

Using the New Teacher Resource Guide

Prepared by Judy Parlato

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This section has been designed for the facilitators. It is the author's intent that the New Teacher Resource Guide materials serve as a template for probationary teacher / mentor discussion and reflection. The New Teacher Resource Guide Activities have been very successful in the previous Upper Peninsula Mentoring Project Workshops. The author encourages each facilitator to use this resource creatively so that the presentations reflect the individuality of each facilitator and meet the needs of each target group.

Activity #1 Procedures-Rules for the First Days of School.

- Rationale:** Using the suggestions in Harry Wong's book - The First Days of School, investing time in this authentic task was a great kick-off for the workshop.
- Materials:** Chart paper, markers, copies of The First Days of School
- Time:** Approximately 15 minutes

Activity #2 Getting Acquainted Activities

- Rationale:** Use the suggestions from page 7 of the New Teacher Resource Guide as a springboard for **discussion**. Mentors will have many great ideas to share here. Teachers may jot down ideas and plan to work on this at home.
- Materials:** New teacher resource Guide pp.7-8
- Time:** Approximately 10 minutes

Activity #3 Timesaver Tips

- Rationale:** Use the suggestions from pp.9-10 as idea generators. Have the group design a timesaver tip **commercial** to present to the whole group.
- Materials:** Chart paper, markers, tape, rulers, scissors
- Time:** Approximately 20- 30 minutes

Activities #4 – #5 Guidelines for Effective Classroom Management.

- Rationale:** Begin the process of reflection and philosophy before the actual strategies are introduced. Mentors are an essential piece of this **discussion** because of their experience.
- Materials:** New Teacher Resource Guide 12-13
- Time:** Approximately 20-30 minutes

Activity #6 Strategies for Dealing with Behaviors

- Rationale:** This area is of ongoing concern for all teachers. The investment of **discussion** here is pivotal in the encouragement process. Mentors' experience and wisdom can and will make a difference.
- Materials:** Suggest the videos "Defusing Anger and Aggression" and "Managing Threats" in addition to the New Teacher Resource Guide pp.14-18.
- Time:** Minimum of 30 minutes

Activity #7 Student – Led Conference

Rationale: This activity involves **role playing** the actual conference. Mentors can portray difficult parents in a regular conference or supportive parents in a student-led conference. Probationary teachers can be given prompts on note cards to use during the role play.

Materials: New Teacher Resource Guide pp/ 22-25, note cards with suggestions like: “Tell me more”, “How do you feel about that?” “What do you suggest?” or “How can we work on this together?”

Time: Approximately 15-20 minutes

Activity #8 Checklists for Use During Conferences

Rationale: This group activity will need the expertise of mentors as they help the probationary teachers design evaluation tools for reporting student progress.

Materials: Chart paper, markers

Time: Approximately 15 minutes

Activity #9 Self-Evaluation: A Diagnostic Checklist

Rationale: This tool can be helpful for reflection and correction. Let the probationary teachers administer this tool in privacy and elect to share if willing.

Materials: New Teacher Resource guide pp. 27-28

Time: Independent activity

Activity #10 Modifications for Special Education Students in the General Education Classes

Rationale: This discussion should generate substantive conversation regarding the implications for success when accommodation is made for the special education student. Mentor input will be valuable.

Materials: New Teacher Resource Guide page 31

Time: Approximately 15 minutes

Support Materials
For
the New Teacher Resource Guide

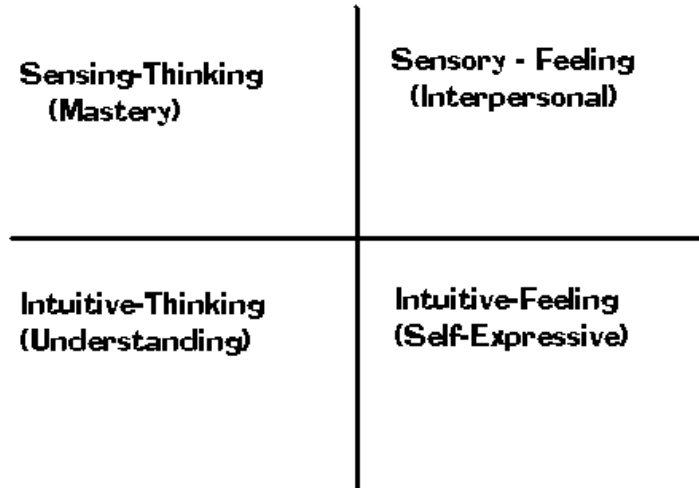


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Top 10 Concerns from the 2000 & 2001 August Workshops

1. Need for Organizational skills
2. Need for tips on communication with parents / staff
3. Excessive curriculum requirements , no curriculum
4. Teaching the Content Standards
5. Different level learners
 - a. special needs students
 - b. high achieving & self-motivated students
 - c. students who are not motivated
6. Dealing with changes
 - a. new position
 - b. new school
 - c. many preps
 - d. feeling a part of staff in several buildings)
 - e. roving from building to building, room to room
7. MEAP
8. Room arrangement and class set-up
9. Lack of supplies / equipment
10. Lack of administrative support

(S) Sensing



(N) Intuition

Learning Styles – Multiple Intelligences Matrix

Adapted from So Each May Learn: Integrating Learning Styles and Multiple Intelligences

	Mastery	Understanding
V	Complete Sentences Summarize piece	Analogies
L		Analogies Compare/Contrast
S	Using Code to review words	Visualizing vocabulary

V = Verbal linguistic

L = Logical Mathematical

S = Spatial