

*"Great things come from small beginnings"*

# New Hire Handbook

# Top 10 Tips

## From First-Year and Veteran Teachers

1. **Plan relentlessly:** Create back-up plans and plans for teaching students of varying abilities.
2. **Set high, consistently reinforced expectations** for behavior and participation.
3. **Show and require respect** in the classroom at all times.
4. **Reach out to parents and your administration**, preferably early on and before a problem arises.
5. **Consider participating in an extracurricular activity**, which strengthens relationships with students and can be enjoyable as well.
6. **Seek mentors**, team teaching assignments and regular exchanges with fellow first-year teachers.
7. **Be flexible and ready for surprises:** for example, you could be assigned multiple grades, classrooms or subject areas.
8. **Work closely with counselors or other school personnel** authorized to respond to children's social problems.
9. **Take care of yourself** physically and mentally.
10. **Love learning, love kids, and love teaching!**

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EDUCATION IS NOT  
*teaching people things they  
don't currently know.*

EDUCATION IS  
*teaching people behaviors  
they don't currently practice.*



# What Do I Need to Know?



“Great things come from small beginnings”

# Meet people.

# Ask questions.

# Get to know the lay of the land.

**If you dare to teach, you must dare to learn.** Teacher education rarely prepares the student teacher for non-instructional tasks. You may have lots of ideas for instructional activities, but you probably received no training in such non-instructional tasks such as how to keep a grade book, act and dress for success, teach procedures and routines or deal with negative, non-supportive and energy draining students and colleagues. Knowing who to ask and developing good working relationships with support staff and colleagues will start you off on the right foot and keep you moving forward.

Harry Wong, *The First Days of School*



## School Site Checklist

Check in with your principal and the head secretary to get information on these invaluable resources. Having this information will help your year run smoothly.

Done	Description	Who to Ask
	School Tour / Map of building	
	Building Schedules (Regular, Early Release, Assembly, conferences, et.)	
	Reporting Time, Duty Schedules and Expectations	
	Attendance Procedures	
	Grading – Record Keeping & Posting	
	Phone Calls – Record Keeping	
	Network Username & Password and Email Address	
	Emergency Procedures	
	Lunchroom Procedures – Students – Teachers	
	Office Discipline Procedures (Referrals)	
	Calendar / Big Yearly Events	
	Parent Conferences – Procedures, Schedule, Records	
	Resources Within the Building (library, copying, aides, supplies)	
	Resources Outside the Building	

### More Good Things to Know:

- Overview of the Staff Handbook
- Staff list – room assignments, prep times, contact information
- Student Files – Where are they kept and when to access
- Curriculum Resources
- Teacher Evaluation Process / Evaluation Schedule
- Back to School Night / Parent Night / Curriculum Night

# Questions You Should Ask?

## 25 Questions You Should Ask During the First Days of School

1. How do I check out regular and supplemental texts?
2. What are the procedures for the use of audio-visual equipment?
3. How do I make arrangements for a field trip?
4. How do I sign up my class for the library?
5. What are the procedures for taking a class to an assembly?
6. When am I responsible for locking my room?
7. What machines are available to use – copier, computer, laminator, etc.
8. Where can I get free and inexpensive materials?
9. What are the attendance procedures for students, and what are my responsibilities in attendance record keeping?
10. Will I be responsible for collecting money and what do I do with money I collect?
11. To whom do I report serious problems with a student's health or behavior?
12. What student records must I maintain in cumulative folders?
13. What procedures do teachers follow for contacting parents by letter, phone, social media?
14. What should I expect from a parent / student conference?
15. What should I do if I must leave my room during class?
16. What should I do in case of a medical emergency in my classroom?
17. How do I handle a fight between students?
18. How do I report a disciplinary problem?
19. How do I arrange for a substitute?
20. How do I apply for personal, professional, vacation or sick leave?
21. What is my salary and what deductions are taken?
22. Are there any unwritten rules for teachers in my school?
23. Where do I go if I am having trouble?
24. How do I know if I'm doing a good job?

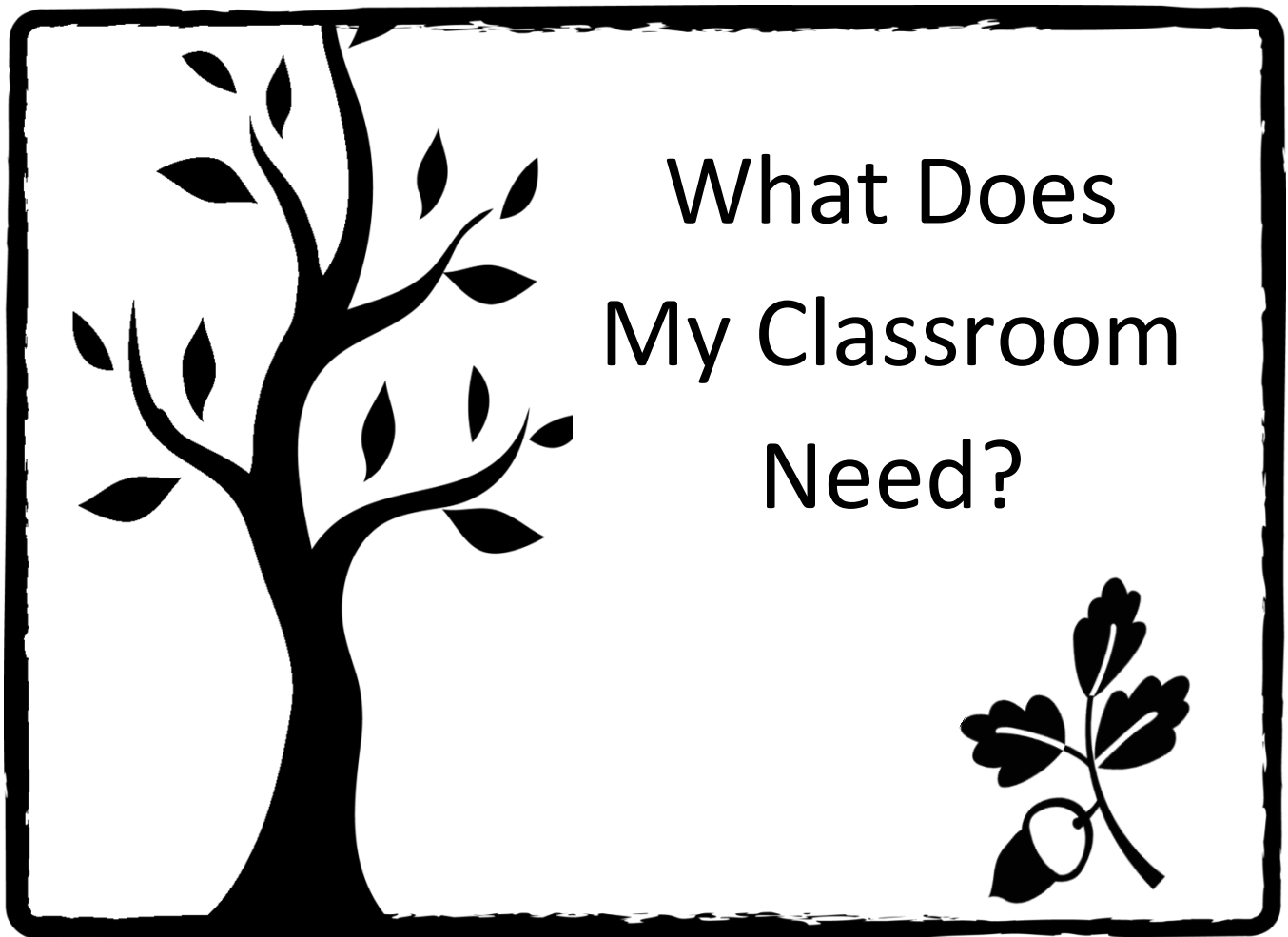


# Education Acronyms

<b>504</b>	Section 504 of the Rehabilitation Act (plan for special needs students)
<b>ACT</b>	American College Test
<b>ADD</b>	Attention Deficit Disorder
<b>ADHD</b>	Attention Deficit Hyperactivity Disorder
<b>ADM</b>	Average Daily Membership (Attendance record for state funding)
<b>AFT</b>	American Federation of Teachers (Union – national level)
<b>AP</b>	Advanced Placement (college preparation class)
<b>AYP</b>	Adequate Yearly Progress
<b>CCSS</b>	Common Core State Standards
<b>CPDU</b>	Continuing Professional Development Unit
<b>CWPM</b>	Correct Words Per Minute (DIBELS, AIMSWeb)
<b>ELD</b>	English Language Development
<b>ELL</b>	English Language Learner
<b>ERIC</b>	Education Resources Information Center
<b>ESL</b>	English as a Second Language
<b>FBA</b>	Functional Behavior Assessment
<b>FTE</b>	Full-Time Equivalency (student enrollment or employee status)
<b>GED</b>	General Education Development (A passed GED results in a GED diploma)
<b>GRE</b>	Graduate Record Examination
<b>IDEA</b>	Individuals with Disabilities Education Act
<b>IEP</b>	Individual Education Plan
<b>ISBE</b>	Illinois State Board of Education
<b>LD</b>	Learning Disabled
<b>LEP</b>	Limited English Proficiency
<b>NCLB</b>	No Child Left Behind
<b>NEA</b>	National Education Association (Union – national level)

