New Teacher's Survival Guide

A Resource Guide for New Teachers
I Am The Teacher

I have come to a frightening conclusion;  

I am the decisive element in the classroom.  
   It is my personal approach  
      that creates the climate.  
   It is my daily mood  
      that makes the weather.  
As a teacher,  
I possess tremendous power  
to make a child’s life miserable or joyous.  
I can humiliate or humor, hurt or heal.  
In all situations,  
it is my response that decides  
whether a crisis will be  
escalated or de-escalated,  
and a child  
humanized or de-humanized.
Safety Tips for Teachers

Things to Remember

1. Have a clear set of ground rules agreed upon by the class. The rules should be reasonable and the consequences of breaking the rules should be understood by all. The class should also understand the teacher can make exceptions if there are mitigating and extenuating circumstances.

2. Schedule some class time to allow for the discussion of students’ problems.

3. Utilize parent contacts. Parental assistance is important.

4. Let students know their teacher cares about them

DO

• Plan out your classroom’s arrangement of furniture, desks and supplies for ease of traffic and visibility.

• Design seating charts that keep all students within eye contact.

• Learn all your students’ names as soon as possible, preferably within the first 3 days of school.

• Greet students as they enter your classroom.

• Start class on time with something important.

• Be well prepared and organized.

• Teach and reinforce the classroom rules as if they are part of the curriculum

• Take time to listen.

• Expect good behavior

• Believe in every student’s ability to learn and in your ability to teach.

DON’T

• Snatch things away from students.

• Become confrontational.

• Physically block an exit.

• Argue or get on a student’s level.

• Shout or put students down.
Breaking up a Fight Safely

- Most fights can be stopped by a loud, stern voice. Give specific commands.
- Evaluate the situation. How many students are involved? How big are they? Is there anyone around who can assist you? Are weapons present?
- Identify yourself; call students by name.
- Defer to rules, not personal authority.
- Stay away from the middle.
- Avoid physical force, if possible.
- Before going into a fight, remove your glasses.
- Separate the aggressor and the victim.
- Remove participants to a neutral location; dismiss the audience.
- Send another student for help.
- Obtain identification, if you do not personally know the participants.
- Get medical attention for participants, if necessary.
- Provide protection and support for victims.
- Report the incident to the proper administrators and debrief relevant teachers.
- Create a written account of the incident.
- Follow up with the administration to ensure that the parents of all students involved are notified.

Battery

Many batteries on staff members can be avoided if teachers or staff members maintain objective, non-threatening attitudes towards students. Most students will respond to authority if they do not perceive a “loss of face” or “put down”, particularly when the action is in front of their peers. However any aggressive actions by the students which result in staff members receiving intentional physical abuse should result in requests for expulsion.

Batteries occur most often when a teacher or staff member:
- Physically blocks an exit and one or more students attempt to slip through
- Grabs or pushes a student
- Takes contraband forcibly from a student
- Attempts to break up a fight
- Attempts to keep a student from fleeing

There are batteries that occur without provocation, and although these instances are rare, they do occur. Teachers and staff members should utilize force only when the student or other students are in immediate danger – or when the teacher or other staff member is in danger of physical abuse. In all other instances, assistance from security or other staff members should be sought.
Avoiding Trouble
What to do if trouble comes your way.

Whether you are a new teacher or just new to this school district, here are some things you should know which might save your job or career.

All teachers who lose their jobs are not evil or incompetent. Many good teachers with the best of intentions find themselves in trouble and facing disciplinary action because they fail to use good judgment and common sense. Here are a few hints and suggestions that we at United Teachers of Dade hope will serve as reminders if you have the occasion to face some of these situations.

## Union Representation

If you are a union member, you have an absolute right to the presence and counsel of a union representative at a meeting, where your conduct is being questioned and you believe disciplinary action may result. If you are in doubt about whether you are entitled to union representation, ask for it any way.

Below are but a few examples of situations which could confront a teacher any moment of the day and, if teachers don’t use common sense in confronting these situations, career-threatening consequences could result. If you find yourself in a situation where your conduct is being questioned and you believe disciplinary action may result, contact your Building Steward.

## Sex

Unless you are a guidance counselor or a teacher assigned to teach students about sex and sexual situations, teachers should avoid discussion about sex with their students.

This includes avoiding discussing your personal life or the student’s personal life, especially if the discussion relates to a sexual situation. Be aware of how your conduct and your manner of dress can be perceived by students.

## Notes and Jokes

Personal notes should never be written unless they deal solely with educational matters.

Notes and jokes can get you into trouble and should be used, if at all, within the educational context of your assignment. Jokes and stories can be misinterpreted and may be offensive to certain individuals or groups.
Handling Money

Regardless of the circumstances, do not handle money unless you first understand the procedures required by Miami-Dade County Public Schools. The UTD Contract states, “Teachers shall not be assigned or required to perform the following non-teaching duties...Collect or transmit money for any purpose*.”

*Article X, Section 1, Paragraph E

No matter what kind of teacher you are, at some point in your teaching experience, you will be asked to handle money. It might be as simple as holding lunch money for your students or as significant as managing a major fundraiser at your school. If the procedures for handling money are not in writing, you should do your part to get them reduced to writing and then follow the procedures exactly. The only way a school board employee can forfeit his or her state retirement is by stealing or misappropriating school funds. Sometimes it is hard to draw a distinction between mishandling and misappropriating. Be careful when you handle money.

Being alone with students

Do not place yourself in situations outside the educational setting of your school where you could be alone with a student. This includes giving a student a ride in your car, taking a student home with you, taking a student to a movie or camping, etc.

