

Mentor Minutes

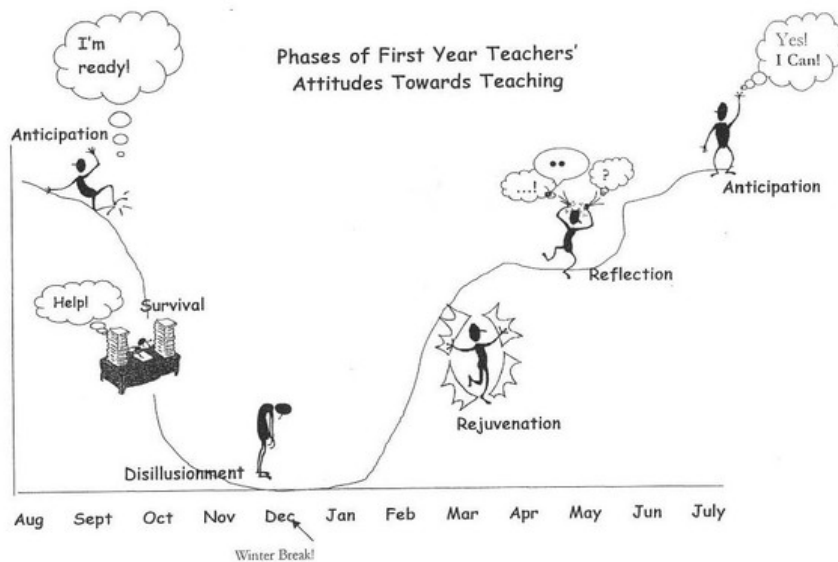
Week of 9/3/2019

*Tell me and I forget. Teach me and I remember.
Involve me and I learn.*

-Benjamin Franklin



Phases of First Year Teachers'



Why include this? *The first year of teaching may feel like a roller coaster for many new teachers. Recognizing the phases of first year teaching can help you to reflect upon your experience and understand that you are not alone.*

The 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.

Finishing the first weeks of school can be both exhilarating and exhausting. After completing the first few weeks of school, new teachers may have a better understanding of their new role and may start to think of ways to modify their original plans to better accommodate for their students' needs

Websites worth your time~

Intervention Central: This website is full of intervention resources for both academics and behavior. You can also find a link to this website on the WCSD MTSS Page.
<http://www.interventioncentral.org/>

PBIS World- This website contains many resources for behavior supports and intervention, including data tracking sheets and interventions for Tiers 1-3. <http://www.pbisworld.com/>

Classroom practices and other resources, great videos and powerpoints:

<http://pbissmissouri.org/tier-1-effective-classroom-practices/>

Classroom Management creates the foundation for effective and successful classrooms

Definition of Classroom Management

Classroom management consists of the practices and procedures a teacher uses to maintain the environment in which instruction and learning take place.

- **Effective Classroom Managers have classroom procedures that govern students:**
 - Regarding talking, participating in oral lessons and discussions
 - Getting out of their seats
 - Checking or turning in work
 - What to do when work is finished early
 - Ending class

Good Classroom management does not just happen; effective teacher *plan* good classroom management

Taken from The Classroom Management Book (Wong & Wong)

Calm the Chaos- Establishing Procedures and Expectations

Procedures and expectations aren't just for general education classrooms. All teachers need to establish procedures and expectations to ensure that teaching time is productive (even resource teachers who push-in and co-teachers!!!).

Structure and procedures are vital parts of classroom management. Every part of the day needs to be thought through and brought into alignment with what works best for your teaching style, your students' personalities, the age group and any special challenges that could cause a distraction.

Envision each class/group/task; ask yourself what do you want your students to do and how can it be done efficiently. Teach each procedure, along with your content, during the first weeks of class.

Procedure example:

Explain, model and have students practice how to enter and exit the classroom,

Explain, model and have students practice how get the needed supplies

Explain, model and have student practice how to start the warm-up exercise during the first few minutes of class,

Explain, model and have students practice how to turn in and pass out work,

Procedures need to be practiced multiple times, even with older students, for all students to know and understand what's expected. Give students feedback (positive and corrective) to ensure procedures are done correctly. This may take a couple of days or even a couple of weeks, but it will make your life easier for the rest of the school year!

It's not too late to start now if you don't feel your students do not have a solid grasp on your classroom procedures.

The Difference between Classroom Management and Discipline

Classroom management is NOT discipline; they are not synonymous terms. Classroom management is about organization and consistency

Discipline

Discipline is all about how students behave. Rules are used to control how students behave. Discipline plans have rules.

Classroom Management

Management deals with how students do their work. Procedures are used to ensure students are productive. Classroom Management plans have procedures.

Taken from [The Classroom Management Book](#) (Wong & Wong)

Self-Care

A self-care plan can help you enhance your health and wellbeing, manage your stress, and maintain professionalism as a worker with young people. Learn to identify activities and practices that support your wellbeing as a professional and help you to sustain positive self-care in the long-term.

Self-care is a personal matter. Everyone's approach will be different. It relates to what you do at work and outside of work to look after your holistic wellbeing so that you can meet your personal and professional commitments. Below are the different aspects to self-care and example strategies that other people have found useful:

- Workplace or professional
- Physical
- Psychological
- Emotional
- Spiritual
- Relationships

<https://schools.au.reachout.com/articles/developing-a-self-care-plan>

Click on the heading above to read more and get additional ideas. [self care plan](#)



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