

Write **one** goal you want to accomplish this year

What **two** subjects do you like the most?

Name

Campus that you are working at

What **three** words describe you best?

What **four** activities do you like to do in your free time?

Fold your cardstock paper in half and create your name tent!



first-year
Teacher
— academy —
growing effective teachers

Getting to know us!

Krystle Dawson

- Married to my amazing husband for 18 years and have 2 great kids
- Love to travel with my family and drag my parents along!
- DISNEY!!! Love it all!
- My dogs are my second set of babies
- I LOVE coffee and can drink it all day long!



Jo'Ann Ruiz Garcia



My Favorite People ❤️

My Favorite Place 🙏



My FAVORITE Schools 😊



Coastal Bend
COLLEGE



TEXAS A&M
UNIVERSITY
KINGSVILLE



TEXAS A&M
UNIVERSITY
CORPUS
CHRISTI



Norms

Participate Actively

Ask Questions

Take care of Yourself

Be a Learner

Respect Confidentiality

Value Others

Use Technology to Enhance Learning

Have Fun!



Chapter 1

Becoming an Effective Teacher

Effective teachers intentionally impact the lives of their students through positive leadership and relationships.

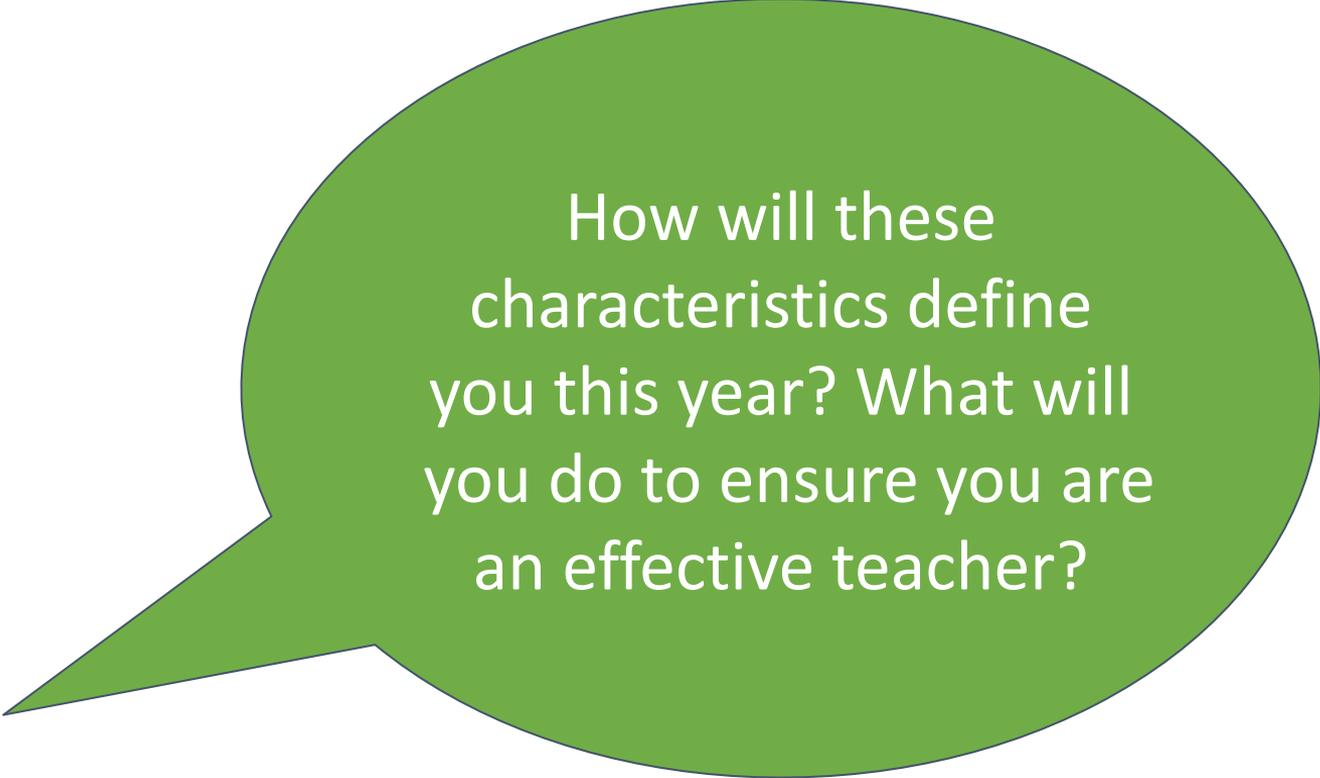
There is a difference in being efficient and in being effective.