Anytime you are alone with a student, you are at a greater risk than when you are with a group of students and/or in the presence of adults. If there is an allegation of misconduct which allegedly occurred between you and the student, there are only two witnesses – you and the student – what really happened no longer becomes the issue. The issue becomes credibility – whose version of the incident is more believable? Yours or the student’s?

Touching Students

Any time you touch a student you place yourself at risk. Use common sense when you touch a student and, to the extent possible, avoid physical contact of any kind in a situation involving only you and the student, i.e., where there are no witnesses.

Anytime you touch a student and that touch is unwanted by the student, you risk being charged with excessive force and/or assault and battery and face possible disciplinary action and a civil suit for damages. We are not only talking about inappropriate touching of student’s private parts. We are also talking about grabbing a student’s arm, tapping them on the head, guiding them with a gentle shove, pushing a student down in their seat, etc.
Showing Videos

Do not show any videos in your class unless you first understand the procedures required by your school district for the selection and showing of videos. Check your contract, and consult with your Building Steward, principal, or media specialist to determine how videos are handled in your school.

Only approved videos may be shown. It is an excellent idea to preview any videos to be shown in your classroom if you are not familiar with the content. Teachers with the best intentions have been disciplined and have lost their teacher certificates as a result of showing inappropriate videos to students. Be careful with videos.

Internet Use

It you utilize a computer and/or the Internet while at work it should be for work related tasks.

If you send notes or jokes that could be viewed as sexual, “off-color” or offensive you place yourself at risk for disciplinary action. Use of the Internet for anything other than work related tasks also places you at risk. Using a M-DCPS computer to view pornographic materials of any kind is prohibited. This applies to any time of the day whether you’re such access occurs during working hours or after working hours. If you have questions regarding appropriate use of the computer/Internet contact your Union Steward or call UTD at (305) 854-0220.

Our hope in providing you with this information is to encourage your understanding of the fact that good teachers get in trouble too. Good judgment and common sense are the best defense, but when you need help, you need to know that you are not alone. United Teachers of Dade, Florida Education Association, along with the AFT & NEA provide competent and experienced professionals to assist you in protecting your job and your career. Good luck as you embark on your career!
23 Ways to Start the Year off Right

“Plan ahead to get ahead” is an idea that still works. Getting off on the right foot can affect your whole year, and here are some ideas to think about.

1. Build relationships. Show your friendliest face to people at your worksite, both in your job category and those in other jobs. Get involved in employee activities.

2. Personalize your work area. Whether it’s a classroom or a tool room, make the environment say something about yourself.

3. Introduce yourself. Post a short biography where passerby and visitors will see it. Even if it’s nothing more than where you grew up, your marital status, and your major hobby, it will help others open up to you.

4. Post the rules. Whether they are rules of student behavior or telling people to leave your tools alone, establish your rules in your workplace.

5. Be sure you know district policy and your supervisor’s preferred way of having things done. Avoid unnecessary trouble by going along with things that don’t really bother you.

6. Get organized. The beginning of a school year is a perfect excuse to tidy up your work area, to throw away everything you don’t really need, to organize what you need, and to organize what you keep.

7. Keep records. Don’t limit yourself to the records you’re required to keep as part of your job. If you spend your own money on a job-related expense, for example, save the receipt and deduct it.

8. Improve yourself. Set a goal for improvement of your professional abilities; plan a way to accomplish the goal and record progress along the way.

9. Develop resources. Develop your own sources for information and help, and remember to thank the people who help you a lot when it’s an appropriate time to give somebody a small gift.

10. Prepare yourself mentally. Every job includes duties you would rather not do. Steel yourself to do those chores at the time they are required, and put them behind you.

11. Optimize your personal performance. Be honest with yourself about tendencies or influences that could prevent you from doing your best on the job. Then find ways to work around them, or modify your behavior or determine who could help you when you need it.

12. Be realist. When you think about your work, your career, your personal place in the universe, choose attainable goals and a broad perspective. Some people depress themselves by setting unrealistic expectations.

13. Take responsibility for your health. You owe it to yourself, your family, your co-workers and your employer to be as healthy as you can be. Your job performance and your whole attitude suffer when you neglect your health.

14. Find a shoulder. Among your resources, be sure to identify at least one person where you work who will really care if you’re having a bad day. If it’s worse than just a bad day, thing about finding a professional shoulder.

15. Know your rights. You have rights under the Constitution and the union contract. Know them and don’t let anybody deprive you of your rights.

16. Plan ahead, “Plan your work and work your plan” is a formula for success. Anticipate consequences and you won’t be unpleasantly surprised.

17. Support your Union. Join UTD for the moral support of others who know how hard your job is, for the protections of the contract and to demonstrate your support of the organization that bargains your contract.
18. Make a good impression. If you look as if you’re doing a good job, you probably are.

19. Build an attitude. “A smile doesn’t cost a nickel, but it’s worth a million bucks” still works too. If you wear a smile on the outside, it will actually cheer you up.

20. Foster curiosity. Everybody who works around children should take advantage of every opportunity to add to their knowledge. Most teachers remember to work at fostering curiosity, but everybody in every school-related job can help enrich the students.

21. Start new things at your own pace. Whether it’s starting the school year as a teacher or a new bus run or a different kind of maintenance project, don’t rush headlong. Take the time to do it right.

22. Don’t surprise the boss. If you keep your principal or supervisor up to speed about what you’re doing, everybody will find life easier.

23. Finally, stay flexible, be patient and keep your sense of humor. Everything else will fall into place.
13 Ways to Beat the “First-Day Jitters”

1. **Know the rules.** Get acquainted beforehand with school policies and procedures, such as opening and closing hours, attendance procedures, fire drill regulations, lunchroom regulations, nurse services, etc.

