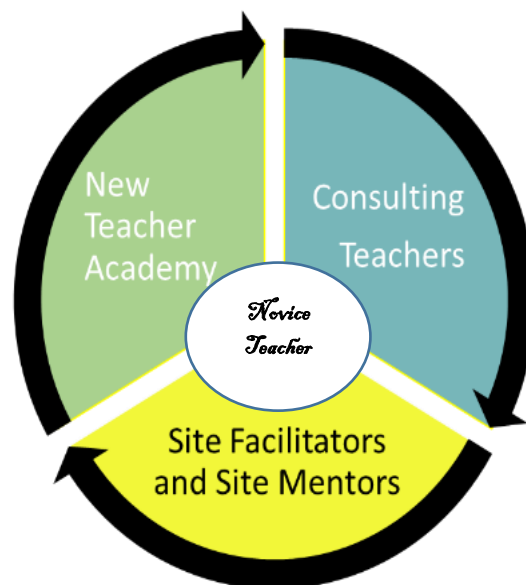


Induction and Mentoring Handbook



Novice Teachers

Induction and Mentoring Program

Washoe County School District
Department of Professional Learning
1150 Matley Lane, Suite 201
Reno, NV 89502
(775) 789-3475 / Fax (775) 333-5097
www.washoeschools.net/mentorteach



Washoe County School District
Every Child, By Name And Face, To Graduation



Mentor Teacher Program

Washoe County School District
 Department of Professional Learning
 1150 Matley Lane, Suite 201
www.washoeschools.net/mentorteach

NOVICE TEACHER HANDBOOK TABLE OF CONTENTS

	Page
Dear New Teacher Memo	3
Why Induction and Mentoring	4
Mission-Purpose-Goals	5
Program Summary	6
Program Flowchart	7
Phases of First Year Teaching Description	8
Phases of First Year Teaching Diagram	10
Dynamics Within the Mentoring Process	11
Offering Support Calendar	12
Planning for a Substitute	14
A Note from the Sub	15
Books Recommended for New Teachers	16
Recommended Books	17
Tips for Novice Teachers	19
Tips for Novice Special Education Teachers	21
My First Days of Teaching	22
My Thoughts for Next Year	23



Mentor Teacher Program

Washoe County School District
Department of Professional Learning
1150 Matley Lane, Suite 201
www.washoeschools.net/mentorteach

Dear New Teacher,

CONGRATULATIONS on becoming a teacher. Nothing could be more rewarding than making a difference in the lives of young people. You get to spend your days with future scientists, actors, computer technicians, plumbers, electricians and maybe even a future president!

It can be exhilarating and awe-inspiring. It can also be a bit overwhelming, especially during your first few years of teaching.

In order to help ensure a successful experience for you and your students, the Washoe County School District has provided you with a certified Mentor. We know how important it will be for you to share your successes and your challenges with someone who has "been there." Throughout the coming year, feel free to ask this person about any aspect of teaching....and share your ideas too! A collaborative relationship will help you both grow as professionals.

On the following pages you will find more information about how the Induction and Mentoring Program has been designed to support you in your efforts to be the best teacher you can be.

The Washoe County School District welcomes you and extends its best wishes as you embark on this new and exciting journey.

Sincerely,

Carol E. Gebhardt
Professional Learning Specialist



Mentor Teacher Program

Washoe County School District
Department of Professional Learning
1150 Matley Lane, Suite 201
www.washoeschools.net/mentorteach

WHY? Induction and Mentoring

New teachers are expected to perform the same duties as veteran teachers from the moment they step into the classroom. They are expected to perform a variety of roles such as educator, motivator, guide, counselor, coach and manager, to name a few. New teachers are often expected to sponsor extra-curricular activities and serve on school committees. The enormity of it all can be overwhelming.

Teacher education programs often emphasize mastery of subject matter and instructional theory. It is not until they reach the classroom that new educators move from theory to practice.

The Washoe County School District's Induction and Mentoring Program serves to bridge the gap between initial preparation and the realities of teaching.



Mentor Teacher Program

Washoe County School District
Department of Professional Learning
1150 Matley Lane, Suite 201
www.washoeschools.net/mentorteach

Mission Statement

The mission of the Mentor Teacher Program is to provide high quality instruction for students by ensuring the success and on-going growth of teachers.

Purpose

The purpose of the Mentor Teacher Program is to orient the novice teacher to the educational environment and share the vision of the profession by modeling and encouraging best practice through collaboration, collegiality and participation in a continuous learning community.