Best

Worst

3 Things that Define an Effective Teacher

- High Expectations
- Classroom Management
- Teaches for Mastery



How will these characteristics define you this year? What will you do to ensure you are an effective teacher?



Chapter 2

Getting Ready for the First Days

Effective teachers are prepared to start the first days of school with confidence.

Thought...

What you do on the first day of school will determine your success or failure for the rest of the school year.

First-Year Teacher Notebook page

23

Three things must be
ready for the
first day...

1. the teacher
2. the plans
3. the room





First Day Goals

- Get to know your students
- Let students get to know you and your expectations
- Organize and manage first day issues

What **ALL** students need to know on the 1st day...

1. Am I in the right room?
2. Where am I supposed to sit?
3. What are the rules in this classroom?
4. What will I be doing this year?
5. How will I be graded?
6. Who is this teacher as a person?
7. Will the teacher treat me as a human being?

Partner Talk Time

Think: How will you answer those 7 questions for your students? Write your ideas on page 25-26

Talk: Share with your table partner.

Call back: Music stops

Checklist

- Read and highlight pages **28-31** in the FYT Notebook.
 - Highlight items that stand out to you
- Read pages **32 or 33** depending on your campus level
 - Discuss with your table your thoughts and ideas.
- Use **page 34** to work on your plan



Chapter 3

Managing the Classroom Environment

Effective teachers have a well-organized and well-managed classroom that is characterized by high expectations and is conducive to learning.

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www.CartoonStock.com



search ID: aban405

“Luck is when good classroom management skills meets a day when the disruptive students are absent.”



CX304687

CARTOONSTOCK

So...what is classroom management?

It is a way of structuring the classroom environment so that learning can occur.

Prevention, not Intervention



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"I don't need to go to a gym. One of my classroom management strategies is to circulate frequently around the room. I figure I walk three miles a day."

CX304660





Classroom Management

Effective classroom management consists of **teacher behaviors** that produce high levels of student involvement in classroom activities, minimal amounts of student behavior that interfere with the teacher's or other student's work, and efficient use of instructional time.

(Emmer and Evertson)

Characteristics of Effective Classroom Managers

- With-it-ness—having a pulse on what is happening, not naïve
- Smoothness—transitioning between activities
- Momentum—keeping everyone on the “bus”
- Group alerting—quiet signal, finished signal, etc
- Individual attention accountability—expectation of involvement, random calls

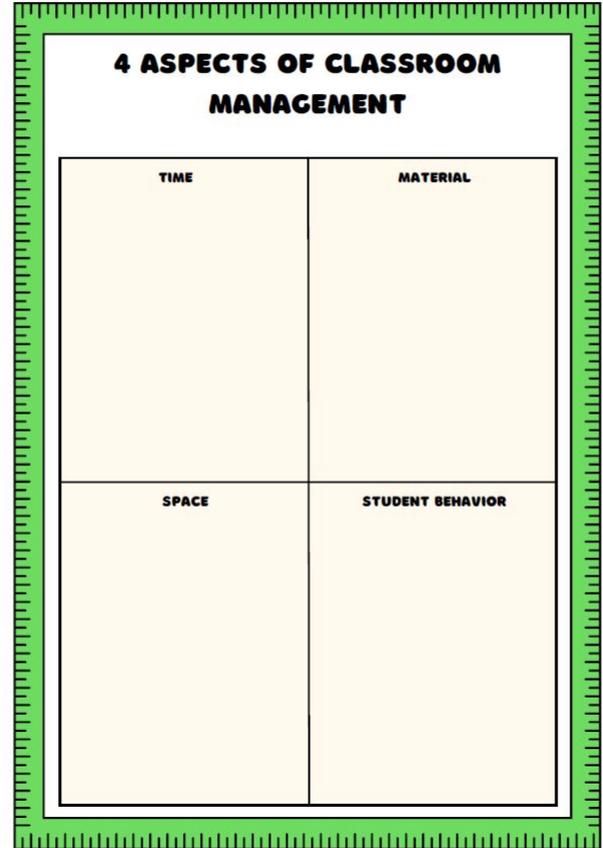
from J. Kounin

The Good, The Bad, The Ugly

[Good, Bad, Ugly](#)

Aspects of Classroom Management





Resources

[ClassroomScreen](#)

[PLanning](#)

3 Comments

2 Challenges

1 Question

Training Process: Jigsaw Sell

1. Read and highlight your assigned section in the FYTN.
2. Prepare to teach the rest of your team your assigned part.
 - 1) Time management – FYTN pages 40-43
 - 2) Materials management – FYTN 44-49
 - 3) Space – FYTN 50-52
3. Teach your team your part. Time: 3 minutes

rehearsal and practice strategy playlist

Jig Saw "Sell"

PURPOSE – Rehearsal and Practice: Group members become experts in different parts of the content and "sell it" (teach with enthusiasm) to their home group members.