2. **Find out where.** Familiarize yourself with the building. Locate the exits, the principal’s office, the gym, the nurse’s office, the cafeteria, the supply room, the faculty lounge, media center, and so forth.

3. **Introduce yourself.** Meet the teachers in your hall. They can be of real help in the first few weeks of school. And take the time to say “hello” to other important people in your building – the librarian, the counselors, the school nurses, the cafeteria workers and custodians.

4. **Decorate your room.** Get your room ready. Make sure your classroom is friendly and livable for opening day. Put up pictures, design a colorful bulletin board, and add a few plants.

5. **Use traditional seating.** Start with the traditional arrangement of desks until you've established control and know your students’ names. Make a temporary seating plan. (You’ll want to change it later, but it’ll put you in command on opening day and help you learn names.)

6. **Get your materials ready.** Make sure you have all the materials you’ll need for getting school under way – paper, pencils, books, and so forth.

7. **Schedule your time.** Make a detailed schedule for the first few days, including times for each subject, restroom and lunch breaks, and other times your students will leave the room.

8. **Get there early.** On the first morning, arrive early so you’ll have time to ask any last-minute questions, go over final plans, and relax before the students come in.

9. **Greet your pupils.** Be in your room when the pupils arrive. Have your name written on the chalkboard. Greet the students with a smile and a pleasant “Good Morning.” Encourage them to be seated and remain so.

10. **Get down to business.** Make opening exercises brief. Your goal for the morning is to get down to business.

11. **Plan, plan, plan.** Create lesson plans for the first few days. Plan at least twice as much as you think you can cover. Write down everything. Detailed plans will give you a feeling of security when facing the class for the first time.

12. **Go over the rules.** Introduce your students to your classroom rules and regulations the first day. There must be a way of getting books and materials, of sharpening pencils, of entering and leaving the room, and so forth.

13. **Start the learning.** Make the first day of school a real one. Accomplish some constructive learning with your students. A good start yields big dividends later on.
Suggested First Day Activities

Number the activities you plan to include, in the order that you will conduct them.

1. Make introductions – teacher, students, staff.
2. Distribute or have students prepare name tags or desk tags.
3. Take attendance.
4. Give an overview of some of the exciting activities and projects you've planned.
5. Explain the morning routine pattern.
6. Tour the classroom. Explain the storage and use of supplies.
7. Conduct “get acquainted” activities. You may go around the room and have students tell their names and their favorite thing to do.
8. Distribute materials (textbooks, pencils, crayons, rulers, etc.)
9. Read aloud to students (material depends on grade level).
10. Teach a subject-area lesson with a follow-up art activity. (Keep it simple.)
11. Sing songs.
12. Facilitate a creative writing activity.
13. Ask for a “birthday count” and fill in a birthday chart.
14. Hand out parent letters and notes from the office.
15. Assign students to guide new students around the school. If many of your students are attending the school for the first time, include a tour of school grounds for the entire class. (Show restrooms, office, cafeteria.)
16. Introduce the class rules. Send home a copy of your discipline plan along with a letter of introduction.
17. Teach specific procedures for different activities as those activities arise.
18. Take a Student Interest Inventory.

__________________________________________
__________________________________________
__________________________________________
__________________________________________
__________________________________________
__________________________________________

10
Starting the Year: Optimum Room Arrangements

Guidelines for Room Arrangement

- High-traffic areas are free of congestion.
- Students are always visible to the teacher.
- Storage space and necessary materials are readily accessible.
- Students can easily see instructional displays and presentations.

Avoid unnecessary congestion in and around:

- Group work areas, centers, and stations
- Pencil sharpener and trash can
- Bathrooms, sink, and water fountain
- Bookshelves and storage areas
- Students’ desks
- Teacher’s desk

Tips for Arranging Furniture

- Make sure all students can easily see (1) you, the teacher when you are presenting information, (2) chalkboards, (3) overhead projector screen, (4) instructional displays.
- Keep in mind potential distractions such as windows and doors, animals or other interesting displays, small group work areas.
- Leave plenty of room around student desks so that you can get to each student when monitoring.
- Locate your desk, work areas, and instructional areas where you can see all of the students all of the time. Avoid placing centers and work areas in “blind corners” where you will not be able to monitor adequately.
- Plan to seat students who need extra help or attention close to where you will be most of the time.
- If you must use tables or desks with inadequate storage space, you will want to have “tote trays” or boxes for student belongings and materials. These should be easy for students to get to, but out of the way.
- Even if other arrangements are to be used later in the year, consider planning student desks in rows facing the major instructional areas at the beginning of the year. This minimizes distractions for the students and allows the teacher to monitor behavior more readily and to become familiar with individual students’ work habits.
Storage Space

- Place instructional materials that you will need where they are easily accessible to instructional areas.
- Include adequate, convenient space for students’ coats, lunch boxes, and other things, such as show-and-tell items and other materials.
- Find easily accessible shelves on a bookcase for everyday books and materials that will not be kept in students desks.
- Place long-term, seldom-used or special-occasion items at the back of cupboards, on top of cabinets or out of the room, if possible.

Other Things to Consider

- Plan a particular location, easily seen by all students, where you will post assignments for the day (or week, if possible). This can be done on the chalkboard, a bulletin board, poster on a wall, large tablet or individual assignment sheets.
- Check all electrical equipment (e.g., overhead projector, tape or CD player, VCR or DVD player) to be sure it is working and that you know how to use it before using it in class. Be sure an electrical outlet is within easy reach or have a sturdy extension cord available. Plan a space to post instruction for the use of complicated equipment.
- Wall space and bulletin boards provide extra areas to display rules, procedures, assigned duties, calendar, schedule, student work, and extra-credit activities.