Goals

- Improve teaching performance
- Enhance student achievement
- Increase teacher retention
- Promote novice well-being
- Transmit the culture
- Increase collegiality



Mentor Teacher Program

Washoe County School District
Department of Professional Learning
1150 Matley Lane, Suite 201
www.washoeschools.net/mentorteach

Induction and Mentoring Program Summary

Consulting Teachers

- Meet regularly with the novice teacher
- Conduct formative assessment with focus on the four standards
- Observe novice teacher and give feedback
- Analyze student work with the novice teacher
- Accompany the novice teacher on visits to other classrooms

Principals

- Share expectations with the novice and the consulting teacher
- Provide novices with additional support as needed
- Select and supervise a site facilitator
- Provide time for planning, observing and conferencing

Site Facilitators

- Three years of mentoring experience and completion of *Foundations of Mentoring* training
- Assist principal in supporting newly hired teachers
- Communicate weekly with novice teachers and provide ongoing support
- Collaborate with the Site Mentors and help to resolve minor issues or concerns that may arise
- Teach the monthly *Novice On-Site Seminar* and complete the related paperwork and web attendance
- Collect and submit paperwork on time, such as applications, contact logs, leave forms, needs assessments, etc.
- Attends *Site Facilitator Meetings*, as well as advanced training such as *Observation and Feedback*.

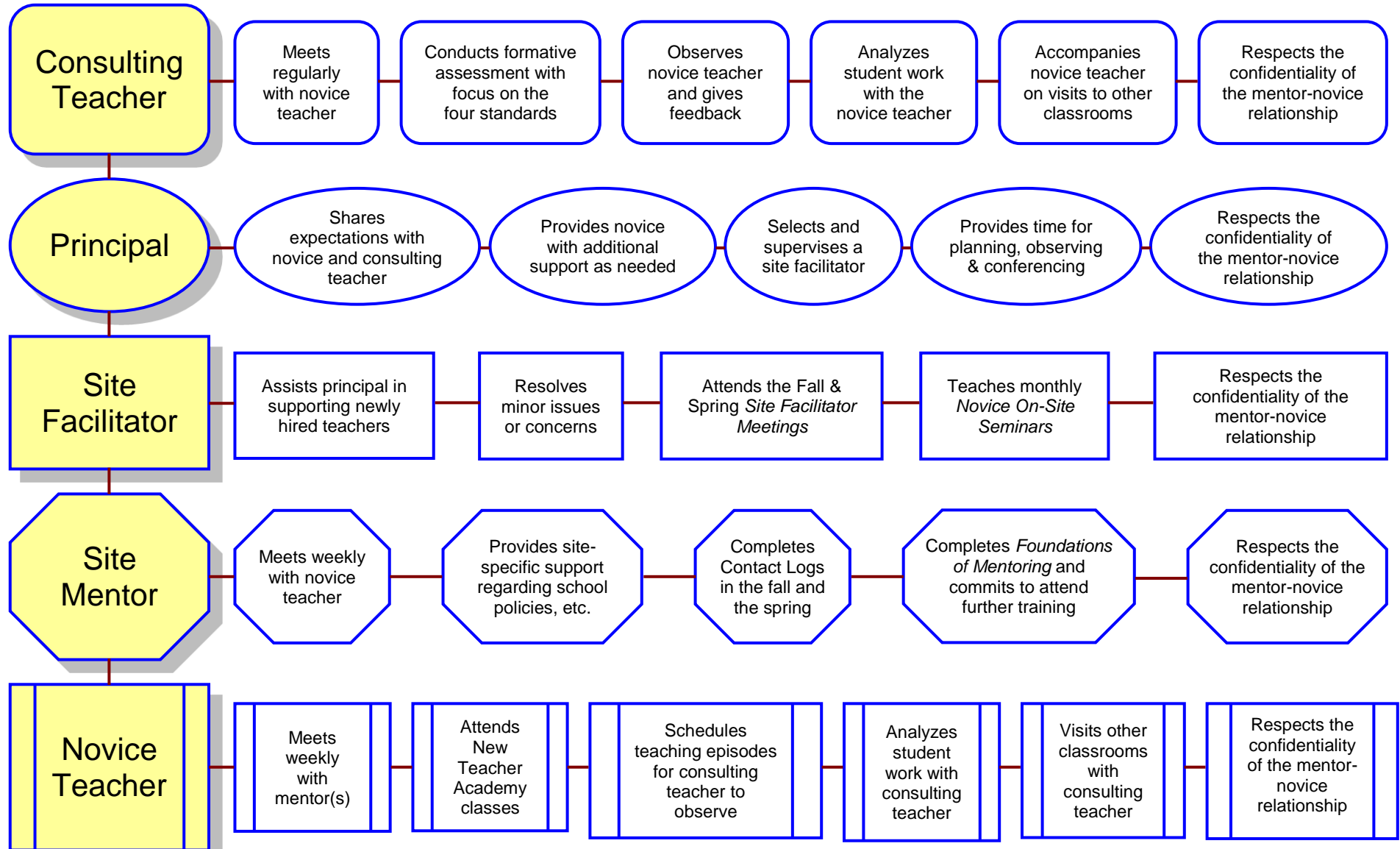
Site Mentors

- Three years of successful teaching in the Washoe County School District
- Possess effective classroom management skills and excellent interpersonal skills
- Complete *Foundations of Mentoring*
- Commit to attend further training such as *Observation and Feedback*
- Meet weekly with the novice teacher
- Complete and submit Contact Logs twice a year