# Education Acronyms

<b>OC</b>	Occupational Therapist
<b>OCD</b>	Obsessive Compulsive Disorder
<b>PBIS</b>	Positive Behavior Intervention Support
<b>PLC</b>	Professional Learning Communities
<b>PTA/PTO</b>	Parent Teacher Association / Organization
<b>RTI</b>	Response to Intervention
<b>SAT</b>	Scholastic Aptitude Test
<b>SED</b>	Severely Emotionally Disabled
<b>SES</b>	Socio – Economic Status
<b>SIP</b>	School Improvement Plan
<b>SLP</b>	Speech Language Pathologist
<b>SpED</b>	Special Education
<b>SRO</b>	School Resource Officer
<b>TAG</b>	Talented and Gifted
<b>Title I</b>	Provides funding to low SES schools to assist academically behind students



“Great things come from small beginnings”

# Prepare, prepare, prepare!

## Write a detailed script for the first day.

## Post your classroom expectations and daily agenda.

The most important thing to establish the first week of school is **CONSISTENCY**. People do not want surprises or disorganization. Students want an environment that is **safe, predictable, and nurturing**. Effective teachers have classrooms that are **caring, thought-provoking, challenging, and successful**. They have this because they begin with classroom management procedures that create consistency.

Harry Wong, *The First Days of School*

# TOP TEN “TO DO” *BEFORE* SCHOOL STARTS

- ☐ Plan seating arrangements and make charts
- ☐ Determine classroom procedures for students
- ☐ Over plan your lessons
- ☐ Gather team building activities to use early in the year
- ☐ Identify a location in your classroom to post your daily agenda/lesson objectives
- ☐ Post expectations and discipline plan- including rules and consequences (PBIS)
- ☐ Create a daily routine for the first five minutes of class (Bellwork)
- ☐ Prepare all classroom supplies
- ☐ Think of ways to learn your students’ names quickly
- ☐ Commit to connecting with each student daily (eye contact, greetings, quick notes, high fives, etc.)

# CREATING A PRODUCTIVE LEARNING ENVIRONMENT

## *New Teacher Self-Assessment and Goal Setting Check sheet*

- \_\_\_\_\_ Be sure you have student attention before beginning instruction or giving directions.  
(*Attention signals*)
- \_\_\_\_\_ Provide practice and processing time
- \_\_\_\_\_ Post the agenda and learning outcomes in the same place every day
- \_\_\_\_\_ Explain the work to be done and how to do it
- \_\_\_\_\_ Before students start working, check to be sure they know what to do and how to do it.
- \_\_\_\_\_ Repeat and stress complex directions and difficult points; write out steps to any process having three or more steps
- \_\_\_\_\_ Have students repeat and rephrase questions and explanations to each other
- \_\_\_\_\_ Teach students how to use graphic organizers, mnemonics, visualizations and note-taking strategies
- \_\_\_\_\_ Use a known process (like a graphic organizer previously used) to introduce or teach difficult new material
- \_\_\_\_\_ Provide opportunities for students to use a variety of learning strategies
- \_\_\_\_\_ Match the pace of instruction with the complexity of the concepts being studied.
- \_\_\_\_\_ Mass practice at the beginning of new learning and follow-up with distributed practice throughout learning
- \_\_\_\_\_ After practice of small chunks, move quickly to meaningful use of information and skills
- \_\_\_\_\_ Build in and orchestrate movement; notify students of upcoming transitions
- \_\_\_\_\_ Use flexible grouping determined by such variables as interest, readiness levels, Information processing styles, student choice and, on occasion, random order
- \_\_\_\_\_ Organize supplies, equipment, and papers so that they are easily accessible; eliminate clutter

# FIRST DAY PRIORITIES

(The First Days of School Will MAKE or BREAK You)

## PREPARE, PREAPRE, PREPARE!

Effective people know what they are doing. Go in to your first day of teaching with a plan; write a detailed script of your first day of school and include the following:

<b>GREET</b>	Meet your students at the door
<b>DIRECT</b>	Help your students to their assigned seat
<b>ABOUT ME</b>	Introduce yourself
<b>COMMUNITY</b>	Plan for students to get to know each other
<b>HOW TO</b>	Teach classroom procedures
<b>RULES</b>	Teach classroom rules, consequences, and rewards
<b>EXPECT</b>	Communicate the expectations of the class
<b>MOVE</b>	Plan for transitions
<b>CLOSE</b>	Plan a daily closing procedure.

# EXAMPLE SCRIPT FOR THE FIRST DAY OF SCHOOL

## Middle School

### BEFORE SCHOOL BEGINS:

- Have a clearly marked sign on the classroom door and on the board in the room with the name of the class, the teacher, the hour and the room number.
- Distribute a copy of the Student Information Sheet to each student to complete for bell work.
- Set-up individual trays for every handout the students will need to pick-up. Be sure to 3-hole punch all handouts. Place a sign that reads “Please Take One” near the trays.
- Use the projector to display the seating chart. ~OR~ When class lists are unavailable, number the survey handouts with the computer station numbers and have students find the station in the classroom. When they turn in their survey with their name and the station number, you can put them on the seating chart later that day.

## Example

### GREET AT THE DOOR:

- Welcome each student with a handshake and hello
- Look directly at each student, not the busy hallway or the line of people at the door, when they introduce themselves.
- Make sure every student is in the right place at the right time. (Check schedule)
- Tell each student the following:
  1. They can find their seat by referencing the seating chart on the screen (or the number on the handout).
  2. Hand them a Student Information Sheet.
  3. They should grab the 3 handouts on the table at the student center.
  4. They should fill out the Student Information Sheet immediately as bell work.

### WELCOME AND INTRODUCTION:

- Welcome everyone to the first day of school and ask the students to take a few more minutes to finish the bell work.
- Take attendance by referencing the seating chart (if available)
- Welcome everyone again and introduce yourself.
- Provide a few tidbits of appropriate personal information (educational background, family, etc.)
- Explain your personal educational philosophy – hand’s on, hear-see-write-do, active learning
- Stress that you are very excited to be here and that you look forward to a successful year ahead.



## **SYLLABUS EXPLANATION (*HANDOUT 1*)**

- Ask the students to reference the *Course Syllabus* handout.
- Explain the basic course information.
- Provide instructor contact information.
- Discuss the course objectives.
- Identify the class materials- show examples of materials.
- Explain the grading scale.
- Discuss specific academic requirements.

## **CLASS POLICIES EXPLANATION (*HANDOUT 2*)**

- Ask the students to reference the *Class Policies* handout.
- Discuss your overall discipline philosophy. Reference connections to the school-wide discipline code.
- Stress that a student chooses behaviors- we are all responsible for our actions.
- Clearly state simple classroom rules- Involve students in developing classroom rules and expectations.
- Stress that the class rules will be consistently enforced.
- Explain the tardy and late arrival policy.
- Discuss the importance of academic honesty.
- Discuss the attendance requirements.
- Explain the late work policy.
- Explain the make-up test policy.
- Ask each student to sign the back of the *Student Information Survey* in the space that indicates that they understand and agree to the class policies.

## **CLASS PROCEDURES (*HANDOUT 3*)**

- Ask the students to reference the *Class Procedures* handout.
- Explain the purpose of class procedures by using an appropriate analogy from real life (like driving a car).
- Promise the students an organized and efficient classroom.
- Explain the importance of following procedures.
- Explain the difference between procedures and rules.
- Explain and rehearse the following procedures: entering the room, bell work, picking up materials, coming to attention, arriving to class late, and leaving the classroom.
- Explain that other procedures will be explained and rehearsed as they become necessary (getting absent work, make-up tests, using the restroom, getting extra handouts, handing in homework).

## **DISMISSING THE CLASS**

- With a few minutes remaining, reiterate your excitement for the upcoming year.
- Tell the students that it was nice to meet all of them.
- Rehearse the procedure for leaving the classroom.
- Collect the Student Information Survey as the students leave the class.

# HOW TO MAKE A DISCIPLINE PLAN

*Present Rules Clearly and Provide Reasonable Explanations for Them*

## **The Effective Teacher**

1. Has the discipline plan posted when the students arrive on the first day of school.
2. Posts a maximum of three to five rules or responsibilities.
3. Explains the posted rules and is willing to make changes as the class situation requires.

*-Harry Wong, *The First Days of School**

Clear rules and expectations provide consistency in the classroom. Students much prefer knowing the rules, consequences, and rewards rather than having a teacher who arbitrarily changes or makes up new rules to fit the moment. Ineffective teachers make up rules as a reaction to problems, which makes the rules feel punitive. Setting rules before a problem arises allows the class to have an understanding of the expected behaviors in the classroom.