You are off to a GREAT start!
When setting up a floor plan for students, consider your teaching style and lesson plans, and make seating arrangements accordingly. Here are a few options:

A. Traditional Rows
   With a small number of rows, this arrangement can be very effective for teachers who frequently use boards or overhead projectors. This arrangement is also best used when conducting tests, but this setting does not have to be the default room arrangement. *The role of the teacher here seems that of a cop.*

B. The U-Shape or Horseshoe
   This arrangement works well for class discussions and students are able to see each other from wherever they are seating. This arrangement also works well for handing out stuff. *The role of the teacher seems to be coordinator and collaborator in these classrooms.*

C. Circle or Half-Circle
   Desks or tables in a circle or half-circle promote community and encourage all students to participate. Everyone sits in the front row! *The role of the teacher is also that of a coordinator and collaborator.*

D. Group Seating / Clusters
   Desks or tables in small groups work especially well for classes that include collaborative activities. This arrangement also allows the teacher to group together students with similar needs, which makes individualized instruction easier. *Here the teacher’s role is facilitator.*
On the space below, try and visualize how you would like to arrange your classroom. Design your classroom layout using the guidelines and suggestions outlined in the previous section.
Supplies Checklist

Supplies for Your Desk

- Lesson plan book
- Grade book
- Substitute folder
- Pencils, pens and markers (including permanent and overhead projector markers)
- Erasers
- Scissors
- Ruler
- Stapler and staples
- Staple remover
- Tape dispenser and extra roll of tape
- Paper clips
- Rubber bands
- Push pins, tacks
- Glue, paste
- Hole punch
- Note paper
- “Stickies” (Post-it® Notes)
- Teacher editions of textbooks
- Dictionary, Thesaurus
- Clipboard
- Timer or stopwatch
- Reward or incentive stickers
- Rubber stamps and ink pads
- Index file and cards
- File folders
- Small tools (screwdriver, hammer)
- Box of tissues

Supplies for the Classroom

- Pencils, crayons, markers
- Erasers
- Rulers
- Glue
- Writing paper
- Construction paper (various colors)
- Math manipulatives
- Computer disks
- Scissors
- Art supplies (yard, glitter, fabric, etc.)

Other Supplies I Need

- _______________________________________
- _______________________________________
- _______________________________________
Lesson Plan Checklist

If you are able to place a check by all of the questions on this checklist, you are well on your way.

1. Does the lesson plan have objectives...
   - that are specific and measurable?
   - that meet school, county, and state requirements in your subject?
   - that will be shared with students at the beginning of the lesson?
   - that will be referred to during the lesson?

2. Does the lesson plan have activities (More than one!)...
   - that include set (motivational introduction) and closure?
   - that will fill the allotted time?
   - that are sequenced logically?
   - that require more than passive listening?
   - that utilize more than one group size?
   - that use media if appropriate?
   - that accommodate two or more learning styles?
   - that utilize appropriate methods for this class?
   - that accommodate instruction at more than one cognitive level if appropriate?

3. Does the lesson plan include provision for instruction...
   - on necessary background for the lesson?
   - on important dimensions or application of the subject?
   - in all necessary topics of the subject?

4. Does the lesson plan list materials...
   - that are appropriate for the subject and the students?
   - that are supplementary or differentiated, if appropriate?

5. Does the lesson plan provide for clear assessment of the lesson’s objectives, such as:
   - examination of students’ work or performance (by teacher and/or students)?
   - teacher observation of student response or performance?

6. Is the lesson plan flexible enough that you can change it should you need to?

7. Does the lesson plan include home learning assignment(s)?

Created by Ms. Mariely Sanchez at www.sanchezclass.com
Lesson Plan Template

<table>
<thead>
<tr>
<th>Topic:</th>
<th>Grade/Subject:</th>
<th>Date(s):</th>
</tr>
</thead>
</table>

**Learning Objectives:**


**Materials:**


**Procedures:**

(Can include any combination of elements such as presentation, individual activity, group work, class discussion, review and assessment.)


**Homework Assignment (if applicable):**


**Follow-up Activity:**


17
Sample of School Grade Book Record

TEACHER: ____________________________

YEAR/TERM: ____________________________

SUBJECT: ____________________________

ROOM: ____________________________

Legend/Codes and Symbols:

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>/</td>
<td>Unexcused Absence</td>
</tr>
<tr>
<td>X</td>
<td>Excused Absence</td>
</tr>
<tr>
<td>Ø</td>
<td>Unexcused Tardy</td>
</tr>
<tr>
<td>⊙</td>
<td>Excused Tardy</td>
</tr>
<tr>
<td>H</td>
<td>Homework Completed &amp; Turned In</td>
</tr>
<tr>
<td>HH</td>
<td>Homework Not Completed</td>
</tr>
<tr>
<td>E</td>
<td>Entry Date New Student</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal Date of Student</td>
</tr>
<tr>
<td>TR</td>
<td>Transfer Date to New Class</td>
</tr>
</tbody>
</table>

ACADEMIC GRADING SCALE

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>59 &amp; below</td>
</tr>
</tbody>
</table>

CONDUCT GRADING SCALE/ CODE

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CR</td>
<td>Class Cut/Referral</td>
</tr>
<tr>
<td>DN</td>
<td>Deficiency Notice Issued</td>
</tr>
<tr>
<td>M</td>
<td>Written Message to Parents</td>
</tr>
<tr>
<td>P</td>
<td>Personal Conference with Parent</td>
</tr>
<tr>
<td>T</td>
<td>Telephone Conference with Parent</td>
</tr>
<tr>
<td>M</td>
<td>Written Message to Parents</td>
</tr>
<tr>
<td>FN</td>
<td>Failure Notice</td>
</tr>
</tbody>
</table>

A = Excellent
B = Above Acceptable/Very Good
C = Acceptable
D = Unacceptable
F = Extreme Constant Disruptive Unacceptable
Dear Substitute,

Thank you for filling in during my absence. I hope you will have a pleasant, productive day. To make your day easier, I have enclosed several items in this folder:

- Student roster(s).
- Class seating chart(s).
- Class schedule(s).
- Directions on where to find my plan book and necessary supplies.
- Extra activities in case you need to fill extra time.
- Names of a few responsible students to use as helpers.
- Names and schedules for any students who need to leave the room for special programs.
- Copy of my discipline plan.
- Map of the school.
- Notepad for recording comments about how the day went.