Novice Teachers

- Meet weekly with site mentor(s) regarding lesson plans, management, instruction, etc.
- Take sub day(s) to visit other classrooms with Consulting Teachers.
- Schedule teaching episodes for mentor(s) to give confidential feedback
- Attend the *Novice On-Site Seminar* at the school site or the *Novice Regional Seminar* at the district level
- Attend New Teacher Academy classes
- Evaluate the program

Washoe County School District INDUCTION AND MENTORING PROGRAM





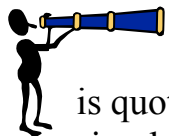
Mentor Teacher Program

Washoe County School District
Department of Professional Learning
1150 Matley Lane, Suite 201
www.washoeschools.net/mentorteach

PHASES OF FIRST YEAR TEACHING

First-year teachers will move through a number of developmental phases. While not every teacher goes through this exact sequence, these phases are very useful to assist you in the process of supporting your new teachers. These teachers move through several phases from anticipation, to survival, to disillusionment, to rejuvenation, to reflection; then back to anticipation. Here is a look at the stages through which new teachers move during this first crucial year.

ANTICIPATION PHASE

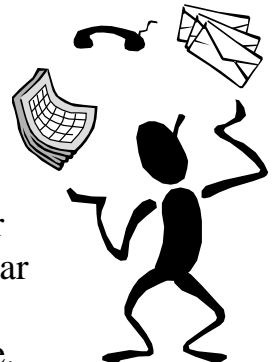


New teachers enter with a tremendous commitment to making a difference and a somewhat idealistic view of how to accomplish their goals. One new teacher is quoted as saying, “I was elated to get the job but terrified about going from the simulated experience of student teaching to being the person completely in charge.” This feeling of excitement carries new teachers through the first few weeks of school.

SURVIVAL PHASE



The first month of school is very overwhelming for new teachers. They are learning a lot and at a very fast rapid pace. During the survival phase, most new teachers struggle to keep their heads above water. They become very focused and consumed with the day-to-day routine of teaching. There is little time to stop and reflect on their experiences. It is not uncommon for new teachers to spend up to seventy hours a week on schoolwork. New teachers, still uncertain of what really works, must develop their lessons for the first time. Although tired and surprised by the amount of work, first-year teachers usually maintain a tremendous amount of energy and commitment during the survival phase, harboring hope that soon the turmoil will subside.



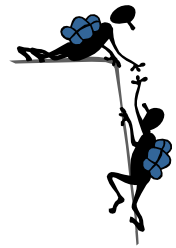
DISILLUSIONMENT PHASE



After weeks of nonstop work and stress, new teachers enter the disillusionment phase. The intensity and length of the phase varies among new teachers. The extensive time commitment, the realization that things are probably not going as smoothly as they want and low morale contribute to this period of disenchantment. New teachers begin questioning both their commitment and their competence.

Many new teachers get sick during this phase. During this phase, classroom management is a major source of distress.

At this point, the accumulated stress of the first-year teachers, coupled with months of excessive time allotted to teaching, often brings complaints from family members and friends. This is a very difficult and challenging phase for new entries into the profession. They express self-doubt, have lower self-esteem and question their professional commitment. In fact, getting through this phase may be the toughest challenge they face as a new teacher.



REJUVENATION PHASE



The rejuvenation phase is characterized by a slow rise in the new teacher's attitude toward teaching. It generally begins in January. Having a winter break makes a tremendous difference for new teachers. It allows them to resume a normal lifestyle, with plenty of rest, food, exercise, and time for family and friends. This vacation is the first opportunity that new teachers have for organizing materials and planning curriculum. It is a time for them to sort through materials that have accumulated and to prepare new ones. This breath of fresh air gives novice teachers a broader perspective with renewed hope.

REFLECTION PHASE

The reflection phase is a particularly invigorating time for first-year teachers. Reflecting back over the year, they highlight events that were successful and those that were not. They think about the various changes that they plan to make the following year in management, curriculum, and teaching strategies. The end is in sight, and they have almost made it; but more importantly, a vision emerges as to what their second year will look like, which brings a new phase of anticipation.

