


New Teachers Can...! Bethanie H. Tucker



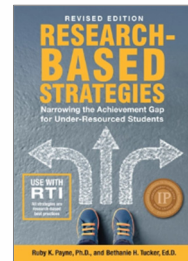
New Teachers Can...!

- ✓ Be ready for the first day of school
- ✓ Acquire a deeper understanding of socioeconomic class and diversity
- ✓ Maintain positive classroom management
- ✓ Create an emotionally stable environment
- ✓ Build relationships of mutual respect with students, supervisors, and colleagues
- ✓ Provide high-quality instruction
- ✓ Enhance motivation to achieve
- ✓ Communicate effectively with parents
- ✓ Enhance the teaching profession

Procedures!

Starting Class

- Marking absences (When should absences be marked? Beginning of period?)
- Tardy students (What is the school expectation?)
- Giving makeup work for absentees (What are school requirements?)
- How can/should Google Classroom be used?
- Enrolling new students (What are office procedures?)
- Unenrolling students (What are office procedures?)
- Students who have to leave school early (Make up work?)
- Warm-up activity (that students begin as soon as they walk into classroom)



Instructional Time

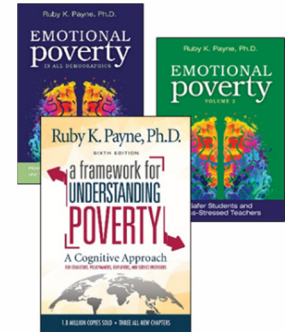
- | | |
|---|--|
| <ul style="list-style-type: none"> ▪ Student movement within classroom ▪ Student movement in and out of classroom ▪ Getting students' attention ▪ What students do when their work is completed ▪ Handing in papers/homework ▪ Bringing/distributing/using textbooks ▪ Students who don't have paper and/or pencils ▪ Touching other students in classroom ▪ Students who get sick during class ▪ Listing assignments/homework/due dates ▪ Systematically monitoring student learning during instruction | <ul style="list-style-type: none"> ▪ Laboratory procedures (materials and supplies, safety routines, cleaning up) ▪ Use of cellphones and headphones ▪ Going to restroom ▪ Students talking during class ▪ Working together as group(s) ▪ Appropriate headings for papers ▪ Leaving room for special class ▪ Signal(s) for getting student attention ▪ Eating food in classroom ▪ Using pencil sharpener |
|---|--|

Other

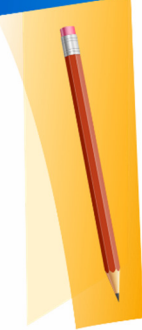
- | | |
|--|--|
| <ul style="list-style-type: none"> ▪ Lining up for lunch/recess/special events ▪ Walking to lunch/recess ▪ Putting away coats and backpacks ▪ Cleaning out locker ▪ Preparing for fire drills and/or bomb threats | <ul style="list-style-type: none"> ▪ Going to gym for assemblies/pep rallies ▪ Respecting teacher's desk and storage areas ▪ Appropriately handling/using computers/equipment |
|--|--|

Resources

Financial	Having the money to purchase goods and services.
Emotional	Being able to choose and control emotional responses, particularly to negative situations, without engaging in self-destructive behavior. This is an internal resource and shows itself through stamina, perseverance, and choices.
Mental	Having the mental abilities and acquired skills (reading, writing, computing) to deal with daily life.
Spiritual	Believing in divine purpose and guidance. Having hope or a future story.
Physical	Having physical health and mobility.
Support systems	Having friends, family, and backup resources available to access in times of need. These are external resources.
Relationships/role models	Having frequent access to adult(s) who are appropriate, who are nurturing to the child, and who do not engage in self-destructive behavior.
Knowledge of hidden rules	Knowing the unspoken cues and habits of a group.
Formal register	Having the vocabulary, language ability, and negotiation skills necessary to succeed in school and/or work settings.



Actions



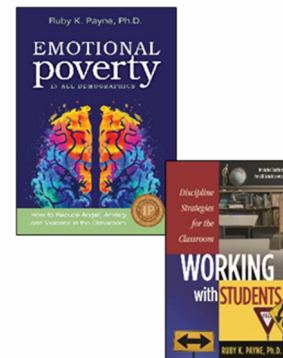
to Establish and Maintain Positive Classroom Management

1. Build resources
2. Develop students' inner strengths—the motivation for productive behavior

Inner strengths

- Belonging, equality
- Lovable
- Resilient
- Valued
- Appreciated
- Approved
- Nurturing
- Compassionate to self and others

3. Explicitly teach classroom and hidden rules
4. Use and teach the adult voice
5. Mediate behavior
6. Storybook to improve behavior
7. Reframe for students

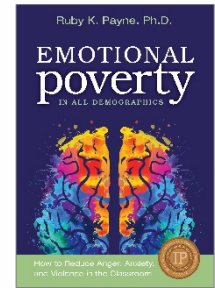


Actions



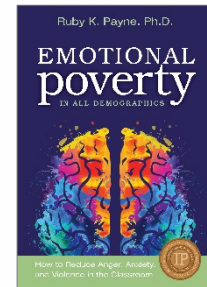
for Creating an Emotionally Supportive Environment

1. Enhance safety and belonging
 - Greet students at door
 - Keep journal of students' interests
 - Invite all students to be members of a school club
2. Teach the hand model of the brain (Dan Siegel)
3. Form relationships of mutual respect with students
4. Develop the prefrontal cortex
5. Provide opportunities for exercise
6. Practice self-care



What Are Calming Techniques?

- a) Water
- b) Future story
- c) Tapping and touching
- d) Looking up
- e) Breathing technique
- f) Patting your heart and stomach
- g) Simplified EMDR technique



To Provide High-Quality Instruction



1. Mediate for task completion
 - a) Teach planning skills
 - b) Teach focusing skills
 - c) Teach organization skills
 - d) Teach impulsivity control
 - e) Teach how to sort important from unimportant data
2. Enhance memory
3. Teach students how to engage in group work
4. Provide effective feedback
5. Teach vocabulary (every class, every teacher)
6. Teach by using worked examples

Enhance Motivation to Achieve

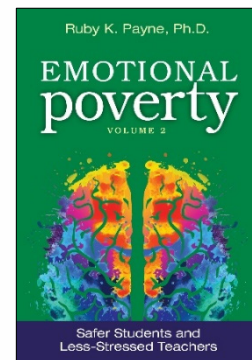
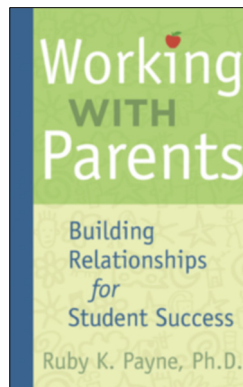
How?



1. Understanding motivation
 - a) Intrinsic motivation (the seeking system)
 - b) Extrinsic motivators (rewards)
2. Self-efficacy
3. Relevance and valence
4. Resilience
5. Volition and autonomy
6. Sparking interest
7. Social interactions
8. Physical activity

Communicate Effectively with Parents

1. Use invitational language
2. Stay out of the triangle
3. Understand hidden rules
4. Be prepared for challenges
5. Be prepared for conferences
6. Examine biases



Enhance the Teaching Profession

- **Know and follow policies and the chain of command**
- **Classrooms work within the larger system of their campus**
 - Administrators
 - Support staff
 - Detention, parties, ceremonies, systems of rewards and consequences
 - District support systems
 - Policies about suspension, violation of school policies, etc.