Step-by-Step Instructions

1. Organize kids into home groups of 4, then number off 1-2-3-4 to form expert groups.
2. Assign each expert group a topic, step in a process, or section of content.
3. Assign each numbered group a topic, step in a process, or section of content.
4. Expert groups use the **Jig Saw "Sell"** template to ...
 - collaborate and dig deeply into their assigned topic
 - summarize how to "sell" the important information in 5 key "selling" points
5. Experts return home and have 1 minute each to "sell" the importance of their topic.
6. Teacher sees and hears the students' thinking and clarifies/verifies as appropriate.

Helpful Hints:  safety  classroom mgmt  differentiation

- Role play the movement between home groups/expert groups, move one group at a time, and facilitate each expert's 1-minute "sell."
- Allow a supportive peer to read aloud any expert group text; allow scribe to record the 5 selling points on the student's Jig Saw "Sell" template.

Materials:

- assignments prepared for each expert group; Jig Saw "Sell" template copied or projected

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- How do all the expert group ideas **connect**?
- Explain a **cause/effect** relationship between two of the expert groups ideas.

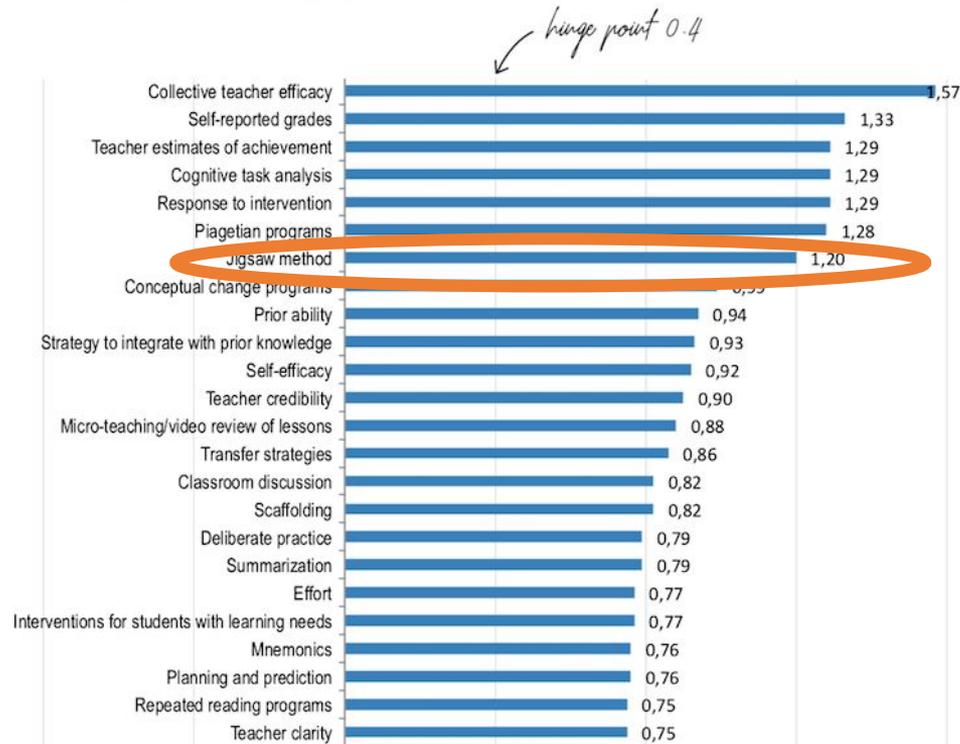


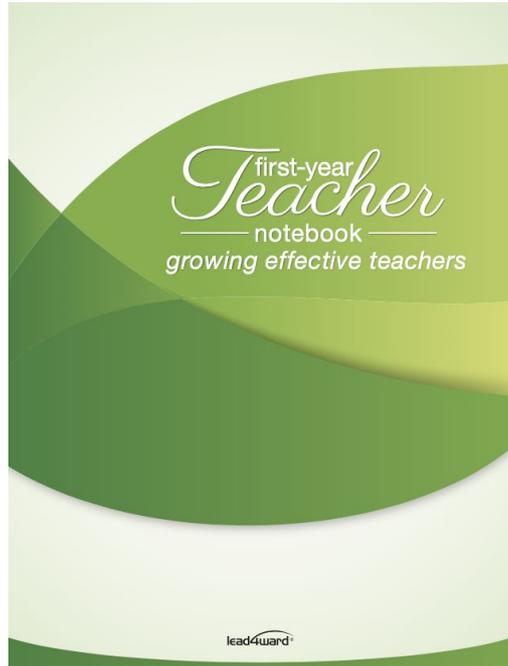
templates available at
lead4ward.com/playlists