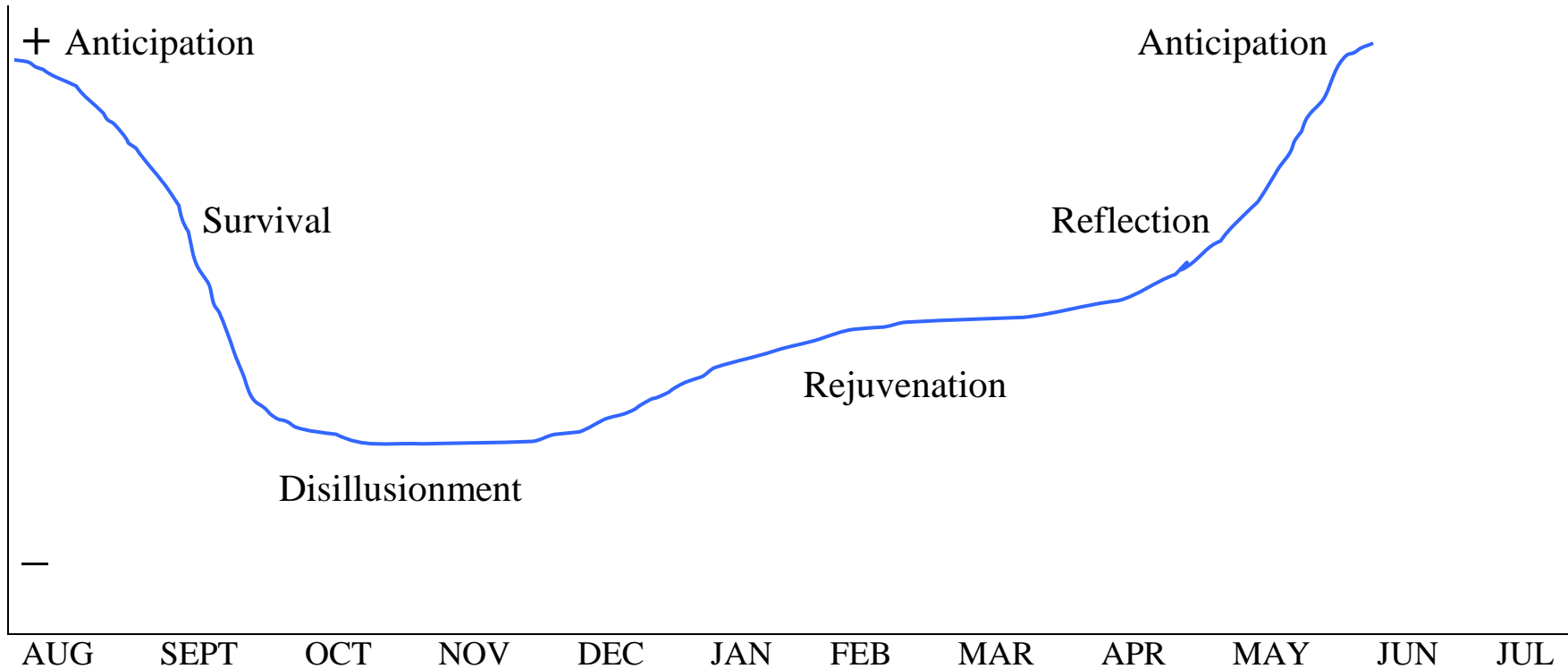


It is critical to assist new teachers and ease the transition from student teacher to full-time professional. Recognizing the phases new teachers go through gives you the framework within which you can design your support program to make their first year of teaching a positive experience for everyone.



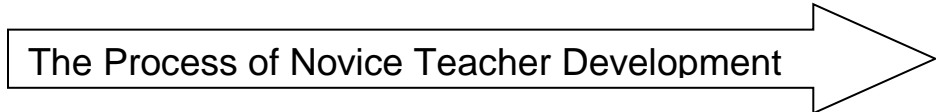
Mentor Teacher Program
Washoe County School District
Department of Professional Learning
1150 Matley Lane, Suite 201
www.washoeschools.net/mentorteach

Phases of First-Year Teaching



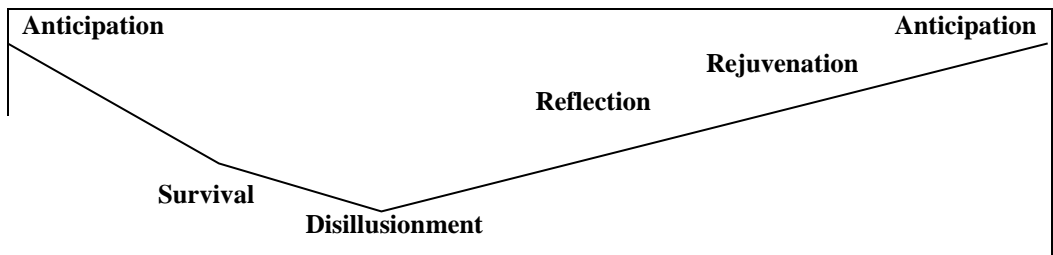


Dynamics Within the Mentoring Process

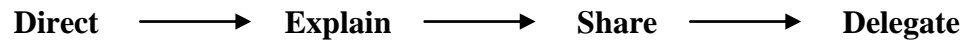


A Novice Teacher's Need for Support, Encouragement, and Affirmation

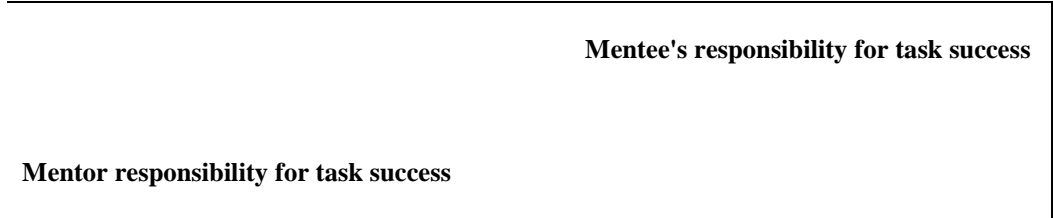
A Protégé's Emotional Level



Mentoring Styles and Processes



Shifting Leadership Responsibilities in the Mentor-Mentee Relationship



The Strength of the Mentor-Mentee Partnership





Mentor Teacher Program

Washoe County School District
Department of Professional Learning
1150 Matley Lane, Suite 201
www.washoeschools.net/mentorteach

