yours for a guest lecture tomorrow, and you'll take them all Friday for an easy to manage lab or project. You each use the bonus time to tackle grading.

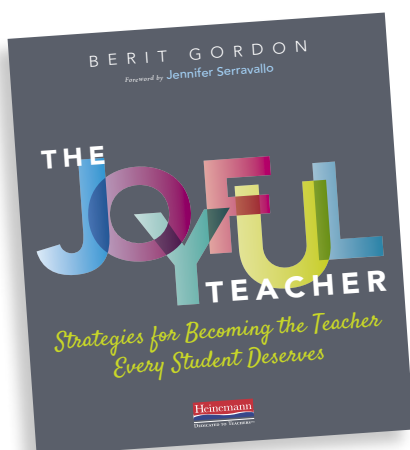


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8. **Create a comment code sheet for big written assignments or when you know you'll repeat a lot of the same feedback.** Give it to students in advance so they know that "ST5" is #5 on the "structure" comments, and it's code for "Wow, you tried using foreshadowing and flashbacks!" This is also easy to do with digital feedback apps as you can drag and drop comments.
9. **Stagger big assignments for you, and for them.** Especially for upper grades, check with students and colleagues as much as you can to ensure the huge research report for your class isn't due the same day as the end of chapter test in math. You'll get better work and happier kids. Not always possible toward the end of the marking period, but a good goal!
10. **It's okay to just grade parts of assignments.** Their first lab report might be graded for proper lab structure only. An essay might get comments on paragraphing and endings only. This helps you streamline grading, and it helps set students up for success by focusing on just one or two things at a time.
11. Ask a student to **alphabetize** any stack of work that's going to be graded and put in the gradebook. It will make your life easier.



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