Hattie's 2018 updated list of factors related to student achievement: 252 influences and effect sizes (Cohen's d)

Source: J. Hattie (December 2017) visiblelearningplus.com

Diagram: S. Waack (2018) visible-learning.org





One-Step Directions

First-Year Teacher Notebook

One-Step Directions Checklist

	Teacher	Students
Get the Students' Attention	Use a previously taught call back signal or attention signal. <ul style="list-style-type: none"> • Verbal cue • Hand signal • Verbal cue and hand signal • Bell/chime • Music • Other 	• Students show they are ready to listen to the directions.
Time Frame	Give students a heads-up as to how long the directions will take. <ul style="list-style-type: none"> • "In about 30 seconds, you will..." • "In two minutes..." 	• They wait to start and continue to listen.
Identify the Start Signal	Clearly state a signal that will be used when the students are to begin. <ul style="list-style-type: none"> • "When I say go, you will..." • "When you hear this sound..." • "When the music starts..." 	• Students understand and wait for start signal.
Give Directions One-Step at a Time	Give the first step in the directions. <ul style="list-style-type: none"> • Please get your pencil. (Pause) • Lay it on the desk in front of you. (Pause) Give added emphasis as needed. <ul style="list-style-type: none"> • "Make sure everyone around you has a pencil." Sometimes ask for a choral response answer when giving directions. <ul style="list-style-type: none"> • "Please get your yellow notebook. What color of notebook?" • "Turn to page 57. What page?" 	• They wait for the start signal. • They make sure everyone around them is caught up with the directions. • They answer with a choral response when prompted.
Give the Start Signal	Say the starting word or phrase, pause briefly, and then ask students to do the step. <ul style="list-style-type: none"> • "When I say go, please stand up." (Pause) "Go!" 	• Students follow directions.
Give Directions One-Step at a Time	Pause until the direction is followed completely before giving next direction. <ul style="list-style-type: none"> • Encourage behavior, as needed. • Tell students "Thank you!" after each step is completed. • Repeat, reteach or practice, as needed. 	
Give the Start Signal	Refocus students from action to listening for the next step. <ul style="list-style-type: none"> • "Tell your neighbor nice job." • "Hold up your card in the air like this to show me you have it ready." • "Tell your neighbor, let's hear the next step." 	• Students refocus on the teacher. • They are ready to listen.

Adapted from Spence Rogers's, *Teaching for Excellence* (Rogers, 2013).



Chapter 4

Maintaining Positive Student Behavior

- Effective teachers establish a classroom that is characterized by respect, compassion, and high expectations for behavior and achievement.

Behavior Management

- The purpose of a behavior management plan is to prevent discipline problems and to create a safe learning environment.
- The goal is to have a plan that will minimize classroom disturbances and maximize learning.



Behavior Management

- A good behavior management plan has four major components:
 - Goals—the broad behavioral characteristics you desire for your students to have—Goals serve as the foundation for the others.
 - Procedures—how to do things
 - Rules—expected norms of behavior
 - Consequences—reinforcements for behavior

Remember: Rules and procedures are developed in order to achieve and support your goals!

Dealing with Discipline Problems

What if they won't cooperate?

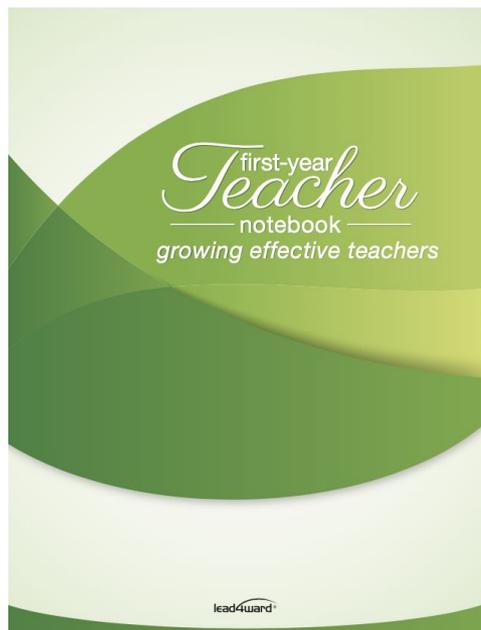
What if it's everyone?