## **BASIC STRUCTURE FOR A DISCIPLINE PLAN**

RULES:	What the expected behaviors are.
CONSEQUENCES:	What the student chooses to accept if the rule is broken.
REWARDS:	What the student receives for appropriate behavior.

## **WHY YOU SHOULD HAVE ONLY THREE TO FIVE RULES:**

*Have you ever noticed that your phone number, credit card, social security number, auto license number, and zip code are written in groups of 5 numbers or less? That is because people find it easier to remember numbers in groups of three to five.*

# WHAT SHOULD MY RULES BE?

**It is essential that you state your specific behavior expectations. Here are some examples from Harry Wong's *The First Days of School* that you may want to consider for your discipline plan.**

## **Universal General Rules:**

1. Respect others.
2. Take care of your school.
3. Be polite and helpful.
4. Keep the room clean.
5. Behave in the Library.

## **Universal Specific Rules:**

1. Follow directions the first time they are given.
2. Raise your hand.
3. Stay in your seat unless you have permission to be out of your seat.
4. Keep hands, feet, and objects to yourself.
5. No cursing or teasing.

The three most important student behaviors that must be taught the first days of school are:

1. Discipline
2. Procedures
3. Routines

## **Specific Rules for Elementary Grades:**

1. Wait for directions with no talking.
2. Eyes in front when the teacher is talking.
3. Change tasks quickly and quietly.
4. Complete the morning routine.
5. Report directly to the assigned area.

## **Specific Rules for Middle Grades and High School:**

1. Be in class on time.
2. Be in your seat when the bell rings.
3. Listen to instructions the first time they are given.
4. Have all materials ready to use when the bell rings.
5. Keep your hands, feet, and objects to yourself.
6. Do not use vulgar or offensive language.

# Example

## DISCIPLINE PLAN for ROOM 16

### CLASSROOM RULES

1. Have all appropriate materials at your table and be seated when the bell rings.
2. Respect the people, equipment, and furnishings of Room 16
3. Adjust your voice level to suit the activity.
4. Follow directions the first time they are given.
5. Observe all rules in the student handbook.

### IF YOU CHOOSE TO BREAK A RULE

- |                     |   |
|---------------------|---|
| ▪ First Time        | Name on board. Warning  |
| ▪ Second Time       | One check. 15 minutes lunch detention                         |
| ▪ Third Time        | Two checks. 30 minutes lunch detention                        |
| ▪ Fourth Time       | Three checks. 30 minutes lunch detention and phone call home. |
| ▪ Fifth Time        | Referral to the office  |
| ▪ Severe Disruption | Immediately sent to the office                                |

### REWARDS

- Daily praise
- Positive notes home
- Whole class radio time or free time
- "Raise a Grade" certificate
- Movie and popcorn party for the class
- Various other positive perks
- The joy of learning

**STUDENTS:** I have read this classroom discipline plan and I understand it. I will honor it in Room 16.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**PARENTS:** My child has discussed the classroom discipline plan with me. I understand it and support it.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**TEACHER:** I will be fair and consistent in administering the discipline plan for Room 16.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Classroom Rules

1. Follow directions the first time given.
2. Keep hands and feet to yourself.
3. Raise your hand to get out of your seat.
4. Keep your voice to an inside working level.
5. Not put-downs of Classmates



Example

THANK YOU!



## LANGUAGE ARTS POLICIES MIDDLE/HIGH SCHOOL EXAMPLE

Example

### A. Note from the Instructor

I will lead a respectful and disciplined classroom. To achieve this I have established a few simple policies. As a student, it is your responsibility to comply with these policies. If you decide not to comply, there will be logical consequences. By enforcing these policies, I promise to you fairness, and order in the classroom.

### B. BE Safe, BE Responsible, BE Respectful

**Keep Your Hand to Yourself-** Respect your fellow classmates and their belongings by asking permission before initiating physical contact. Please respect the person who says no and refrain from touching them or their belongings.

**Come Prepared-** Bring two sharpened pencils (or a pencil and a pen), your spiral notebook and your binder for handouts. If literature books are needed, it will be posted by the door.

**Use Respectful Language-** Students will exhibit courtesy and respect toward all other students at all times. Hateful comments concerning race, gender, sexuality, political views, appearance, or of any other type will not be tolerated; this applies to serious as well as “joking” comments.

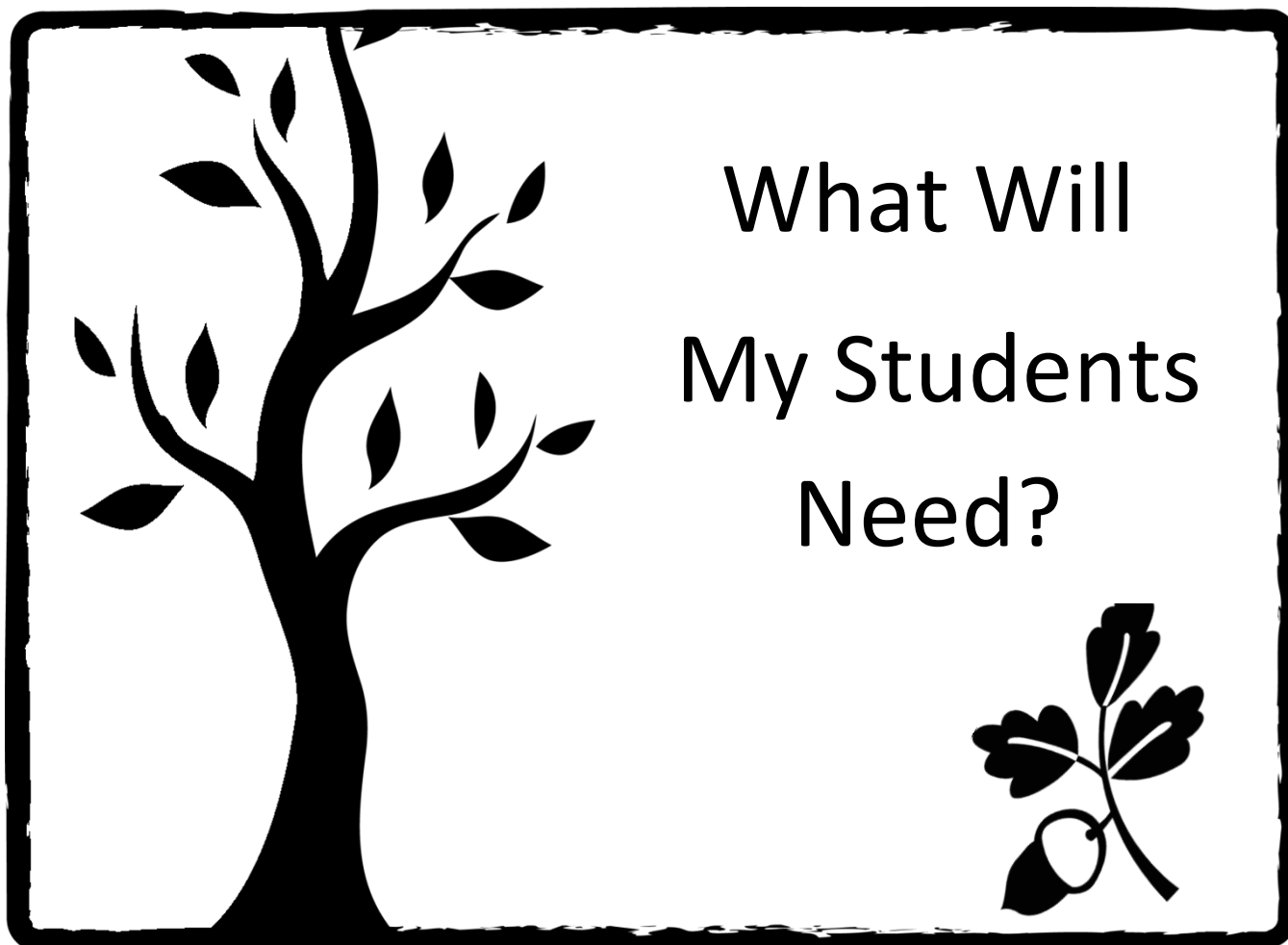
### C. If you CHOOSE to Break a Rule:

The plan of accepted consequences is below. Of course there are behaviors that will warrant a Dean’s Referral immediately. Examples of this include profane language, gross insubordination (refusing to do as asked) or violent behavior. Behaviors that are less severe, but in violation of the basic rules of the class will be dealt with in the manner described below.