Offering Support Calendar

August:

- Schedule conference times for:
Clarifications/questions/problem-solving around grouping issues, materials, attendance policies, and classroom management
- Establish a basic contact schedule for the first month
- Review school handbook and answer any questions
- Think aloud regarding pre-assessment and uses of data
- How to use Infinite Campus

September:

- Joint planning for time management and new instructional units
- Provide information/clarification regarding grading, report cards, state or district testing procedures
- Provide information/clarification regarding district evaluation policy, student progress reports and grading
- Share procedures and tips for Open House
- Review non-instructional duties (plan to accompany the first time)
- Think aloud regarding parent contacts and preparing for parent conferences

October:

- Discuss the impact of holidays on student behavior and instruction
- Discuss purchases, fundraising, or departmental monies
- Emphasize personal, informal contacts

November:

- Encourage contact and activities with colleagues
- Think aloud regarding student motivation
- Discuss impact of student extra-curricular activities
- Share personal time management strategies

December:

- Ensure that the novice is familiar with Outlook and all other forms of communication your school uses
- Provide time for the novice to share success stories
- Give the novice a pep talk – be their cheerleader
- Review current achievement data and how it impacts planning for instruction
- Encourage the novice to communicate often with parents
- Invite the novice to visit your classroom for the day
- Give the novice a present that doesn't cost anything, but that they'll appreciate...like some of your best lesson plans wrapped with care



Mentor Teacher Program

Washoe County School District
Department of Professional Learning
1150 Matley Lane, Suite 201
www.washoeschools.net/mentorteach

Offering Support Calendar *(continued)*

January:

- Mutual sharing of professional growth goals and strategies
- Joint planning for upcoming units
- Clarify schedules, recordkeeping, reporting, etc.
- Encourage collaborative opportunities with other colleagues
- Attend a professional development offering

February:

- Explore team teaching opportunities
- Think aloud regarding student performance data and its use
- Collaborate on an action research project
- Clarify/share information regarding final evaluations, schedules (spring break, student testing, etc.)

March:

- Discuss curricular pacing
- Think aloud analyzing student performance data and exploring cause-effect relationships
- Provide information/clarification on student files/records, parent conferences, etc.
- Mutually share progress on professional growth plans
- Discuss end-of-year schedules, final evaluations, student testing, field trips, etc.

April:

- Meet with the novice frequently and ask him/her to pick the topic of conversation
- Offer to complete a task for your novice

May:

- Schedule a reflecting conversation
- Identify success
- Assist in analyzing student performance data and exploring cause-effect relationships
- Facilitate connection-making between personal learnings and application to future decisions
- Final check for clarification on parent contacts

June:

- Celebrate successes
- Think aloud regarding completion of recordkeeping and other end-of-year activities



Mentor Teacher Program

Washoe County School District
Department of Professional Learning
1150 Matley Lane, Suite 201
www.washoeschools.net/mentorteach

PLANNING FOR A SUBSTITUTE

1. Follow your school procedures for obtaining a substitute.
2. Leave your substitute notebook in a very **obvious** place. Your substitute will probably not be able to get into your office, so leave it on your cart or on a table/desk in your first classroom. Label your substitute notebook with your name and class schedule.
3. Leave detailed lesson plans for each class. Mention who your troublesome students might be and also any students who have special health concerns.
4. Leave your seating charts for each class.
5. Write down your procedures for using the pass to the bathroom, etc.
6. Leave information for your substitute about:
 - Where to find the restroom? Where to eat lunch?
 - Where to go on prep period?
 - Who to ask if he/she has a question?
 - Where to find the department chair?
 - Where to leave your keys/substitute notebook?
 - Where should work be left that students turn in?
 - Where to put extra copies of handouts?
7. Substitutes appreciate having an answer key to your lesson so they can help students with questions.
8. If your substitute is showing a movie, leave a student's name who can help the him/her with the audio-visual equipment.
9. Ask your substitute to leave you notes detailing what happened in each class.



Mentor Teacher Program
Washoe County School District
Department of Professional Learning
1150 Matley Lane, Suite 201
www.washoeschools.net/mentorteach

A Note from the Sub...