Ask Why...

- 4** reasons for misbehavior
- Attention-seeking
 - Power-seeking
 - Angry behavior
 - Fear-of-failure

Standard Operating Procedure

- Ignore
- Eye contact
- Proximity
- Use name in instruction
- Remind student of expectation
- Pause
- Respond



First-Year Teacher Notebook page 72

Four Reasons for Misbehavior

adapted from Linda Albert's *Cooperative Discipline / Kagan's Win-Win Discipline*
Review the following information and develop a plan for dealing with the misbehavior.

Attention-Seeking: Their message is "Look at me!"

Some students misbehave to get extra attention. They want to be center stage all the time and constantly distract to gain an audience. They need attention whether it comes from negative or positive behavior.

Behavior: Active – Attention Getting Mechanisms (AGMs), disrupt class; Passive – dawdler

Interventions:

- Minimize the behavior – ignore, signals, proximity
- Clarify the behavior
- Legitimize the behavior – turn it into a lesson
- Distract the student
- Notice others' appropriate behavior
- Catch them being good – 3 times more positive than negative feedback
- Teach them to get attention for doing the right thing
- Greet them at the door, visit with them
- Affirm students, send positive letters home to student and parents, make positive phone call to parents

Do Not:

- Reward misbehavior with loud responses; that only reinforces it



Power-Seeking Behavior: Their message is "You can't make me" or "Let's fight." Some students misbehave in a quest for power. They try through words and actions to prove that they are in control. They want to be able to influence others.

Behavior: Active – tantrums, lip, sass, lawyer syndrome of "My dad knows the principal"; Passive – noncompliance, hiding behind a label of "I'm just lazy."

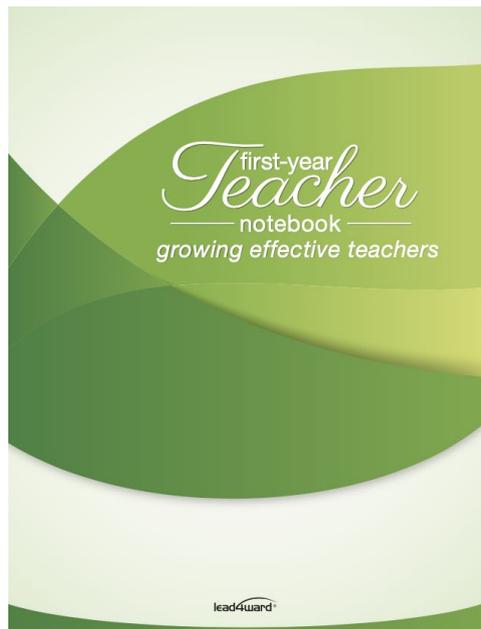
Interventions:

- Avoid escalating the situation by yelling, sarcasm, nagging
- Remain calm and assertive
- Focus on the behavior, not the student
- Table it until later
- Allow student to save face
- Remove the audience (step away from other students)
- Acknowledge the student's power
- Use a fogging technique (agree, avoid, change subject, etc.)
- Allow voice and choice
- Ask for the student's input
- Grant legitimate power
- Delegate responsibility, assign class roles for leadership opportunities

Do Not:

- Fight back or back them into a corner





First-Year Teacher Notebook page 73

First-Year Teacher Notebook

Angry Behavior: Their message is "I'm angry, and I'm taking it out on you!" Some students want to lash out to get even for real or imagined hurts. The target may be the teacher, other students, or both. It may not be about you, but it affects you. These students seem to sulk and scowl. Students need to be able to let others know they are upset.

Behavior: Active – physical attacks and vandalism, psychological attacks, threats, suicide; Passive – sullen and withdrawn to hurt. Everything about them says "I hate you" or "I am mad!"

Interventions:

- Check the barometer at the door – watch for it, get help if needed
- Avoid escalating situation
- Ignore, if you can; report real threats
- Cool down area
- Take a break
- Try chunking content into smaller bite-sized pieces
- Select reasonable consequences
- Build caring relationships – you may be the only one for them
- Teach appropriate expression of feelings, anger control tips

Do Not:

- Push or threaten back
- Call their bluff



Avoidance-of-Failure Behavior: Their message is "I can't, why try?" Some students want to avoid repeated failure. They believe they cannot live up to their own, the teacher's, their families' expectations. They choose withdrawal behaviors to compensate for this feeling. This is often missed or looks like another behavior.