**1<sup>st</sup> Incident-** Warning

**2<sup>nd</sup> Incident-** Phone Call Home

**3<sup>rd</sup> Incident-** Dean’s referral and phone call home or Parent Conference



“Great things come from small beginnings”

**Get to school  
earlier than normal.**

**Dress professionally.**

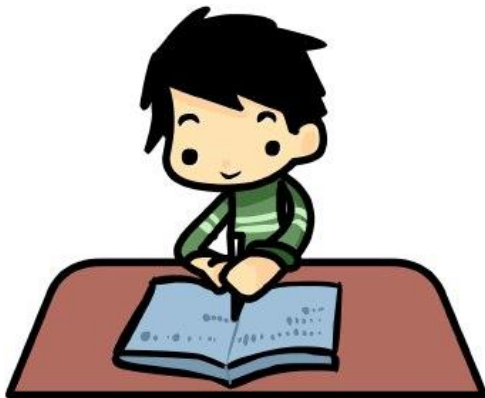
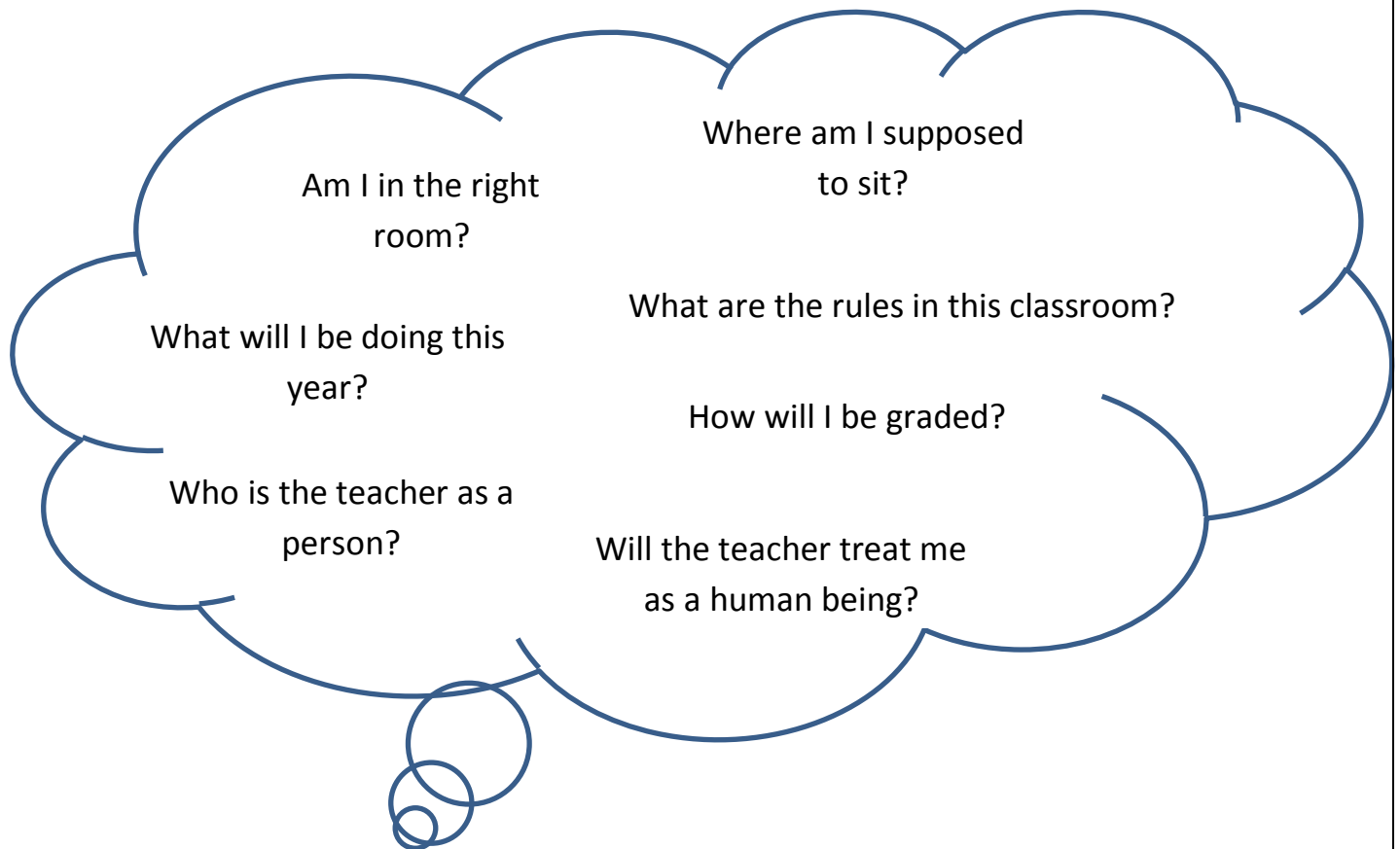
**Greet the students  
at the door.**

**The first days of school are critical.** Your mission is to establish student routines and classroom procedures. Students do not want nor do they learn well in a disorganized environment. A well-organized, uncluttered and attractive room gives a professional and authoritative image that students respect.

Harry Wong, *The First Days of School*



# 7 Things Students Want to Know on the First Day of School



# Procedures to Rehearse with Students

Procedures and routines established early in the school year free up the rest of the year to be devoted to teaching and learning in the content areas.

**Remember, it is the procedures that set the class up for success to take place.**

**Harry Wong**

## Moving About the Room

- Entering the classroom
- When you are tardy
- End of the period class dismissal
- Changing groups
- Getting materials without disturbing
- Sharpening pencils, drinking water, throwing something away

## Communication/Interaction

- Listening to and responding to questions
- Participating in class discussions
- Indicating whether you understand
- Working cooperatively
- Coming to attention
- When you need help or conferencing
- Asking a question

## Special

- Returning to a task after an interruption
- When a school-wide announcement is made
- Responding to an earthquake, tornado drill or lockdown

## Moving About Campus

- Entering and leaving the classroom
- Going to the office
- Going to the library or computer lab
- Walking in the hall during class time.
- Responding to fire drill

## Doing the Work

- Getting to work immediately
- Knowing the schedule for the day
- When you need a pencil or paper
- Finding directions for assignments
- Headings on papers
- When you finish early
- Keeping your desk orderly
- Checking out classroom materials
- Passing in papers
- Returning student work

# Teaching Procedures

- 1. Explain** (state, explain, model and demonstrate)
- 2. Rehearse** (practice under supervision in a relevant setting)
- 3. Reinforce** (rehearse, re-teach, practice until the procedure becomes a habit or routine)

*“The number one problem in the classroom is not discipline; it is the lack of procedures and routines.” – Harry Wong*

- ✓ **Remind** the classroom of the procedure
- ✓ Have the class **experience** the procedure

## Procedures!

Plan for success  
Rehearse and reinforce  
**O**rganize before students arrive  
Costs nothing to do  
Extra time gained for teaching and learning  
**D**on't wait until next year; do it now  
**U** make a difference in students' lives  
Rehearse some more  
Experience a class that hums with learning  
Success is yours because procedures work!

# Creating a POSITIVE Learning Environment

## *New Teacher Self-Assessment and Goal Setting Check Sheet*

- \_\_\_ Learn student names and information about each one early in the year
- \_\_\_ Greet students at the door with a smile and a handshake
- \_\_\_ Use student names in examples
- \_\_\_ Make a strong effort to interact in a positive way with each student each day
- \_\_\_ Create opportunities for students to learn about themselves and each other
- \_\_\_ Be knowledgeable about the fads, fashions, music, hobbies and other activities that are of interest to your students
- \_\_\_ Display student work both in the classroom and in public areas
- \_\_\_ Teach students how to set and work toward learning goals
- \_\_\_ Encourage students to ask for and get help from one another
- \_\_\_ Model respect in words spoken, voice tone, eye contact, and body language
- \_\_\_ Use music, books, posters, and pictures from different cultures
- \_\_\_ Practice equity and explain to students the difference between fair (get what you need when you need it) and equal (all get the same thing at the same time)
- \_\_\_ Provide student choice of learning process
- \_\_\_ Explain the reason why you are doing what you are doing or making the decision you are making
- \_\_\_ Encourage students to monitor their own academic progress
- \_\_\_ Change strategies to meet students' needs rather than expecting students to change to meet teacher needs
- \_\_\_ Take advantage of opportunities to use humor

# Creating a POSITIVE Learning Environment

## *New Teacher Self-Assessment and Goal Setting Check Sheet*

- \_\_\_ Set up conditions where students can assess the effectiveness of their own learning habits.
- \_\_\_ Remind yourself that you are a role model
- \_\_\_ Develop a repertoire of ways to encourage your students
- \_\_\_ Reinforce students' attempts to solve problems and exert effort
- \_\_\_ Make it a practice to recognize effective effort
- \_\_\_ Resolve behavioral issues privately with minimum disruption of instruction
- \_\_\_ Avoid sarcasm and ridicule
- \_\_\_ Promote intrinsic motivation rather than extrinsic motivation
- \_\_\_ Show interest in students' lives beyond the classroom by becoming involved
- \_\_\_ Demonstrate respect for students as individuals
- \_\_\_ Use flexible room arrangements that work best in small group work, whole class discussion, individual conferencing and testing
- \_\_\_ When working with a small group, position yourself to monitor the others
- \_\_\_ Arrange the room so you can move around with ease
- \_\_\_ Reduce distance and barriers between you and your students

# Praise, Encouragement & Feedback

## *Building Intrinsic Motivation to Do Well*

Effective praise can be informative as well as reinforcing, can provide encouragement, and can help teachers establish friendly relationships with students. Praise should be specific; that is, it should expressly mention what the person did to deserve the praise and should attribute success to effort and ability. *"You must be really proud of yourself to have been so resourceful in finding the necessary materials to finish the task."*

---

Use selections from the list below to complete descriptive praises. Descriptive praise helps students know the meaning of these abstract terms when we link them to their own behaviors.