Date: _____

Dear _____

My day was: _____

These students were VERY helpful:

These students were absent:

These students were tardy:

Problems I had and what we did to resolve the problem:

This is what we did today:

Comments:



Mentor Teacher Program
 Washoe County School District
 Department of Professional Learning
 1150 Matley Lane, Suite 201
www.washoeschools.net/mentorteach

BOOKS RECOMMENDED FOR NEW TEACHERS

Assessment

Exploring Formative Assessment

Susan M. Brookhart
 ASCD, 2009 (Alexandria, VA)

Advancing Formative Assessment in Every Classroom

Connie M. Moss & Susan M. Brookhart
 ASCD, 2009 (Alexandria, VA)

Formative Assessment Strategies for Every Classroom-2nd Edition

Susan M. Brookhart
 ASCD, 2010 (Alexandria, VA)

Assessing 21st Century Skills

Laura Greenstein
 Corwin, 2012 (Thousand Oaks, CA)

Behavior Management

Positive Discipline in the Classroom: Developing Mutual Respect, Cooperation, and Responsibility in Your Classroom

Jane Nelsen & Lynn Lott
 Three Rivers Press, 2013 (New York)

Classroom Management for Elementary Teachers

Carolyn M. Evertson & Edmund T. Emmer
 Pearson, 2016 (Boston, MA)

Getting Classroom Management Right in Secondary Schools

Carol M. Lieber
 Engaging Schools, 2009 (Cambridge, MA)

Discipline in the Secondary Classroom

Randall S. Sprick, Ph.D.
 Jossey-Bass, 2006 (San Francisco, CA)

The Classroom Management Book

H. Wong & R. Wong
 Harry Wong Publications, 2014 (Mountain View, CA)

Positive Behavior Support at the Tertiary Level

Laura A. Riffel
 Corwin, 2011 (Thousand Oaks, CA)

Conflict Resolution

Lost at School: Why Our Kids with Behavioral Challenges are Falling Through the Cracks and How We Can Help Them

Ross W. Greene Ph.D.
 Scribner, 2014 (New York)

Ready-to-Use Conflict-Resolution Activities for Elementary Students

Beth Teolis
 Jossey-Bass, 1998 (San Francisco, CA)

Conflict Resolution in the High School: 36 Lessons

Linda Lantieri & Carol Miller Lieber
 Education for Social Responsibility, 1998 (Cambridge, MA)

Inclusion

Including Students with Special Needs

M. Friend & W. Bursuck
 Allyn and Bacon, 1996 (Boston, MA)

How to Differentiate in Mixed-Ability Classrooms

Carol Ann Tomlinson
 ASCD, 2001 (Alexandria, VA)

Co-Teaching in the Differentiated Classroom

Melinda L. Fattig & Maureen T. Taylor
 Jossey-Bass, 2008 (San Francisco, CA)

Instruction

Teach Reflect Learn

Pete Hall & Alisa Simeral
 ASCD, 2015 (Alexandria, VA)

The Highly Engaged Classroom

Robert Marzano & Debra Pickering
 Marzano Research Lab, 2011 (Bloomington, IN)

Activators, Classroom Strategies for Engaging Students

Nicole Frazier & Donna Mehle
 Engaging Schools, 2013 (Cambridge, MA)



Mentor Teacher Program
 Washoe County School District
 Department of Professional Learning
 1150 Matley Lane, Suite 201
www.washoeschools.net/mentorteach

RECOMMENDED BOOKS

101 “Answers” for New Teachers and Their Mentors: Effective Teaching Tips for Daily Classroom Use

Annette L. Breaux
 Eye on Education, 2003

The Answers to Questions that Teachers Most Frequently Ask

Julie Wofford Anderson
 Corwin Press, 2001

The Best of Works 4 Me 2: Winning Tips from Classroom Teachers

NEA Professional Library, 2005

Bright Ideas: A Pocket Mentor for Beginning Teachers

Mary C. Clement
 NEA Professional Library, 2002

But High School Teaching is Different! Successful Strategies for New Secondary Teachers

Mary C. Clement
 NEA Professional Library, 2003

Classroom Assessment for Student Success

Richard J. Stiggins
 National Education Association, 1998

Classroom Management Simplified

Elizabeth Breaux
 Eye on Education, 2005

Classroom Record Keeping Made Simple: Tips for Time-Strapped Teachers

Diane Mierzwik
 Corwin Press, 2005

The Competent Classroom: Aligning High School Curriculum, Standards, and Assessment

NEA Professional Library, 2001

Conscious Classroom Management: Unlocking the Secrets of Great Teaching

Rick Smith
 Conscious Teaching Publications, 2004

Countdown to the First Day of School

Leo M. Schell and Paul R. Burden
 NEA Professional Library, 2000

Dealing with Difficult Parents (and With Parents in Difficult Situations)

Todd Whitaker and Douglas J. Fiore
 Eye on Education, 2001

Discipline Checklist: Advice from 60 Successful Teachers

Ken Kosier
 NEA Professional Library, 2002

The First Days of Class: A Practical Guide for the Beginning Teacher

Rebecca Lynn Wilke
 Corwin Press, 2003

The Frazzled Teacher’s Wellness Plan: A Five-Step Program for Reclaiming Time, Managing Stress, and Creating a Healthy Lifestyle