If you have any questions, I’m sure the following teacher would be happy to help you:

______________________________________________, in Room ________________.

Thanks again, and have a wonderful day!
How to be an Effective Classroom Manager

Before school starts, effective classroom managers plan how they want their classrooms to operate and then develop a set of rules and procedures to meet their personal and school expectations.

1. **Rules** govern behavior such as student talk, respect for others and their property, etc. Effective managers limit rules to a few and then state them in generic language encouraging students to take responsibility for their personal behavior.

2. **Procedures** apply to specific instructional routines or housekeeping tasks such as: using the bathroom or water fountain, distributing and collecting materials or assignments, getting the teacher’s attention, lining up, movement within the classroom or to other school areas, taking down assignments, etc.

Effective classroom managers develop a reasonable system for consistently reinforcing their rules and procedures, which includes positive feedback and rewards for good behavior, and fair and appropriate consequences for inappropriate behavior.

Effective managers establish a hierarchy of consequences or sanctions which they feel comfortable administering. A hierarchy of consequences might range from: (a) establishing eye contact, pointing a finger, moving closer to the student, to (b) having the student re-state the broken rule, conferencing with the student, withholding a privilege, assigning detention, to (c) contacting the parents, behavior contracting or visiting the principal.

**Learn to Overlap**

Each student should know exactly what to do while you are handling overlapping situations – managing two activities at the same time. For example, before leaving those involved in one activity, tell them your expectations even while you prepare to coach another activity, such as modifying behavior in another group.

**Spot Check**

Frequently scan the entire class. This action sends cut-off signals to others who may want to disrupt the class.

**Interact Directly**

Ask, “Johnny, are you finished with your assignment?” “Mary, why are you away from your desk?”

**Target Misbehavior**

Blaming the wrong student for a rule infraction can result in students sensing the teacher doesn’t know what’s going on.

Finally, locate your desk, work areas and instructional area where you can see all of the students all of the time. Avoid placing centers and work areas in “blind corners” where you will not be able to monitor adequately.
**Homework Policy Planner**

Use this form as a planner when you
Develop your Homework Policy.

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why do you assign homework?</td>
<td></td>
</tr>
<tr>
<td>What are the types of homework you will assign?</td>
<td></td>
</tr>
<tr>
<td>How often will you assign homework? How long should the assignments take?</td>
<td></td>
</tr>
<tr>
<td>What guidelines will you give students for completing homework?</td>
<td></td>
</tr>
<tr>
<td>What are the student’s responsibilities in the homework process?</td>
<td></td>
</tr>
<tr>
<td>What are the responsibilities of parents in the homework process?</td>
<td></td>
</tr>
<tr>
<td>What are the teacher’s responsibilities?</td>
<td></td>
</tr>
<tr>
<td>How will homework affect a student’s grade?</td>
<td></td>
</tr>
</tbody>
</table>

Now use the information on this sheet to write your homework policy letter to parents.
Procedures I Will Teach Early in the Year

Daily Procedures

☐ Entering the classroom
☐ Walking in a line
☐ Entering the classroom in the morning
☐ Listening to the teacher
☐ Passing out papers or books
☐ Sharpening pencils
☐ Moving about the classroom
☐ Using classroom equipment
☐ Working with a partner
☐ Working in small groups
☐ Going to the restroom
☐ Lining up for P.E. or to go to an assembly
☐ Entering the class after P.E.
☐ Getting ready for lunch
☐ Walking to the cafeteria
☐ Turning in completed work
☐ Recording homework
☐ Getting ready to go home for the day
☐ ____________________________
☐ ____________________________

Special Procedures

☐ Practicing fire drills
☐ Going to the library or to an assembly
☐ Going on a field trip
☐ ____________________________

Academic Activities

☐ Working on research projects
☐ Working on an independent assignment
☐ Working in pairs at the computer
☐ Having a class discussion
☐ Conducting sustained silent-reading time
☐ Giving oral reports
☐ Taking tests
☐ Listening to the teacher present information
☐ Working in cooperative groups
☐ ____________________________
☐ ____________________________
☐ ____________________________
Health Emergency Procedures

In case of a student illness or medical emergency, contact:

☐ Main Office

☐ Nurse’s Office
   School nurse’s hours: ____________________________

If you do not have a phone in your room, how do you contact the office?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

For urgent situations, where can you find first aid supplies?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Who is authorized to administer first aid?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

For urgent clean-up needs, contact:

☐ Main Office

☐ Custodian
Student Interest Inventory

Name: _____________________________________________

Today’s Date: _______________________________ Birth Date: ______________________________

Brothers and Sisters:

Name: _____________________________________________ Age: ___________

Name: _____________________________________________ Age: ___________

Name: _____________________________________________ Age: ___________

Name: _____________________________________________ Age: ___________

Name: _____________________________________________ Age: ___________

Name: _____________________________________________ Age: ___________

Special friends: ________________________________ ___________________________

What I like to do most at home: _____________________________________________

These are my favorite hobbies: _____________________________________________

These are my favorites:

Book: ___________________________________________ TV show: ___________________________________

Movie: _________________________________________ Food: _______________________________________

Singer: _________________________________________ Song: _______________________________________

If I had one wish, it would be: _____________________________________________

School would be better if: _____________________________________________

If I had a million dollars, I would: _____________________________________________

This is what my teacher did last year that I liked the most: _____________________________________________

This is what my teacher did last year that I liked the least: _____________________________________________
Sample Classroom Discipline Plan

Dear Parent(s):

In order to provide our students with the excellent educational climate they deserve, we have developed the following **Classroom Discipline Plan** that will be in effect at all times.