*"You picked up all the sticks and leaves that fell during the storm, now that what I call..."*

alert	curious	generous	persistent
award	determined	gracious	positive
candid	efficient	helpful	problem solving
caring	effective effort	honest	prompt
considerate	emphatic	integrity	punctual
consistent	enthusiastic	initiative	purposeful
cooperative	flexible	organized	respectful
courageous	focused	patience	responsible
creative	friendly	perseverance	trustworthy

# Behavior/Academic Plan Example

I use Positive Behavior Intervention Support (PBIS) to implement my classroom behavior-academic plan. The PBIS plan is structured to enable high behavioral expectations of students and promote a more positive classroom atmosphere. This is accomplished through the use of clear behavioral expectations that are explicitly taught; specific, positive feedback for appropriate behavior and consistent consequences for inappropriate behavior.

E X P E C T A T I O N S	<b>School-Wide Behavioral Expectations:</b>	
	<ul style="list-style-type: none"> <li>✓ <b>Be Safe</b></li> <li>✓ <b>Be Respectful</b></li> <li>✓ <b>Be Responsible</b></li> </ul>	

T H E  B I G  5	<b>The “Big 5” expectations are appropriate at all times and in all areas of campus. These 5 expectations are:</b>	
	<ul style="list-style-type: none"> <li>✓ Walk</li> <li>✓ Use appropriate language and volume</li> <li>✓ Hands and feet to self</li> <li>✓ Show courtesy to others</li> <li>✓ Keep the school clean</li> </ul>	

S E T T I N G S	<b>The Specific Setting in which the expectation will be applied:</b>	
	<ul style="list-style-type: none"> <li>✓ Entering and exiting the classroom</li> <li>✓ Participating in class</li> <li>✓ Restrooms</li> <li>✓ Moving about the classroom</li> </ul>	<ul style="list-style-type: none"> <li>✓ Class discussions</li> <li>✓ Library / Cafeteria</li> <li>✓ Office</li> <li>✓ Playground Area / Gym</li> </ul>

# Behavior Lesson Plan:

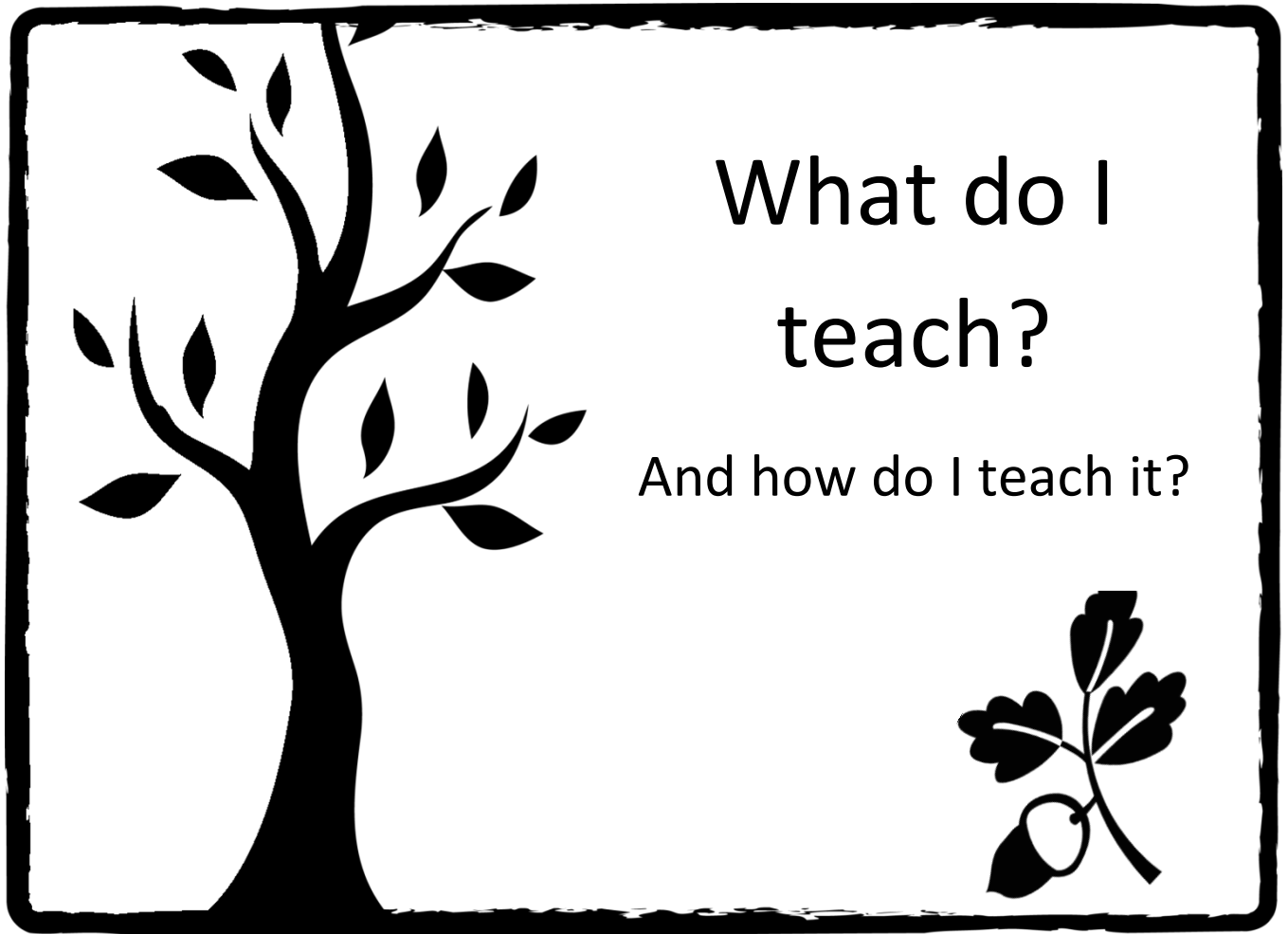
Objective:

E X P E C T A T I O N S	Respectful	Responsible	Safe

T E A C H I N G  S C E N A R I O S	Example	Non-Example

F O L L O W U P	<ul style="list-style-type: none"><li>✓ Set up possible scenarios and discuss with students</li><li>✓ Assign scenarios for role-playing positive examples</li><li>✓ Give more positive examples than negative</li><li>✓</li></ul>
--------------------------------------	---





What do I  
teach?

And how do I teach it?

“Great things come from small beginnings”

# Illinois State Standards

## Locating information on the ISBE Website

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### How can I locate the Illinois State Standards?

1. Go to the Illinois State Board of Education website  
[www.isbe.net](http://www.isbe.net)
2. Locate the blue tab titled “Learning Standards” on the right hand side of the page.
3. Scroll down and click on “Illinois Learning Standards”



### 4. For ELA, Math and Science – click on the link

- New Illinois Learning Standards
  - [NCLS - ELA/Math](#)
  - [NCLS - Science](#)

5. For all other content areas – use the resource box to the right



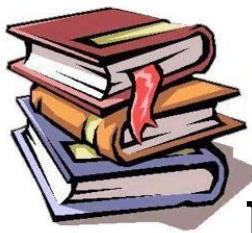
Other useful links:

[www.qps.org](http://www.qps.org) – curriculum and instruction tab

[www.qps.org](http://www.qps.org) – staff resources tab

<http://www.parcconline.org/>

[www.committothecore.org](http://www.committothecore.org)



# **TOP TEN QUESTIONS**

## **I ask myself as I design lessons**

### **1. What should students know and be able to do?**

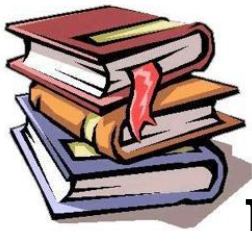
- What should students know and be able to do with what they learn as a result of this lesson?
- How are these objectives aligned to the new Illinois Learning Standards?
- How are these objectives aligned to the big ideas of my grade level curriculum map?

### **2. How will students demonstrate what they know as can do?**

- How will I know when students have learned?
- What multiple forms of assessment (formative and summative) including self-assessment can I use?
- What will be the assessment criteria and what form will it take?

### **3. How will I find out what students already know? (Pre-Assessment)**

- How will I help students access what they know and have experienced both inside and outside the classroom?
- How will I help students not only build on prior experiences, but deal with misconceptions and reframe their thinking when appropriate?



