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

Consulting Teacher
- Meets regularly with novice teacher
- Conducts formative assessment with focus on the four standards
- Observes novice teacher and gives feedback
- Analyzes student work with the novice teacher
- Accompanies novice teacher on visits to other classrooms
- Respects the confidentiality of the mentor-novice relationship

Principal
- Shares expectations with novice and consulting teacher
- Provides novice with additional support as needed
- Selects and supervises a site facilitator
- Provides time for planning, observing & conferencing
- Respects the confidentiality of the mentor-novice relationship

Site Facilitator
- Assists principal in supporting newly hired teachers
- Resolves minor issues or concerns
- Attends the Fall & Spring Site Facilitator Meetings
- Teaches monthly Novice On-Site Seminars
- Respects the confidentiality of the mentor-novice relationship

Site Mentor
- Meets weekly with novice teacher
- Provides site-specific support regarding school policies, etc.
- Completes Contact Logs in the fall and the spring
- Completes Foundations of Mentoring and commits to attend further training
- Respects the confidentiality of the mentor-novice relationship

Novice Teacher
- Meets weekly with mentor(s)
- Attends New Teacher Academy classes
- Schedules teaching episodes for consulting teacher to observe
- Analyzes student work with consulting teacher
- Visits other classrooms with consulting teacher
- Respects the confidentiality of the mentor-novice relationship
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

+ Anticipation
Survival
Disillusionment
Rejuvenation
Reflection
Anticipation

AUG  SEPT  OCT  NOV  DEC  JAN  FEB  MAR  APR  MAY  JUN  JUL
Dynamics Within the Mentoring Process

The Process of Novice Teacher Development

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

A Protégé’s Emotional Level

Mentoring Styles and Processes

Direct → Explain → Share → Delegate

Shifting Leadership Responsibilities in the Mentor-Mentee Relationship

Mentor responsibility for task success

Mentee's responsibility for task success

The Strength of the Mentor-Mentee Partnership

Create → Build → Enjoy → Withdraw
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
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
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.
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:
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
### 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)
### Recommended Books