**Rules:**

1. We always follow directions the first time they are given.
2. Only one person talks at a time. No disruptions allowed.
3. We always stay in our seats and work quietly.
4. We keep our hands, feet, and objects to ourselves.
5. We walk quietly at **ALL** times.

**Consequences:**

1. **1st time:** Name on teacher’s pad = Warning
2. **2nd time:** 1 check after name = Lose daily reward
3. **3rd time:** 2 checks after name = 30 minutes detention, parents notified
4. **4th time:** 3 checks after name = 1 hour detention, parent conference
5. **5th time:** 4 checks after name = Parent, teacher and administrator conference

**Severe Disruption:**

Immediately sent to administration

**REWARDS:**

1. Stickers and Happy Grams
2. Super Coupons
3. Free Time
4. Games
5. Special Treats

We have already discussed this plan with your child, but would appreciate it if you would review it with him or her before signing and the returning the following form. Thank you for your support.

Sincerely,
Classroom Discipline Plan Agreement

I have read the Classroom Discipline Plan and discussed it with my child.

Child’s Name: ______________________________________ Date: ____/____/_____

Parent(s)/Guardian Signature: ______________________ __________________________

Comments: ______________________________________ __________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Please provide emergency information below that would be very helpful to the teacher:

Mother (guardian) Name: ___________________________ Home Phone: ___________________

Work Phone: ___________________

Father (guardian) Name: ___________________________ Home Phone: ___________________

Work Phone: ___________________

Other pertinent emergency information: ____________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Please SIGN and return.....
Teacher-Student Problem-Solving Conference Worksheet

Student’s Name: ____________________________________________________________

Class/Grade: ______________________________ Date: __________________________

Problem (and reasons for your concern):
_______________________________________________________________________
_______________________________________________________________________

Student input as to why problem is occurring:
_______________________________________________________________________
_______________________________________________________________________

Steps you can take to help:
_______________________________________________________________________
_______________________________________________________________________

Actions student can take to solve problem:
_______________________________________________________________________
_______________________________________________________________________

Summarize conference (restate your behavior expectations):
_______________________________________________________________________
_______________________________________________________________________

Follow-up/Comments:
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

Created by Ms. Mariely Sanchez at www.sanchezclass.com
Behavior Contract

Date: ____________________ Student’s Name: ________________________________________

This student has agreed to try to improve his or her behavior and promises to:

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

If the student does as agreed, the student will:

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

If the student does not fulfill the agreement, the student will:

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

This contract will be in effect for: ________________________________________________

______________________________________________________________________________

Student’s Signature: __________________________________ Date: ________________

Teacher’s Signature: __________________________________ Date: ________________

Parent’s Signature: __________________________________ Date: ________________
# Behavior Documentation Sheet

Student: ________________________________  Teacher: ________________________________
Grade/Period: __________________________  Parent (s): ______________________________
Home Phone: ________________________________  Work Phone: ________________________________

<table>
<thead>
<tr>
<th>Date and Time</th>
<th>Problem Behavior</th>
<th>Actions Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What did you observe? List facts: specific behaviors, where it happened, who was involved.</td>
<td>Describe your responses to the misbehavior including actions for positively encouraging improvement and parent contact.</td>
</tr>
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<td></td>
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<td></td>
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</tbody>
</table>

Results of Actions Taken

|               |                  |               |
|               |                  |               |
|               |                  |               |

Results of Actions Taken

|               |                  |               |
|               |                  |               |
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Results of Actions Taken

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Results of Actions Taken

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Results of Actions Taken

|               |                  |               |
|               |                  |               |
|               |                  |               |

Results of Actions Taken
Think Sheet

What I did:

What effect my actions had on others:

What I could have done:

What effect this action would have on others:

What I will do differently next time:
P.R. (Positive Reminder) Plan

Preview the strategies below and incorporate them into your lesson plans. Gradually add and vary your techniques for reinforcement. When you feel ready, assess yourself to see how many times you implement one or more of the following strategies within the course of a week.

1. **“Catch students being good.”** Write it in your plan book or on a sticky note on your desk so you will watch for and reinforce positive behavior.

2. **Fairly distribute your praise.** Each time you acknowledge a student for positive behavior during class, jot down his or her name or initials. Keep track of whom you praise and how often.

3. **Set a “praise goal” for the class.** For example, try to praise several students during the day so that within a week you will have acknowledged every student you teach. This exercise can prove especially helpful in developing the habit of seeing the good in every student.

4. **Set a weekly goal for positive notes home.** Remember the importance of positive notes or phone calls home in motivating students and creating rapport with parents. Set a goal of several calls or notes a week to ensure that you contact each student’s family during the semester.

**Praise Goals and Plans for the Week**

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

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__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
50 Opportunities to Say “You’re Terrific”

There are hundreds of opportunities to praise students each day of the year. Don’t let these moments slip by.

