

# TABLE OF CONTENTS

<b>INTRODUCTION</b>	<b>1</b>	◆ Changing your teaching behaviors	
		◆ Time dedicated to your task	
<b>I. CULTURE OF THE SCHOOL</b>	<b>3</b>	<b>VI. PLANNING YOUR CLASSROOM MANAGEMENT</b>	<b>29</b>
◆ Helpful and not-so-helpful faculty		◆ Classroom management	
◆ The lunchroom		◆ Quick notes for managing the classroom	
◆ I'll do it!—volunteering		◆ Managing transitions to maximize learning and minimize problems	
<b>II. ORGANIZATION AND PLANNING BEFORE THE DOORS OPEN</b>	<b>6</b>	<b>VII. STRATEGIES FOR ORGANIZATION</b>	<b>38</b>
◆ This is your classroom		◆ Inquiry in the classroom	
◆ Setting up the room		◆ A few concepts and strategies for introducing the inquiry method	
<b>III. LESSONS AND UNITS: THE ESSENTIALS OF PLANNING</b>	<b>9</b>	◆ Cooperative learning: the basics will do	
◆ Making teaching and learning memorable		◆ Specific cooperative learning strategies	
◆ Thematic, integrated curriculum		◆ Multiple assessments that make grading fair	
◆ Planning for effective teaching and learning		<b>VIII. STARTING SCHOOL: THE FIRST DAY AND WEEK</b>	<b>44</b>
◆ Components for planning, teaching, and learning		◆ The first day	
◆ Sample lesson plan		◆ Buddies for new children at school	
◆ Do I have to use the textbooks?		◆ The first week	
<b>IV. SEEKING ASSISTANCE, SUPPORT, AND MENTORING</b>	<b>17</b>	<b>IX. BACK-TO-SCHOOL NIGHT AND OPEN HOUSE</b>	<b>55</b>
◆ Should new teachers ask questions?		◆ Back-to-School night: making the sale	
◆ Mentors: how can they help?		◆ Open House: the celebration	
◆ People who are important to you		<b>X. THE COMMUNITY AND OTHER RESOURCES</b>	<b>63</b>
◆ Working with other teachers, instructional aides, and volunteer parents		◆ Community-business links	
<b>V. EFFECTIVE TEACHING STRATEGIES AND BEHAVIORS</b>	<b>22</b>	◆ Getting your free turkey	
◆ Who are the good teachers?		◆ Working the local media	
◆ A passion for teaching—making a difference		◆ Finite vs. infinite resources	
◆ Expectations		◆ Reading, reading, reading	
◆ Laughing with your children			
◆ Stereotyping and omissions			



<b>XI. ASSESSMENT</b>	<b>68</b>	<b>XVI. EXPECTING THE UNEXPECTED</b>	<b>98</b>
◆ Student assessment and report cards		◆ On the topic of diversity ...	
◆ Portfolios and reality		◆ New students mid year: what do I do?	
<b>XII. PARENT CONFERENCES AND STUDENT-LED CONFERENCES</b>	<b>72</b>	◆ A few tips: sick children, extra clothes, body odor, sleepiness, annoying habits	
◆ Parent conferences		◆ Expect the unexpected	
◆ How to conduct a conference		<b>XVII. PROFESSIONAL AND PERSONAL DEVELOPMENT</b>	<b>107</b>
◆ Student-led conferences: a primer		◆ Some development opportunities	
<b>XIII. THE LAW: RIGHTS FOR TEACHERS AND STUDENTS</b>	<b>79</b>	◆ Achieving a balance	
◆ Being a knowledgeable professional		<b>XVIII. PREPARING FOR A SUBSTITUTE: IT'S INEVITABLE</b>	<b>111</b>
◆ The union		◆ Generic and specific plans	
◆ Teacher evaluation		<b>XIX. THE EMPLOYMENT SEARCH</b>	<b>115</b>
<b>XIV. NEW TECHNOLOGIES: IT'S NOT A CHOICE</b>	<b>85</b>	◆ Is there a job for you?	
◆ Technology integrated throughout the curriculum		◆ The resume	
◆ Technology and the view of the world through different glasses		◆ The interview	
<b>XV. FIELD TRIPS THAT HAVE MEANING</b>	<b>90</b>	◆ Conclusions and reflections	
◆ Maximize time and energy		<b>APPENDIX</b>	<b>122</b>
◆ A field trip reflection		<b>TABLE OF CHARTS</b>	<b>129</b>
◆ Field trip planning guidelines		<b>NOTES</b>	<b>130</b>

---

**Teaching is passion,** teaching is joy, and teaching is sorrow. Teaching is the magic dust that we scatter around our classrooms to turn the mundane into magic and the static into sensation. Teaching is love.

*The New Teacher's Handbook* is meant to simplify and demystify the art and science of teaching. Our objective is to be authentic and relevant, and to introduce tested approaches for the new teacher so that a solid foundation can be established. From this foundation will rise the teachers who will make a positive difference in the lives of the children they teach. We share both experience and ideas to help make your classroom not only a place of great organization, but also a place of unique culture and life, a living place with lots of smiles, bright faces, and the marvel of questions being asked and answered. The classroom can and should be a most wonderful place.

## INTRODUCTION

Unlike other teacher training texts, *The New Teacher's Handbook* contains all the "little things" that are important to the new teacher. We hope the following pages will answer your questions, validate your desires, and offer meaningful inquiry to your curiosity. Most importantly, we want to assist you in being the best teacher you can be and in making your classroom the greatest place for children to live and learn.



---

 WHAT TEACHERS  
NEED TO KNOW FOR  
THEIR FIRST YEAR

---

**When friends learn** of your desire to enter the teaching profession, they may speak in a sympathetic fashion in words that may sound like this: "How nice. I'm sure you'll make a very good teacher." Others may respond more directly with, "My goodness, you are serious about this. You must be crazy!" Maybe so, but if the desire to teach is in your soul, just smile and say, "You could be right, but I'm going to be a great teacher." Here are some of the most common reasons people give for wanting to teach:

- ◆ *Since I was six years old, I always wanted to teach. I would imagine myself in front of a room of children.*
- ◆ *I always played school when I was young. I even made lessons and practiced teaching with my dolls and stuffed animals.*
- ◆ *I love children and think teaching would be great for me.*
- ◆ *I was laid off work at an aerospace firm and needed a job. Teaching seemed like a natural.*
- ◆ *I love science and thought I could share this excitement with others.*
- ◆ *I worked in industry for many years but I always wanted to teach. Now I can afford to do it.*
- ◆ *I don't know what else to do.*

- ◆ *I always liked school and I thought this was something I would enjoy and do well.*
- ◆ *I am the fourth generation of teachers and everyone expects me to be a teacher.*
- ◆ *I can assert the greatest political, social, and economic change through my work in the classroom.*

Clearly, individuals have their own reasons for choosing teaching as a first or (in many cases) second career. Although each reason is valid to that individual, some should perhaps be viewed with caution. Teach because you think you will be exemplary and will contribute something truly meaningful to your constituents, our students. Teach because something comes alive inside of you that says *I can and will make a difference in the lives of the children*. Teach if you feel in your heart the passion and love for this act of sharing. And, of course, teach if you are a professional who will be an agent for change in society as we enter a new century.

If you are considering teaching for some other reason, talk about it, seek advice, and be sure this will be good for you. Imagine yourself in front of your class, and imagine what you see and feel. Imagine what your students will see. Are you happy in this vision? Are your students happy? Look deep within yourself, continue to assess your choice, see your future in the classroom; only then will you know if and why you want to teach.