## **TOP TEN QUESTIONS**

### **I ask myself as I design lessons**

#### **4. How will new knowledge, concepts, and skills be introduced?**

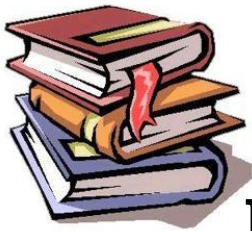
- Given the diversity of my students, what are my best options for sources and presentation modes of new materials?

#### **5. How will I facilitate student processing (making meaning)?**

- How will I help students make meaning of new information or processes?
- What are the key questions, activities, and assignments (in class or homework)?

#### **6. How will I check for student understanding during the lesson?**

- How will I know what my students have learned?
- What multiple forms of assessment (formative) including self-assessment can I use?



## **TOP TEN QUESTIONS**

### **I ask myself as I design lessons**

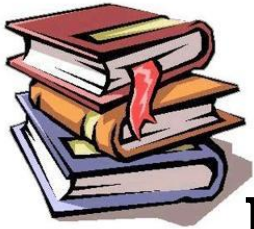
**7. What do I need to do to differentiate instruction so the learning experiences are productive for all students?**

**8. How will I “Frame the Learning?”**

- How will I frame the lesson so that students know the objectives, the rationale for the objectives and activities, the directions and procedures, as well as the assessment criteria at the *beginning* of the learning process?

**9. How will I build in opportunities for students to make real world connections?**

- How will I facilitate their using the varied and complex thinking skills they need to succeed in the classroom and the world beyond?



## **TOP TEN QUESTIONS**

### **I ask myself as I design lessons**

#### **10. What adjustments need to be made to the learning environment?**

- How can we work and learn efficiently in a positive and productive classroom setting?
- How is data being used to make these decisions?

Materials to be Gathered or Prepared \_\_\_\_\_

Time Line/Sequence for Lesson \_\_\_\_\_



# BLOOM'S REVISED TAXONOMY

## Creating

**Generating new ideas, products, or ways of viewing things**  
*Designing, constructing, planning, producing, inventing*

## Evaluating

**Justifying a decision or course of action**  
*Checking, hypothesizing, critiquing, experimenting, judging*

## Analyzing

**Breaking information into parts to explore understandings and relationships**  
*Comparing, organizing, deconstructing, interrogating, finding*

## Applying

**Using information in another familiar situation**  
*Implementing, carrying out, using, executing*

## Understanding

**Explaining ideas or concepts**  
*Interpreting, summarizing, paraphrasing, classifying, explaining*

## Remembering

**Recalling information**  
*Recognizing, listing, describing, retrieving, naming, finding*





# BLOOM'S TAXONOMY

## Key Words, Model Questions, & Instructional Strategies

*Bloom's Taxonomy (1956) has stood the test of time. Recently Anderson & Krathwohl (2001) have proposed some minor changes to include the renaming and reordering of the taxonomy. This reference reflects those recommended changes.*

### I. **REMEMBER-** *Shallow Processing: Drawing Out Factual Answers, Testing Recall and Recognition*

#### Verbs to Use For Performance Objectives: \_\_\_\_\_

Describe  
Define  
Identify  
Label  
List

Locate  
Match  
Memorize  
Name  
Omit

Recite  
Recognize  
Select  
State

#### Model Questions: \_\_\_\_\_

Who?  
Where?  
Which one?  
What?

How?  
Which is the best one?  
What does it mean?  
How much?

When?  
Why?

#### Instructional Strategies: \_\_\_\_\_

Highlighting  
Rehearsal  
Lecture

Memorizing  
Mnemonics  
Video



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# BLOOM'S TAXONOMY

## Key Words, Model Questions, & Instructional Strategies

### II. UNDERSTAND- *Translating, Interpreting, and Extrapolating*

#### Verbs to Use For Performance Objectives: \_\_\_\_\_

Classify	Illustrate	Represent
Defend	Indicate	Restate
Demonstrate	Interrelate	Rewrite
Distinguish	Interpret	Select
Explain	Infer	Show
Express	Judge	Summarize
Extend	Match	Tell
Give Example	Paraphrase	Translate

#### Model Questions: \_\_\_\_\_

State in your own words  
Which are facts?  
What does this mean?  
Give an example  
Select the best definition.  
Condense this paragraph

What seems to be...?  
Is it valid that....?  
What seems likely?  
Show in a graph, table  
Which statements support...?  
What are they saying?

#### Instructional Strategies: \_\_\_\_\_

Key Examples	STUDENTS explain	Charts, organizers
Emphasize Connections	STUDENTS state the rule	PRO/CON Grids
Elaborate Concepts	Demonstration	Metaphors, Rubrics
Summarize	Create visual representations	Paraphrase



# BLOOM'S TAXONOMY

## Key Words, Model Questions, & Instructional Strategies

### III. **APPLY-** *Knowing When to Apply; Why to Apply; and Recognizing Patterns of Transfer to Situations that are New, Unfamiliar, or Have a New Slant for Students.*

#### Verbs to Use For Performance Objectives: \_\_\_\_\_

Apply  
Choose  
Dramatize  
Explain  
Generalize

Judge  
Organize  
Paint  
Prepare  
Produce

Select  
Show  
Sketch  
Solve  
Use

#### Model Questions: \_\_\_\_\_

Predict what would happen if.....  
Choose the best statements to apply  
Judge the effects  
Identify the results

What would result if.....  
Tell what would happen  
Tell how, when, where, why  
Tell how much change there would be if.....

#### Instructional Strategies: \_\_\_\_\_

Modeling  
Authentic situations  
Case Studies

Part and Whole Sequencing  
Algorithms  
Scenarios

Simulations  
Practice in Multiple Context  
Text Problems



# BLOOM'S TAXONOMY

## Key Words, Model Questions, & Instructional Strategies

### IV. ANALYZE- *Breaking Down Into Parts; Forms*

#### Verbs to Use For Performance Objectives: \_\_\_\_\_

Analyze  
Categorize  
Classify  
Compare

Differentiate  
Distinguish  
Identify  
Infer

Point Out  
Select  
Subdivide  
Survey

#### Model Questions: \_\_\_\_\_

What does the author believe?  
What assumptions....?  
What ideas justify the conclusion?  
What ideas justify the conclusion?  
What's fact? Opinion?

What is the relationship between?  
What motive is there?  
What's the main idea? Theme?  
The least essential statements are?  
What is the premise?

#### Instructional Strategies: \_\_\_\_\_

GIST  
Challenging assumptions  
Retrospective analysis  
Collaborative learning activities

Reflection through journaling  
Debates  
Decision-making situations  
Labs



# BLOOM'S TAXONOMY

## Key Words, Model Questions, & Instructional Strategies

### V. **EVALUATE**- *Assess According to Some Set of Criteria, and State Why*

#### **Verbs to Use For Performance Objectives:** \_\_\_\_\_

Appraise  
Judge  
Compare

Criticize  
Defend

#### **Model Questions:** \_\_\_\_\_

What consistencies, inconsistencies appear?  
Find the errors

Which is more important, moral, better?  
Which is more logical, valid, or appropriate

#### **Instructional Strategies:** \_\_\_\_\_

Challenging assumptions  
Socratic Seminar  
Collaborative Reasoning

Debates/Philosophical Chairs  
Decision- making situations  
Research



# BLOOM'S TAXONOMY

## Key Words, Model Questions, & Instructional Strategies

### VI. **CREATE-** *Combining Elements Into a Pattern Not Clearly There Before*

#### Verbs to Use For Performance Objectives: \_\_\_\_\_

Choose  
Combine  
Compose  
Construct  
Create  
Design

Do  
Formulate  
Hypothesize  
Invent  
Make  
Make up

Organize  
Plan  
Produce  
Role Play  
Tell  
Develop

#### Model Questions: \_\_\_\_\_

How would you test....?  
Propose an alternative

Solve the following.  
How else would you..... ?

#### Instructional Strategies: \_\_\_\_\_

Design and Modeling  
Challenging assumptions  
Reflection through journaling

Project Based Learning (PBL)  
Collaborative learning activities



# How to Plan for Differentiated Instruction

## Step 1 – Know Your Students

---

### **Determine the ability level of your students.**

This can be done by surveying past records of student performance to determine capabilities, prior learning, past experiences with learning, etc.

### **Survey student interests.**

It is also important to get to know your students informally. This can be done by an interest inventory, an interview/conference, or asking students to respond to an open-ended questionnaire with key questions about their learning preferences (depending on the age group)

### **Is behavior management a problem?**

This is key when planning for activities that require less structure. However, it is still important to determine learning styles and preferences for students who may have a hard time controlling their behaviors. Sometimes knowing preferences can help to motivate students to attend to any tasks that are presented.

## Step 2 – Have a Repertoire of Teaching Strategies

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Because “one size does not fit all,” it is imperative that a variety of teaching strategies be used in a differentiated classroom.

### **Direct Instruction**

This is the most widely used and most traditional teaching strategy. It is teacher centered and can be used to cover a great amount of material in the amount of time teachers have to cover what students need to learn. It is structured and based on mastery learning.