Praise students for:

1. Entering the classroom quietly.
2. Putting away coat and backpack.
3. Cooperating while teacher takes attendance.
4. Returning permission slips and school forms on time.
5. Transitioning into an activity appropriately.
6. Following directions.
7. Saying “please” and “thank you.”
8. Listening attentively.
9. Helping a classmate.
10. Lining up appropriately.
11. Turning in homework.
12. Being a good audience at an assembly.
13. Beginning work right away.
15. Good behavior during a test.
16. Participating in a class discussion.
17. Walking appropriately in the halls.
18. Working cooperatively with a partner.
19. Good behavior during a field trip.
20. Cleaning up.
21. Extra effort on an assignment.
22. Assisting a new student.
23. Remembering to shuttle correspondence or permission slips to and from parents.
24. Making up missed assignments.
25. Extra effort on a long-term project.
27. Being sensitive to others’ feelings.
28. Learning a new skill.
29. Appropriate use of school property.
30. Returning borrowed books and materials.
31. Showing enthusiasm.
32. Being responsible for a classroom job.
33. Offering help without being asked.
34. Not wasting paper and supplies.
35. Telling the truth.
36. Accepting a new challenge.
37. Behaving when a guest is in the room.
38. Reading at home.
39. Participating in school functions.
40. Demonstrating a positive attitude.
41. Giving one’s best effort.
42. Returning from the field quietly.
43. Participating in a group activity.
44. Using problem-solving skills.
45. Showing creativity.
46. Keeping busy when work is finished.
47. Taking turns.
48. Working cooperatively within a group.
49. Organizing paper work and/or supplies.
50. Wearing uniforms to school.
# Discipline Checklist

**Student:** ________________________________________________________________

<table>
<thead>
<tr>
<th>✓</th>
<th>Action Taken</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Intervention Strategies</strong>&lt;br&gt;For example: change seat, time out, loss of privilege, write reasons why the situation occurred, write how to handle the situation differently next time, write class rules. Never give lines. Give the student an opportunity to express him/herself.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>List Three:&lt;br&gt;1. ___________________________________________________________</td>
<td></td>
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<tr>
<td></td>
<td>2. ____________________________________________________________________</td>
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<td></td>
<td>3. ____________________________________________________________________</td>
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<tr>
<td></td>
<td><strong>Student-Teacher Conference</strong></td>
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<tr>
<td></td>
<td><strong>Call to Parent/Home Visit</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Teacher-Parent Conference</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Daily/Weekly Progress Reports</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Detention</strong></td>
<td></td>
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<tr>
<td></td>
<td><strong>Behavioral Contract</strong></td>
<td></td>
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<tr>
<td></td>
<td><strong>Conference with Counselor</strong></td>
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</tr>
</tbody>
</table>

**ADDITIONAL NOTES/INFORMATION:**

__________________________________________________________________________
__________________________________________________________________________
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# Daily Progress Report

Name: ___________________________  Week of: ___________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Comments from the Teacher</th>
<th>☺</th>
<th>☻</th>
<th>☼</th>
<th>Parent/Guardian Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
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<td>Tuesday</td>
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<td>Wednesday</td>
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<td>Thursday</td>
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<tr>
<td>Friday</td>
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</tbody>
</table>

The Expressions Above Represent the Following

- ☺: Excellent
- ☻: Good
- ☼: Needs Improvement

Parent/Guardian Comments:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
## Weekly Progress Report

**Name:** ________________________________________  **Week of:** __________________________

### Progress

<table>
<thead>
<tr>
<th>Subject</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
<th>Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Behavior</strong></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Language Arts</strong></td>
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<tr>
<td><strong>Reading</strong></td>
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<tr>
<td><strong>Mathematics</strong></td>
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<tr>
<td><strong>Science</strong></td>
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<tr>
<td><strong>Social Studies</strong></td>
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</tr>
</tbody>
</table>

### Comments

- **Study/Work Habits**
  - Works independently and completes all work.
  - Needs some assistance but completes work.
  - Needs much assistance and takes a long time to complete work.
  - Gets distracted easily and does not complete work.

- **Effort**
  - Puts forth maximum effort.
  - Puts forth effort.
  - Does not put forth effort.

---

**Teacher’s Signature:** ___________________  **Parent/Guardian’s Signature:** ___________________

**Parent/Guardian Comments:**

________________________________________

________________________________________

---

36
Weekly Progress Report

Name: _____________________________________________ Week of: ______________________________

Parent/Guardian Signature: __________________________________________________________________________

If the behavior is left unmarked, praise your child! If an item is checked, please discuss with your child ways of improving this behavior. If you have any questions, please contact me by calling the school office at _______________________. Thank you!

______________________________________
Teacher’s Signature

- Respecting authority
- Using class time wisely
- Avoiding excessive talking
- Staying organized
- Being attentive/Following directions
- Displaying a positive attitude
- Following school and classroom rules
- Working well with group members
- Behaving appropriately in resource classes
- Behaving appropriately in lunchroom
- Studying for tests
- Keeping personal space neat and orderly
- Completely homework/classwork on time
- Putting forth great effort
- Other: ____________________________________________

Number of assignments missed: __________ Overall Weekly Conduct Grade: __________

Teacher Comments: ____________________________________________________________

Parent/Guardian Comments: ______________________________________________________
Discipline Self-Test for Classroom Teachers

Thomas R. McDaniel, Professor at Converse College, Spartanbug, S.C., has devised an informal test, a checklist, for teachers to become more aware of their classroom discipline. After taking the test, give yourself the following scores:

A score of 90-100 is excellent, 80-89 is good, 70-80 is fair, and below 70 is poor.