J. Allen Queen and Patsy S. Queen
 Corwin Press, 2004

How to Deal with Parents Who Are Angry, Troubled, Afraid, or Just Plain Crazy

Elaine K. McEwan
 Corwin Press, 2005

How to Survive and Thrive in the First Three Weeks of School

Elaine K. McEwan
 Corwin Press, 2006

Including Students with Disabilities in Assessments

Martha Thurlow and James Ysseldyke
 National Education Association, 2002

Inclusion Strategies that Work! Research-Based Methods for the Classroom

Toby J. Karten
 Corwin Press, 2005

Let’s Team Up: A Checklist for Paraeducators, Teachers, and Principals

Kent Gerlach
 NEA Professional Library, 2004

Making Your First Year a Success: A Secondary Teacher’s Survival Guide

Robert L. Wyatt III and J. Elaine White
 Corwin Press, 2002



Mentor Teacher Program
 Washoe County School District
 Department of Professional Learning
 1150 Matley Lane, Suite 201
www.washoeschools/mentorteach

RECOMMENDED BOOKS

(Page 2)

Managing Conversations with Hostile Adults: Strategies for Teachers

Georgia J. Kosmoski and Dennis R. Pollack
 Corwin Press, 2001

Motivating Students Who Don't Care: Successful Techniques for Education

Allen N. Mendler
 National Educational Service, 2000

Multiple Intelligences

National Education Association, 1996

Pitfalls and Potholes: A Checklist for Avoiding Common Mistakes of Beginning Teachers

Barbara A. Murray and Kenneth T. Murray
 NEA Professional Library, 2004

Real Teachers, Real Challenges, Real Solutions: 25 Ways to Handle the Challenges of the Classroom Effectively

Annette L. Breaux and Elizabeth Breaux
 Eye on Education, 2004

Standing in Your Shoes: A Checklist for Classroom and Substitute Teachers

Doug Provencio
 NEA Professional Library, 2003

Students Who Drive You Crazy: Succeeding with Resistant, Unmotivated, and Otherwise Difficult Young People

Jeffrey A. Kottler
 Corwin Press, 2002

Succeeding in the Secondary Classroom: Strategies for Middle and High School Teachers

Harriett Arnold
 Corwin Press, 2001

Succeeding with English Language Learners: A Guide for Beginning Teachers

Thomas S. C. Farrell
 Corwin Press, 2006

Teaching Effective Classroom Routines

Joe Witt, Lynn LaFleur, Gale Naquin & Donna Gilbertson
 Sopris West, 1993

Teaching Mathematics in the Block

Susan N. Gilkey and Carla H. Hunt
 Eye on Education, 1998

Time Strategies

National Education Association, 1994

Tips for Managing Your Classroom

Kay Burke
 Corwin Press, 2001

Tools for Teaching: Discipline, Instruction, Motivation

Fred Jones
 Fredric H. Jones & Associates, Inc., 2000

What Great Teachers Do Differently: 14 Things that Matter Most

Todd Whitaker
 Eye on Education, 2004

You Have to Go to School – You're the Teacher! 250 Classroom Management Strategies to Make Your Job Easier and More Fun

Renee Rosenblum-Lowden
 Corwin Press, 2000



Mentor Teacher Program
 Washoe County School District
 Department of Professional Learning
 1150 Matley Lane, Suite 201
www.washoeschools.net/mentorteach

TIPS FOR NOVICE TEACHERS

Tips For Novice Teachers

Compiled by the Washoe County School District

- ♥ Post **Rules** with Signature of Students and **Stick to Them**
- ♥ Send Letter Home: Discipline Rules and Plan to Be Signed by Parents & Student
- ♥ Send Home a Letter of Greeting with Rewards, Policy, Consequences and Philosophy and Have Students Return It Signed
- ♥ Use Name Tags
- ♥ Make Contact with Parents
- ♥ Make Room Bright & Colorful
- ♥ Obtain an Old Yearbook to Check Out Faculty
- ♥ Lesson Plans — More is Better, but Be Flexible
- ♥ Try Out Activities Ahead of Time
- ♥ Act Confident
- ♥ Know the Schedule: Start & Stop Time, Recess, Lunch

- ♥ SMILE
- ♥ Schmooze the Secretary & Custodian
- ♥ Make Bathroom Passes
- ♥ Keep Running Tab of What You Are Spending for Taxes & Personal Budget Control
- ♥ Always Have a Plan B (C, D, E & F)
- ♥ Plan Ahead & Extra Activities for Lessons That Run Short
- ♥ Don't Be Afraid to Ask for Help
- ♥ Mingle — Get Out of Your Room — Avoid Cliques
- ♥ Do a School Tour with Your Class
- ♥ Go Home — Set a Limit of How Late You Will Stay
- ♥ You Don't Have to Do Everything, Every Day
- ♥ Know that You Won't Get Everything Done
- ♥ Practice Routines (Lines, Fire Drills)
- ♥ Take Time to Build Your Community
- ♥ Scrounge, Beg, Borrow (Return What You Borrow)
- ♥ Visit the Education Alliance Warehouse
- ♥ Know How Your Students Get to and from School (Medical Information, Lunch Status)