Behavior: Active – frustration tantrum (implosion), clowning around to cover fear; Passive – procrastination, noncompliance, temporary incapacity, assumed disabilities.

Interventions:

- Modify instruction
- Provide tutoring
- Encourage working with partners and teams
- Teach procedures for becoming unstuck
- Provide feedback privately
- Encourage positive self-talk
- Reframe "I can't"
- Have an "I can" classroom, make risk-taking and mistakes a part of the class culture
- Build trust

Do Not:

- Give up or give in



Adapted from Linda Albert's, *Cooperative Discipline*, (Albert, 2002) and Kagan's SmartCard, *Win-Win Discipline* (Kagan, 2007)

Go back to the analysis chart (p. 71) and think about which of these four might be the cause for the student's misbehavior. Jot down some interventions to try.

Look at the chart on page 66 and work on the 3rd and 4th quadrant.

Showdown!

Attention
Seeking

Power
Seeking

Angry
Behavior

Avoidance
of Failure

Showdown!

Four Reasons for Misbehavior

Showdown

1. Ben leans back in his chair after being asked not to. His chair falls over, and he falls out in the floor with a loud yelp. Other classmates laugh and make comments.
2. After you have given the assignment, Leah sits at her desk sighing loudly, not working. She is capable of doing the work.

Four Reasons for Misbehavior

Showdown

3. After handing out an assignment to be completed by the end of the period, you notice Heather fold the paper and put it in her notebook, and take out her math. When you remind her to get busy, she says, "I will do it for homework; I need to do my math."

Four Reasons for Misbehavior Showdown

4. You ask Heather to put up her art materials. She doesn't. You remind her again, and she says, "I'll do it after I finish my book."
5. Bobby comes to class without his book so you loan him one. At the end of the class you notice the book is cut and marked up.

Four Reasons for Misbehavior

Showdown

6. When you return from an absence, Sal mumbles, “I wish we had a substitute everyday!”
7. When you collected the test, you noticed Alex made Christmas tree designs on the standardized answer sheet.
8. Marcie comes up to your desk complaining of a stomach ache for the third day in a row just before music.

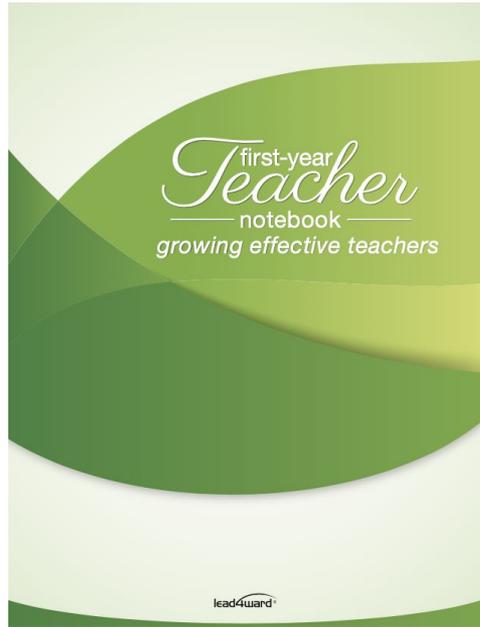
Read & Reflect

What is the behavior?

Which goal and classroom rule does the behavior violate?

Possible cause?

Possible solution?



First-Year Teacher Notebook page 74

First-Year Teacher Notebook

3 5 3 Student-Teacher Behavior Plan Conference

Student Name: _____ Date: _____

Issue or Concern: _____

3 Benefits of Moving Forward

- _____
- _____
- _____

5 Strategies for Moving Forward

- _____
- _____
- _____
- _____
- _____

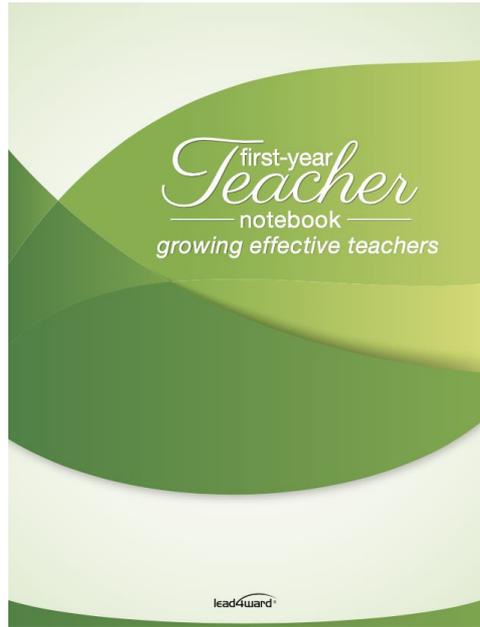
3 Ways the Teacher Can Support

- _____
- _____
- _____

Student Signature _____ Teacher Signature _____

Parent Signature _____ Principal (if needed) _____

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First-Year Teacher Notebook page 75