### **Inquiry –based Learning**

Inquiry-based learning has become very popular in teaching today. It is based on the scientific method and works very well in developing critical thinking and problem solving skills. It is student centered and requires students to conduct investigations independent of the teacher, unless otherwise directed or guided through the process of discovery.

## **Cooperative Learning**

If employed properly, cooperative learning can produce extraordinary results in learning outcomes. It is based on grouping small teams of students heterogeneously according to ability, interest, background, etc. However, one of the most important features of cooperative learning is to pick the best strategy that will be used to assign the task for students to accomplish.

## **Information Processing Strategies**

Teaching students “how to” process information is a key factor in teaching students how to strategically organize, store, retrieve, and apply information presented. Such strategies include but are not limited to, memorization, KWL, reciprocal teaching, graphic organizing, scaffolding, or webbing.

## **Step 4 – Identify Ways to Assess or Evaluate Student Progress**

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Once again, we cannot assume that “one size fits all”. As a result, varying means of student assessment is necessary if students are to be given every opportunity to demonstrate authentic learning. Authentic assessment helps us to attempt to measure students’ progress in a fair and equitable way. A variety of assessment techniques can include portfolios, rubrics, performance-based assessment, and knowledge mapping.

## **The Bottom Line**

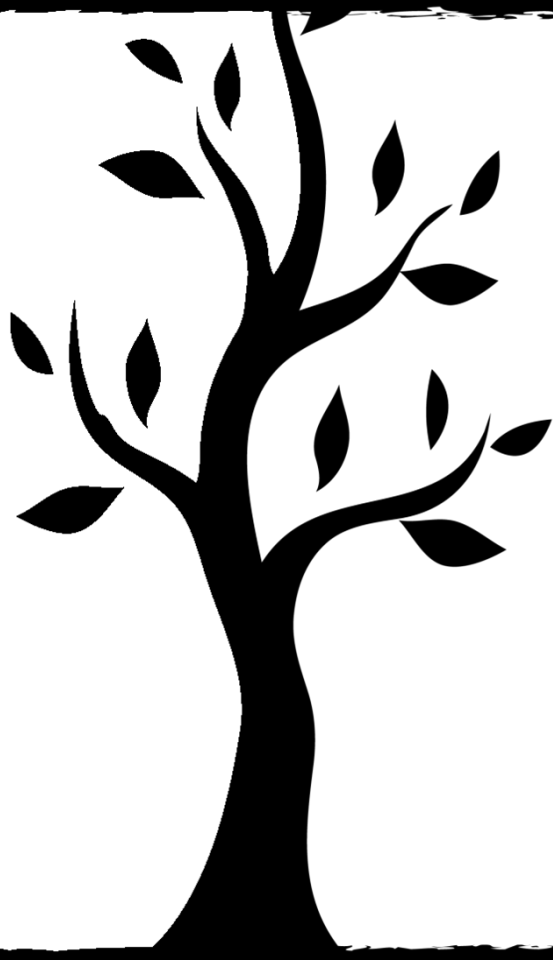
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**Differentiated instruction is about using teaching strategies that connect with individual student’s learning strategies.** The ultimate goal is to provide a learning environment that will maximize the potential for student success.

The important thing to remember is to hold on to the effective teaching strategies that lead to students positive learning outcomes and to make adjustments when necessary. It’s about being flexible and open to change. It’s also about taking risks and trying teaching and learning strategies that you would have otherwise ignored.

It’s about managing instructional time in a way that meets standards and also provides motivating, challenging, and meaningful experiences for school age students who are socialized to receive and process information in ways that require differentiation of experience.





# What Else Do I Need to Know?



“Great things come from small beginnings”

## How to Talk to Parents

*Communicating with parents is one of the most important things teachers do. When we work with parents, we improve learning. Most successful teacher-parent teams begin with a conference, usually before there is a need. Here are some tips to help make your parent communications productive and successful.*

1. **Allow enough time.** If you are scheduling back-to-back calls or conferences be sure to allow time to make notes in between.
2. **Get the name right.** Don't assume that Jennifer Peabody's mother is Mrs. Peabody.
3. **Open on a positive note.** Begin on a warm note about the child's work or interests.
4. **Make specific comments.** Parents may get lost in generalities.
5. **Forget the jargon.** Lose education phrases like "performance-based assessment" and "least restrictive environment."
6. **Ask for parents' opinions.** Let parents know you want to work with them.
7. **Focus on strengths.** You'll help if you review the child's strengths and areas of need, rather than stressing weaknesses.
8. **Stress collaboration.** Let parents know you want to work together in the best interest of the child.
9. **Listen to what parents say.** Validate their comments and feelings by paraphrasing back to them what you heard them say.
10. **Ask about the child.** Ask the parents if there is anything they think you should know.
11. **Focus on solutions.** Things will go more smoothly if you will focus on solutions rather than the problem.
12. **Summarize.** Before the conversation ends, summarize the discussion and what actions you, the student and the parent will take.
13. **End on a positive note.** When you can, save at least one encouraging comment for the end of the conversation.
14. **Keep a record.** You may find it helpful later to have a brief record of the conversation. Make notes as soon as possible afterward, while the details are fresh.

## Parent Communication Log

Date	Student Name	Person Contacted	Regarding/Notes

# Substitute Survival

***With routines in place, having a substitute can be stress-free.***

When planning for a substitute, start at the very beginning of the day. Don't expect the substitute to know what time to open the door in the morning.

## **What to include in a Substitute Notebook**

1. Daily schedule; include all classes (or content times), prep time, lunch and duty times.
2. School bell schedule
3. Class role sheet(s), including seating charts for each class and special work group.
4. Opening activities: attendance, lunch count, etc.
5. Location of the day's lesson plans.
6. Alternate lesson plans (in case of an emergency where you were unable to prepare).
7. Location of all manuals and materials to be used (including procedures for distribution and collection if applicable)
8. Procedures for use of AV materials and equipment.
9. Copy machine location and any code they may need in order to use it.
10. Specific clean up directions such as "all paper off the floor, notebooks in the crates and chairs on the tables."
11. Classroom procedures for moving about the room, bathroom/drink trips, collecting student work and what to do if they get done early.
12. Classroom rules and discipline procedures.
13. Rewards and consequences
14. Names of students who can be depended upon. Assign responsible students with particular tasks, letting the sub know who/what/when etc.
15. Names and schedules of students who leave the classroom for special reasons, such as medication, remedial or gifted program, speech, etc.
16. Names and schedules of assistants and/or volunteers
17. Name and location of a teacher to call upon for assistance as well as office personnel contact information.
18. Procedures for dismissal.
19. Floor plan of the building including emergency drill routes and procedures.
20. **Ask the substitute to leave a detailed review of the day.**

# Substitute Information Packet

*Welcome to My Classroom!*

Date \_\_\_\_\_

Dear Substitute,

Thank you for taking my class in my absence. Please take attendance and let me know who was absent. **If you would, please also leave me a note telling me how things went, who was most helpful, and what the class accomplished.** The following information will help you navigate the day, which I hope goes well!

Sincerely,

## **Included in this packet you will find:**

- Classroom set up information
- My daily schedule
- Classroom routines
- Rewards and consequences
- Special needs student information
- Names and schedules of volunteers/assistants
- Emergency information

## **Also included separately are:**

- School bell schedule
- School map
- Classroom policies and procedures handouts
- Discipline plan and forms
- Emergency lesson plan (in case of sudden illness)

## Description of Class Routines

Quiet Signal	
Restroom	
Pencil Sharpener	
Water Fountain	
Recess/Break/ Line up	
Collecting Student Work	
When Done Early	
Hall & Hall Passes	
Computer(s)	
Before leaving	
Dismissal	

# Student Information

## Student Helpers

These are students who can be depended upon to know the class procedures and routines as well as help in any tasks you require. They may also be assigned special jobs listed below.

Period	Student Name	Special Job

## Special Needs Students

(Students who leave the classroom for special reasons such as medication, remedial or gifted programs, speech, etc.)