Mentor Teacher Program
 Washoe County School District
 Department of Professional Learning
 1150 Matley Lane, Suite 201
www.washoeschools.net/mentorteach

TIPS FOR NOVICE TEACHERS

Tips For Novice Teachers (*Continued*)

Compiled by the Washoe County School District

- ♥ Teach and Re-Teach Rules and Procedures
- ♥ Always Over-Plan Your Day
- ♥ Get Plenty of Rest at Night — Teaching is Tiring!
- ♥ Don't Be Afraid to Ask for Help
- ♥ Read the Faculty Handbook
- ♥ It's OK to Use Other Teachers' Ideas!
- ♥ Make and Keep a Seating Chart
- ♥ Learn Every Student's Name ASAP
- ♥ Prioritize — At School & At Home
- ♥ Get All Materials Ready for a Lesson Ahead of Time
- ♥ Keep a Sense of Humor & Have Fun

- ♥ Introduce and Practice Class Rules
- ♥ Really Talk with Students
- ♥ Insert Humor
- ♥ Take Your Vitamins, Bring Aspirin
- ♥ Get Out of Your Classroom at Lunch Time
- ♥ Have a Back-Up Plan
- ♥ Be Flexible
- ♥ Know When and Who to Ask for Help
- ♥ Have Some Fun
- ♥ Use Name Tags (Where Applicable)
- ♥ Be Sure Everyone has Access to "Stuff" (e.g. scissors, pencils, etc.)
- ♥ Prepare and Have Available Student Supply List
- ♥ Introduce Yourself to Parents Through Letter, Phone Call, etc.
- ♥ Remember, There are ONLY 179 Days Left

- ♥ Have an Activity for Them to Do When They Come In
- ♥ Need to Know the Following Procedures: Line-Up, Entering Building, Bathroom, Drinks, Sharpening Pencils, Using Manipulatives, Attendance, Lunch Count, Hall Passes
- ♥ Teach Rules & Consequences
- ♥ Set-Up Grade Book: Addresses, Birth Date, Parent's Name, Phone Numbers, Legal Names vs. Nicknames
- ♥ Plan More Than You Need
- ♥ For Primary Students — Keep Snacks
- ♥ Don't Expect Them to Sit for Long Periods
- ♥ Health Issues: Medications? Allergies?



**Special Education
Mentor Teacher Program**
Washoe County School District
Department of Professional Learning
1150 Matley Lane, Suite 201
www.washoeschools.net/mentorteach

Tips for Novice Special Education Teachers

Compiled by the Washoe County School District Special Education Teachers

- Remember, IEPs are supposed to be a pleasant experience! Chocolate helps!
- Get to know the General Education teachers.
- You cannot do everything at once. Try and create one extra project each week.
- Don't take it personally!
- Give your aides and assistants specific tasks that they are good at. It helps the flow of the class.
- Begin immediately with scheduling!
- Enjoy your students and take deep breaths frequently.
- Find humor in every day!
- Always think ahead!
- Don't be afraid to ask questions!
- You have a life outside of the classroom.
- Make a list of tasks that need to be completed each day to help keep organized.
- Access your resources!
- Form friendships with other Special Education personnel.
- Take time for yourself!
- Laugh with your students.
- Keep a supply of chocolate in your desk drawer. You will need it!
- Read and re-read the IEPs for your students.
- Write a letter of introduction to the parents. Assure them you are there for them.
- Take advantage of attending workshops when offered.
- Take your lunch! Don't skip it!
- Engaging lessons = great behavior management.
- Structure the learning environment (classroom).
- Get behaviors under control by first teaching procedures.
- Prioritize!
- Learn where the school calendar is, how to distribute information, the discipline plan, and where the supply area is.
- Pick your battles!
- Collect data, lots of it.
- Tomorrow is another day!

My First Days of Teaching

My thoughts before school began ~

What I wore the first day ~

The person who helped me the most ~

A memorable moment ~

What I would do the same next year ~

What I was grateful for ~

My biggest laugh in the classroom was when ~

My biggest teaching breakthrough was ~

Mentor Teacher Program
Washoe County School District
Department of Professional Learning
1150 Matley Lane, Suite 201
www.washoeschools.net/mentorteach

My Thoughts for Next Year

What I will do before school starts ~

What I will do the first day ~

How and when I will communicate with parents ~

What I will be grateful for ~

What I will do for myself ~

What I hope happens ~

Mentor Teacher Program
Washoe County School District
Department of Professional Learning
1150 Matley Lane, Suite 201
www.washoeschools.net/mentorteach