<table>
<thead>
<tr>
<th>Title</th>
<th>Author(s)</th>
<th>Publisher</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Answers to Questions that Teachers Most Frequently Ask</td>
<td>Julie Wofford Anderson</td>
<td>Corwin Press</td>
<td>2001</td>
</tr>
<tr>
<td>The Best of Works 4 Me 2: Winning Tips from Classroom Teachers</td>
<td>NEA Professional Library</td>
<td>NEA Professional Library</td>
<td>2005</td>
</tr>
<tr>
<td>Bright Ideas: A Pocket Mentor for Beginning Teachers</td>
<td>Mary C. Clement</td>
<td>NEA Professional Library</td>
<td>2002</td>
</tr>
<tr>
<td>But High School Teaching is Different! Successful Strategies for New Secondary Teachers</td>
<td>Mary C. Clement</td>
<td>NEA Professional Library</td>
<td>2003</td>
</tr>
<tr>
<td>Classroom Assessment for Student Success</td>
<td>Richard J. Stiggins</td>
<td>National Education Association</td>
<td>1998</td>
</tr>
<tr>
<td>Classroom Management Simplified</td>
<td>Elizabeth Breaux</td>
<td>Eye on Education</td>
<td>2005</td>
</tr>
<tr>
<td>Classroom Record Keeping Made Simple: Tips for Time-Strapped Teachers</td>
<td>Diane Mierzwik</td>
<td>Corwin Press</td>
<td>2005</td>
</tr>
<tr>
<td>The Competent Classroom: Aligning High School Curriculum, Standards, and Assessment</td>
<td>NEA Professional Library</td>
<td>NEA Professional Library</td>
<td>2001</td>
</tr>
<tr>
<td>Conscious Classroom Management: Unlocking the Secrets of Great Teaching</td>
<td>Rick Smith</td>
<td>Conscious Teaching Publications</td>
<td>2004</td>
</tr>
<tr>
<td>Countdown to the First Day of School</td>
<td>Leo M. Schell and Paul R. Burden</td>
<td>NEA Professional Library</td>
<td>2000</td>
</tr>
<tr>
<td>Dealing with Difficult Parents (and With Parents in Difficult Situations)</td>
<td>Todd Whitaker and Douglas J. Fiore</td>
<td>Eye on Education</td>
<td>2001</td>
</tr>
<tr>
<td>Discipline Checklist: Advice from 60 Successful Teachers</td>
<td>Ken Kosier</td>
<td>NEA Professional Library</td>
<td>2002</td>
</tr>
<tr>
<td>The Frazzled Teacher’s Wellness Plan: A Five-Step Program for Reclaiming Time, Managing Stress, and Creating a Healthy Lifestyle</td>
<td>J. Allen Queen and Patsy S. Queen</td>
<td>Corwin Press</td>
<td>2004</td>
</tr>
<tr>
<td>How to Deal with Parents Who Are Angry, Troubled, Afraid, or Just Plain Crazy</td>
<td>Elaine K. McEwan</td>
<td>Corwin Press</td>
<td>2005</td>
</tr>
<tr>
<td>How to Survive and Thrive in the First Three Weeks of School</td>
<td>Elaine K. McEwan</td>
<td>Corwin Press</td>
<td>2006</td>
</tr>
<tr>
<td>Including Students with Disabilities in Assessments</td>
<td>Martha Thurlow and James Ysseldyke</td>
<td>National Education Association</td>
<td>2002</td>
</tr>
<tr>
<td>Inclusion Strategies that Work! Research-Based Methods for the Classroom</td>
<td>Toby J. Karten</td>
<td>Corwin Press</td>
<td>2005</td>
</tr>
<tr>
<td>Let’s Team Up: A Checklist for Paraeducators, Teachers, and Principals</td>
<td>Kent Gerlach</td>
<td>NEA Professional Library</td>
<td>2004</td>
</tr>
<tr>
<td>RECOMMENDED BOOKS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Managing Conversations with Hostile Adults:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Strategies for Teachers</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Georgia J. Kosmoski and Dennis R. Pollack</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corwin Press, 2001</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Motivating Students Who Don’t Care: Successful Techniques for Education</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Allen N. Mendler</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>National Educational Service, 2000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Multiple Intelligences</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>National Education Association, 1996</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Pitfalls and Potholes: A Checklist for Avoiding Common Mistakes of Beginning Teachers</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Barbara A. Murray and Kenneth T. Murray</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NEA Professional Library, 2004</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Real Teachers, Real Challenges, Real Solutions: 25 Ways to Handle the Challenges of the Classroom Effectively</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annette L. Breaux and Elizabeth Breaux</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eye on Education, 2004</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Standing in Your Shoes: A Checklist for Classroom and Substitute Teachers</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doug Provencio</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NEA Professional Library, 2003</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Students Who Drive You Crazy: Succeeding with Resistant, Unmotivated, and Otherwise Difficult Young People</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jeffrey A. Kottler</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corwin Press, 2002</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Succeeding in the Secondary Classroom: Strategies for Middle and High School Teachers</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Harriett Arnold</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corwin Press, 2001</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Succeeding with English Language Learners: A Guide for Beginning Teachers</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thomas S. C. Farrell</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corwin Press, 2006</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Teaching Effective Classroom Routines</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Joe Witt, Lynn LaFleur, Gale Naquin &amp; Donna Gilbertson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sopris West, 1993</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Teaching Mathematics in the Block</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Susan N. Gilkey and Carla H. Hunt</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eye on Education, 1998</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Time Strategies</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>National Education Association, 1994</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Tips for Managing Your Classroom</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kay Burke</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corwin Press, 2001</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Tools for Teaching: Discipline, Instruction, Motivation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fred Jones</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>What Great Teachers Do Differently: 14 Things that Matter Most</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Todd Whitaker</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eye on Education, 2004</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>You Have to Go to School – You’re the Teacher! 250 Classroom Management Strategies to Make Your Job Easier and More Fun</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Renee Rosenblum-Lowden</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corwin Press, 2000</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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)
<table>
<thead>
<tr>
<th>Tips For Novice Teachers (Continued)</th>
</tr>
</thead>
</table>

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?
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