Period	Student Name	Need or Schedule

# Faculty / Staff Support

## Classroom Paraprofessionals / Volunteers

Time	Name	Duties

## School Personnel

Title	Name	Phone / Extension
Principal		
Vice Principal / Dean		
Secretary		
Student Attendance		
Nurse/Counselor		

## Teachers Available to Offer Assistance

Name	Location / Extension



# Emergency Drills & Procedures

Emergency Drill Procedures are located: \_\_\_\_\_

First Aid Kit / Band-Aids are located: \_\_\_\_\_

## Fire Drill

Exit to use: \_\_\_\_\_

Destination: \_\_\_\_\_

Location of Evacuation diagram: \_\_\_\_\_

Fire Alarm located: \_\_\_\_\_

## Earthquake Drill

Instructions: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Lockdown Drill

Instructions: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Setting Professional Development Goals

*The professional educator is always learning and growing. The professional educator is on an endless journey of looking for new and better ideas, new information, and improved skills to succeed with students.*

**Here are some topics you might use to develop your professional goals:**

<ul style="list-style-type: none"><li>✓ <i>Setting high expectations for student achievement</i></li><li>✓ <i>Seeing that students perform at or above expectations</i></li><li>✓ <i>Differentiated Instruction</i></li><li>✓ <i>Discussion skills in the classroom</i></li><li>✓ <i>Using research and technological advancements</i></li><li>✓ <i>Planning instructional strategies</i></li><li>✓ <i>Applying higher-order learning skills</i></li><li>✓ <i>Applying increasingly complex learning tasks</i></li></ul>	<ul style="list-style-type: none"><li>✓ <i>Using cooperative learning</i></li><li>✓ <i>Using guided practice</i></li><li>✓ <i>Planning according to types of students</i></li><li>✓ <i>Maintaining a smooth flow and momentum of events</i></li><li>✓ <i>Planning for assessment</i></li><li>✓ <i>Formative and summative assessment</i></li><li>✓ <i>Data driven decision making</i></li><li>✓ <i>Evaluating and improving classroom management</i></li><li>✓ <i>Evaluating and improving classroom instruction</i></li></ul>
--	--

## Suggested Activities for Professional Development:

<ul style="list-style-type: none"><li>✓ <i>Join or organize a support group or professional learning community (PLC)</i></li><li>✓ <i>Listen to and observe other effective teachers</i></li><li>✓ <i>Listen to tapes and watch videos</i></li><li>✓ <i>Read the literature</i></li><li>✓ <i>Participate in conferences, seminars and additional course work</i></li><li>✓ <i>Use the research (ERIC)</i></li></ul>
---

## Implementing what you have learned:

<ul style="list-style-type: none"><li>✓ <i>Identify what you need to resolve.</i></li><li>✓ <i>Read to see what technique is available.</i></li><li>✓ <i>Observe other teachers using this technique.</i></li><li>✓ <i>Ask questions about the technique.</i></li><li>✓ <i>Discover that many others are using the technique.</i></li><li>✓ <i>Determine that the technique is a commonsense approach supported by research.</i></li></ul>
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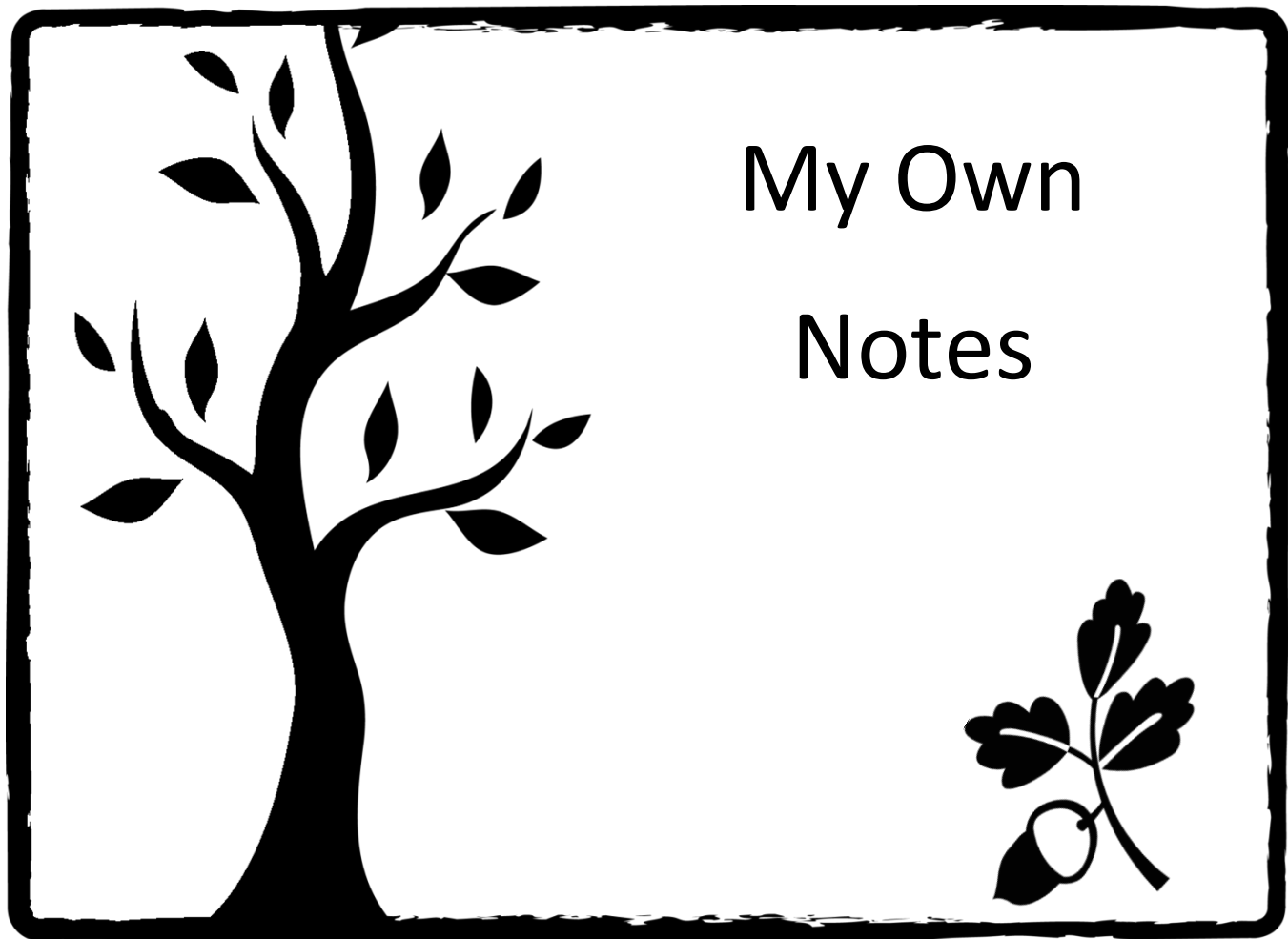
# What to Put in Your Own Personnel File



***It is in your best interest for you to take control of your employment records. Create your own file so you can verify and document your achievements and progress.***

## **Recommended checklist of documents to keep:**

- Copies of all your personal employment contracts
- Copies of any supplemental/extracurricular contracts, if applicable
- Current resume
- Retirement records and correspondence
- Certificates, licenses, diplomas, etc.
- Records on in-services and trainings (CPDU Record sheets)
- All observations and evaluations and your responses and comments
- Proof of association (union) membership and information on benefit programs
- Record of school and college attendance, dates, and degrees
- Transcripts of all undergraduate and graduate credits and degrees
- Record of accumulated sick leave, personal leave
- Record of commendations, awards and honors
- Copies of work/teaching schedules for current and past years
- Records of any incidents involving student discipline, violence, or other disruptive behavior that resulted in non-typical consequences
- Copies of letters and memos to and from administrators
- Copies of letters to and from parents and colleagues
- Copies of all documents in your district maintained personnel files
- Copies of letters of recommendations from your supervisor(s)



# My Own Notes

“Great things come from small beginnings”

**My “To Do” List**  
**To Be Ready for the Opening of School**

**1.**

**2.**

**3.**

**4.**

**5.**

**6.**

**7.**

**8.**

**9**

**10.**

**My “To Do” List**  
**Organizing Myself & My Teaching Materials**

- 1.**
- 2.**
- 3.**
- 4.**
- 5.**
- 6.**
- 7.**
- 8.**
- 9.**
- 10.**

**My “To Do” List**  
**Organizing My Learners & Their Materials**

**1.**

**2.**

**3.**

**4.**

**5.**

**6.**

**7.**

**8.**

**9.**

**10.**

**My “To Do” List**  
**Instructional Tips I Want to Remember**

- 1.**
- 2.**
- 3.**
- 4.**
- 5.**
- 6.**
- 7.**
- 8.**
- 9.**
- 10.**



## **My Own Top Ten List of Tips to Remember in Planning and Pacing**

**1.**

**2.**

**3.**

**4.**

**5.**

**6.**

**7.**

**8.**

**9.**

**10.**

## **My Own Top Ten List of Tips to Remember in Planning and Pacing**

**1.**

**2.**

**3.**

**4.**

**5.**

**6.**

**7.**

**8.**

**9.**

**10.**

## **My Own Top Ten List of Tips to Remember in Assessment Ideas I Want to Remember**

**1.**

**2.**

**3.**

**4.**

**5.**

**6.**

**7.**

**8.**

**9.**

**10.**

## **My Own Top Ten List of Strategies for Organizing A Productive Learning-Centered Environment**

**1.**

**2.**

**3.**

**4.**

**5.**

**6.**

**7.**

**8.**

**9.**

**10.**

## **My Own Top Ten List of Strategies for Orchestrating A POSITIVE Learning-Centered Environment**

**1.**

**2.**

**3.**

**4.**

**5.**

**6.**

**7.**

**8.**

**9.**

**10.**

## **My Own Top Ten List of Strategies for Working with Parents as Partners**

**1.**

**2.**

**3.**

**4.**

**5.**

**6.**

**7.**

**8.**

**9.**

**10.**