## A Checklist on Discipline for Classroom Teachers

<table>
<thead>
<tr>
<th></th>
<th>Usually</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I get student’s attention before giving instruction(s).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I wait for students to attend rather than talk over chatter.</td>
<td></td>
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<tr>
<td>3. I quickly get students on-task.</td>
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<tr>
<td>4. I give clear and specific directions.</td>
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<tr>
<td>5. I set explicit time limits for task completion.</td>
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<tr>
<td>6. I circulate among students at work.</td>
<td></td>
<td></td>
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<tr>
<td>7. I hold private conferences/conversations during class.</td>
<td></td>
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<tr>
<td>8. I model courtesy and politeness.</td>
<td></td>
<td></td>
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<tr>
<td>9. I use a quiet voice in the classroom.</td>
<td></td>
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<tr>
<td>10. I use the “soft reprimand” rather than raise my voice.</td>
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<tr>
<td>11. I use a variety of cues to remind students of expected behavior.</td>
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<tr>
<td>12. I teach students my cues.</td>
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<td></td>
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<tr>
<td>13. I enrich my classroom to improve students’ motivation.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>15. I am aware of the effects of my dress, voice, and movements on student behavior.</td>
<td></td>
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<tr>
<td>16. I use students’ names as a low-profile corrector of inattention.</td>
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<tr>
<td>17. I use proximity to improve classroom control.</td>
<td></td>
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<tr>
<td>18. I communicate positive expectations of good behavior to my class.</td>
<td></td>
<td></td>
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<tr>
<td>19. I have clear and specific rules that I teach my students.</td>
<td></td>
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<tr>
<td>20. I refuse to threaten or plead with students.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>21. I consistently follow through with consequences to enforce rules.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>22. I use I-messages assertively to tell students what I want them to do.</td>
<td></td>
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<tr>
<td>23. I use I-messages in a humanistic way to communicate my feelings.</td>
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</tr>
<tr>
<td>24. I respond to behaviors I like with specific, personal praise.</td>
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<tr>
<td>25. I use nonverbal, social, and activity reinforcers.</td>
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</tr>
</tbody>
</table>
Problem-Solving Phone Call Planner

Date of Call:______________________________

Student’s Name:_________________________________ Teacher:____________________________________

Parent or Guardian:__________________________________________________________

Home Phone:______________________________ Work Phone:______________________________

Jot down points you want to cover in each of these areas during the call.

Statement of concern:_____________________________________________________________________

Describe the specific problem or behavior:_________________________________________________________________

Describe steps you’ve taken so far:_____________________________________________________________________

Get parent input on the problem:_________________________________________________________

Record parent’s comments:_________________________________________________________________________

Present ideas for solutions:

• What you’ll do at school:_______________________________________________________________________

• What you’d like the parent to do at home:_______________________________________________________________________

Reassure the parent the problem can be solved:_______________________________________________________________________

Describe the follow-up contact the parent can expect:_______________________________________________________________________

Notes:__________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________
Parent Conference Planning Sheet
Use this sheet to prepare for your conference with each student’s parents/guardians.

Parent’s Name: ___________________________________ Conference Date: ____________________________

Student’s Name: ___________________________________ Time: _______________________________

1. Example of student’s unique quality:

2. Past problems to be updated at the conference: ___

3. Academic strengths of the student: ______________

4. Academic weaknesses that should be discussed: _______

5. Academic goals for the student for the rest of the year: _________________________________________

6. Parent input on student’s academic performance: __

7. Social strengths of the student: ________________

8. Weaknesses in the area of social development: _____

9. Social development goals for the rest of the year:  _____________________________________________

10. Parent input regarding student’s social behavior: ______________________________________________

11. Additional issues parent wishes to discuss: _____________________________________________

Additional conference notes: ________________________ ____________________________________________
Objectives for Parent-Teacher Conferences

Use this opportunity to get acquainted with the parent. Offer the parent valuable information about the school, curriculum, and services. Learn more about the child and family in order to enhance your ability to motivate and educate the child. Discuss the child’s work and progress in your class with the parent. Discuss the child’s natural talents and abilities, as well as strengths and weaknesses.

Great Tips for Good Conferences

✓ Start with something positive. For example: “Joe has an interesting sense of humor and keeps us laughing.”

✓ Explain test results and what they mean.

✓ Bring your grade book and sample of student’s work to explain how the student is doing in your class.

✓ Give your observations about the child’s hearing, vision, interests, frustrations, etc. then…

✓ Ask a leading question. For example: “Is there something in Mary’s life that may affect the schooling that you believe I should know about?”

✓ Stop talking: you cannot listen if you are doing all the talking.

✓ Put the parent at ease: help the parent feel free to talk.

✓ Show that you want to listen and help. Look and act interested, listen to understand rather than oppose.

✓ Remove distractions: Don’t doodle, shuffle papers or watch the clock.

✓ Empathize with the parent: Put yourself in his/her place so that you can see his/her view.

✓ BE PATIENT: Allow plenty of time, try not to interrupt, if your safety is not in question, please do not walk away.

✓ Hold your temper: An angry person gives the wrong message.

✓ Avoid argument and criticism: This puts parents on the defense. They may get angry and even if you win, you will gain nothing.
Parent-Teacher Conferences

This is public relations for your school and yourself. You might ask a guidance counselor to be present.

PRE-CONFERENCE SELF-ASSESSMENT

☐ Do I have positive expectations for this parent’s child?

☐ Have I provided an equal opportunity and non-threatening atmosphere for this parent’s child?

☐ Have my assumptions about the parent affected my ability to deliver quality instruction to this child?

☐ Am I aware of how this child’s parent perceives me?

☐ Do I actively seek information and help from the parent on issues I do not understand?

☐ Am I firm, fair, consistent and caring?

☐ Am I sensitive and empathetic to the needs of the parent as well as the child?

☐ Am I a personable, reasonable, realistic and positive role model?

☐ Am I afraid to be open with the parent and if conflict arises will I be able to manage it?

☐ Do I make snap judgments or do I listen to the concerns of parents, really listen?

☐ Will I make a difference with this parent?