First-Year Teacher Notebook

Student Behaviors and Teacher Actions

Student Name: _____ Teacher: _____

Date: _____ Grade Level: _____ Class Period: _____

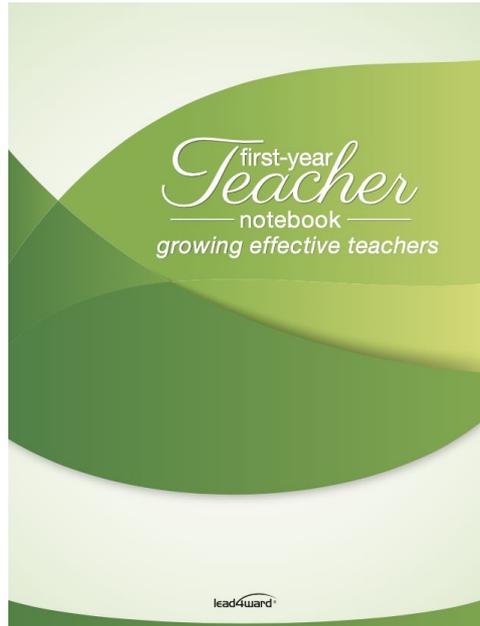
Minor Misbehaviors – Teacher-Managed

- Excessive off topic talking
- Out of seat often
- Frequently off task
- Does not make good use of time, procrastinates, or does not finish work
- Cannot keep hands and feet to self
- Disrupts class
- Late to class
- Unprepared for class
- Does not follow directions
- Technology use at unapproved times
- Non-compliant
- Disrespectful to teacher
- Disrespectful to peers
- Name calling or put downs
- Inappropriate language
- Untruthfulness
- Other _____

Major Misbehaviors – Office-Managed

- Repeated disrespect to teacher
- Heightened disrespect to peers or bullying
- Rebellious, defiant, or disruptive
- Threatening words or behavior to self or others
- Physically aggressive to student or teacher
- Illegals such as weapons, drugs, or alcohol
- Aggravated teasing, hazing, harassment including gender, racial, religion, disability, or physical features
- Inappropriate or abusive language; profanity
- Purposefully destructive of school property including technology
- Stealing or theft
- Cheating, deliberately copying the work of another, plagiarism, or other academic dishonesty
- Dress code violation
- Inappropriate use of technology
- Outside of set school boundaries or skipping class
- Sexual comments, touch, harassment
- Other _____

What would your mentor, principal, or assistant principal add, change, or delete from this list?



First-Year Teacher Notebook page 76

First-Year Teacher Notebook

Action Plans for Teacher-Managed Misbehavior

Always intervene at the lowest possible level.

- Standard Operating Procedures: ignore behavior; make eye contact; student proximity; drop student name in lesson. If this does not work, ask student if he knows what he should be doing; if yes, tell the student to do that now, please; if no, remind student what he should be doing; pause/walk away; respond with a thank you or a consequence.
- Determine WHY the student is misbehaving: Attention-Seeking; Power-Seeking; Revenge-Seeking; or Avoidance-of-Failure.
- Assume positive intent on the student's part
- Share a word of praise, a compliment card, or a positive note for appropriate behavior
- Use humor but never sarcasm
- Non-verbal cue or signal to student
- Give a quick verbal reminder or redirect
- Schedule a time to talk later with student (not in front of class)
- Reteach the expectation or appropriate behavior
- Have student practice or demonstrate correct behavior or rule
- Give choices
- Change the seating chart
- Allow flexible or alternative seating; allow to stand while working
- Assign an individual work space
- Temporarily remove item causing disruption
- Allow cooling off time within the classroom
- Give structured break
- Have student stay or sit with teacher
- Flip card over or move card color or level
- Work hard at discovering what the student likes or enjoys then become familiar with his/her favorites. Build rapport around music, bands, YouTube stars, video games, sports, hobbies, books, art, websites, TV shows, and more
- Attend one of the student's extra-curricular events
- Visit with one of the student's other teachers for ideas and advice for positively interacting with student
- Make a family phone call
- Schedule a family-teacher conference
- Hold a 3-5-3 Student-Teacher Behavior Plan Conference; brainstorm and develop a plan; complete form
- Have student write a reflection of the behavior
- Schedule a time for student to visit with the counselor
- Assign a detention
- Restitution, write letter of apology
- Other _____

Notes:

Mentor Connections

Think of one student you currently have in class who challenges your rules.

