The thing I loved the most - and still love the most about teaching - is that you can connect with an individual or a group, and see that individual or group exceed their limits.

-Mike Krzyzewski

Phases of First Year Teachers' Attitudes Towards Teaching

The Disillusionment Phase

The Disillusionment Phase: The period between Halloween and Thanksgiving, also known as the "disillusionment phase" is often cited as a low point for beginning teachers. The "honeymoon period" of student behavior – if there ever was one – has long ended. The hours of lost sleep have added up, and many novice teachers are feeling particularly sensitive about the trial-and-error nature of teaching. As a novice teacher, you have to lay the tracks as you drive the train, and you spend most of the year feeling like you're about to crash. Your job is not to be a perfect teacher your first year. It is to keep working at it and get better so on a November day years from now, when you've (mostly) figured out this whole

Annual Goals and Benchmarks

The IEP team must develop measureable, academic, and functional annual goals for the areas of need identified in the present levels of performance. The specific goals and benchmarks written in the IEP must allow students to be involved with making progress in the general education curriculum, or for preschool children, as appropriate, enable engagement in appropriate activities.

-All goals must be driven by the present levels of performance.

-Significant deficit areas must be addressed by a goal.

-Goals need to meet the needs of the student, measureable and attainable in a year's time.

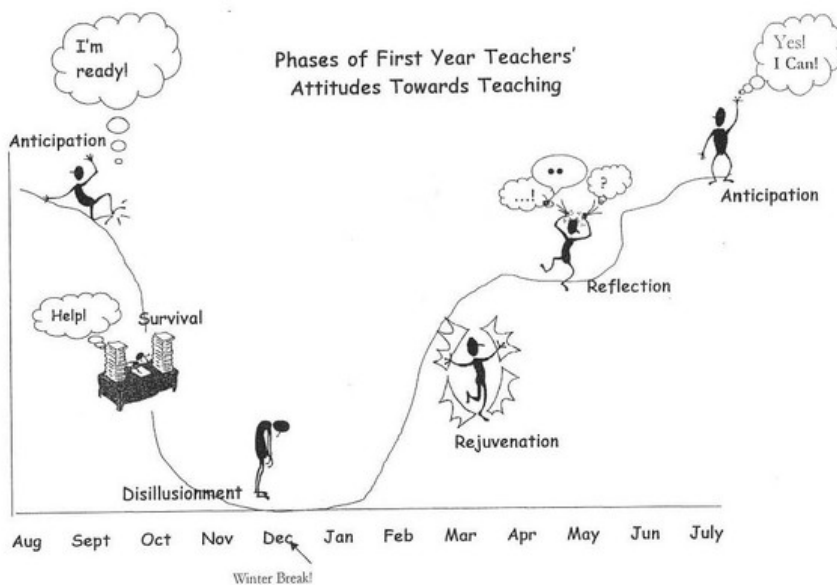**Goals are measureable when they state:**

-Direction (increase, decrease, etc.)

-Area of need (reading, math, functional, etc.)

-Level of attainment (grade level, accuracy, etc.)

-How progress will be measured

-Setting and responsible staff

teaching thing, and you (usually) love it, you can offer guidance to some newer teacher who may be going through the disillusionment phase.

Grades and Report Cards for Students with IEPs

All K-12 students on IEPs will receive a report card in addition to reported progress on IEP goals (see "reporting student progress towards IEP goals" in the IEP document). If you are a teaching a self-contained program and/or an SSTS, or content area in middle or high school you must provide a grade for your students in Infinite Campus. Most school sites require a minimum number of grades per subject per week. Please check with your on-site mentor regarding grading procedures at your school. Classes are available through MyPGS if you need assistance with navigating IC and/or setting up your grade book.

Word Choice in IEPs

The way an IEP is written can have a great impact during a meeting. Teachers should use caution when choosing words to describe students in the educational setting. Imagine if you were a parent of a student with special needs- would you be offended by any of the language in the IEPs you write?

Here are a few guidelines regarding IEP word choice:

-Rely on data to describe student performance.   For example: "_____ assessment scores indicate that he is performing below grade level in math computation."   Do not say: "_____ is behind in math."

-Describe the interaction between the student and the learning environment.

For example: "_____ is better able to complete reading tasks in a small group environment with assistance from an adult."   Do not say: "_____ is off task."

-Do not make assumptions or say that an academic deficit is caused by something unless you have evidence (report from a certified specialist, etc.)

For example, do NOT say: "_____ is off task because he has ADHD and has an impulse control problem."

Instead, use data and describe the student's interaction with the environment: "_____ has difficulty staying on task during whole group instruction and is easily distracted by peers."

-Exercise caution when describing student behavior. Different words have different connotations.

Instead of: Bobby refuses to write in complete sentences. Use: Bobby is reluctant to write in complete sentences.

Instead of: Jane can't do grade level math.   Use: Jane has difficulty completing grade level math independently (and further explain what supports need to be in place for Jane to complete grade level math).

Instead of: Stephanie is a bully on the playground and needs to be watched by the teacher at all times.   Use: Stephanie has difficulty interacting with peers in an age appropriate manner during unstructured times and often requires support from adults to mediate interactions with peers on the playground.

Check it out: Communicating with Parents

Working with Parents – Edutopia: https://www.edutopia.org/article/new-teachers-working-with-parents-resources

Find resources to engage and build trust with parents and create supportive home-to-school connections.

Explaining Test Results to Parents - Practical Assessment, Research, & Evaluation: https://pareonline.net/getvn.asp?v=1&n=1

This article will give you some basic information to help you answer parents' general questions about testing.

Check it out: Data Collection Forms

PBIS World: http://www.pbisworld.com/data-tracking/
Data collection sheets and tools for a variety of student behaviors.

Check it out: Behavior and Social Stories

The Watson Institute: https://www.thewatsoninstitute.org/
This site has many social and behavior stories already written for you (for a variety of ages). All stories are in Word so that you can adapt them if needed.
There are also powerpoints with sound!

- Click on resources in the top blue header
- Click on special education resources and social stories