What things do you implement that helps set the student on the path of positive behavior?

Please download
the FREE lead4ward
app from the app
store!



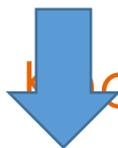


Chapter 5

Understanding the Standards

Effective teachers possess a deep understanding of the subjects they teach.

TEKS 5th Grade Science



Knowledge & Skills Statement

(5.5) Matter and energy. The student knows that matter has measurable physical properties and those properties determine how matter is classified, changed, and used. The student is expected to:



Student Expectations

(A) Classify matter based on physical properties, including mass, magnetism, physical state, solid, liquid, and gas), relative density (sinking and floating), solubility in water, and the ability to conduct or insulate thermal energy or electric energy.



Chapter 8

Working with Parents and Families

Effective teachers pursue partnerships with parents and families in a professional manner for the benefit of students.

First-Year Teacher Notebook page 141

Effective Listening

A decorative horizontal brushstroke with a gradient from orange to yellow, positioned below the title.

Understanding the thoughts and feelings being communicated from the speaker's frame of reference.

Bob Bolton, People Skills

Listening Skills



- Non-verbal
 - Body Language
 - Environment
- Verbal
 - Invitations
 - Restating

Body Language of Listening



- Open position
- Incline body forward
- Responsive gestures
- Appropriate eye contact
- Head nods
- Facial reactions

Restating Stems



- “You’re saying (or thinking, or feeling)...
- To you it seems...
- You need to know...
- You’re wondering...
- So, John, your concern is...

Barriers to Communication: The Dirty Dozen

- Disagreeing
- Criticizing / Blaming
- Global Praising
- Advising
- Diagnosing
- Excessive Questioning
- Moralizing
- Logical Arguing
- Ordering / Threatening
- Reassuring
- Diverting
- Monologuing

Think-Write-Talk

- **Think and write:** Turn to **page 208**
- Write your response to the scenarios.
What would you say to the parent?
- **Time:** 30 seconds each
- **Talk:** Share with your table partner.
- Save these responses for later...
- **Call back:** Music stops

Communicating with Parents



- Compassion
- Respect
- Communication
 - Electronic Communication
pages 147-149
 - Call Logs
pages 150-153

Parent-Concern Conferencing Method



- Listen using good skills
- Restate until the problem is identified
- Ask what has been tried
- Invite yourself in to give advice, problem-solve
- Give suggestions (bite-size)
- Check for reaction
- Schedule follow up



Teacher Initiated Conferencing Method

- Explain your need or request
- Listen using good skills
- Restate until the other opinion is identified
- Restate your need and listen
- Restate the conflicting needs
("To you...and to me..." or "You want...and ...")
- Invite to problem-solve
- Brainstorm workable suggestions (bite-size)
- Check for reaction
- Schedule follow up

Watch One-Do One

Modeling for Role Play - 10 minutes

- **Observe and write:** As you observe the role play, prepare to give feedback to the listener on
 - Verbal: body language and environment of listening
 - Nonverbal: invitations and restating
 - Effectiveness of following method Barriers?
- **Role Play Time:** 3 minutes each
- **Talk:** Share with your table partners.
 - Whole group share

Triad Practice

- In triads
 - #1-parent
 - #2-teacher –
use the model best suited for situation
 - #3-observer –
lead discussion, give feedback to listener
- Using the model role play the situation
- Rotate roles and repeat
- Time: 25 minutes

Mentor Connections

How do you develop positive relationships with parents and families?

How do you encourage family involvement and support?

First-Year Teacher Notebook page
165



Chapter 9

Being a Professional Educator

Effective teachers always exhibit professionalism and high standards both in and out of the classroom.

- *You don't get a second chance at a first impression.*

Mentor Connections

What professional organizations do you join?

Which educators or resources do you follow or subscribe to which help you grow as a professional?

Read & Share

- Silently read page 144.
 - Highlight information that stands out to you
- Which suggestions on the page seemed the most helpful?

Paired Read & Share

- Silently read the following pages.
 - Partner A - page 145
 - Partner B – pages 146
- Highlight, underline, sticky note your pages
- Be ready to lead a discussion with your partner on your pages