

School District 148
Induction/Mentor Program Meeting
First and Second Year Protégés
November 7, 2023

1. Welcome. Describe your dream vacation!
2. “Are we still having fun?” – fun tips, chart of attitudes
3. Stress in the Teaching Profession – activity, articles
4. IMP – all activities can be found at <https://www.district148.net/mentor/index>.
5. P/T Conferences –*Pathwise* quotes (2.3), Reflection & Notes for Next Time
6. Classroom Environment
 - a. Charlotte Danielson – The Framework for Teaching - 2a
 - b. Zaretta Hammond – Building Learning Partnerships
7. Classroom Environment Strategies - 2x10 Conversation Strategy, XYZ Management Strategy, Building Relationships
8. Illinois Assessment of Readiness
 - a. Testing in 2023
 - b. IAR Plan – activity for November
9. Other Notes
 - a. Workshop information
 - b. December Meeting Date – Tuesday, December 5th
 - c. Missed meeting letter
 - d. Upcoming Surveys
 - i. Illinois Five Essentials Survey
 - ii. SD148 Feedback Survey
 - iii. IMP Mid-year survey
 - e. Science Fair Judges – see Mike
 - i. Roosevelt – Thursday, December 7th
 - ii. Washington – Thursday, December 13th
 - iii. Lincoln – Wednesday, December 14th
 - f. Food drive? – Thornton Township
10. Workshop Evaluation, Timesheet, & Evidence of Completion forms

Indicators: IF05, IF08, IIC03, IIA01

Top 10 Tips for Beginners

By Tina Hicks Whitten



One of my favorite things about being a veteran teacher is watching brand spanking new, right out of college, first-year teachers beginning their careers. These young 'uns are so full of energy, enthusiasm, hope, determination, and "save the world" attitudes that I find them extremely refreshing.

I have mentored many of these talented people and found that, although they are well prepared in content areas and child development research, they didn't learn everything they needed to know in college.

Therefore, let me take this opportunity to offer some advice about what I have learned from 10 years in my classroom. Here we go...

1. Take your vitamin C.

You will find during your first years that you are sick all of the time. You may even begin to believe that you are allergic to



your students. In my first year of teaching I had a conversation with the doctor that went something like this.

Doctor: "It seems you have conjunctivitis (pink eye) in both eyes, again."

Me: "That makes the third time in six months."

Doctor: "Where did you say you work?"

Me (proudly): "I'm a teacher!"

Doctor: "Oh, honey, get used to this then. You'll be sick for the first four years of your career."

This brought a completely new meaning to the phrase "sick of my job."

2. Stock up on antibacterial waterless hand soap and disinfectant sprays.

When I am helping children with something, I tend to pick up their pencils and write on their paper. Bad habit, right? God knows where a pencil has been. It is slim enough and long enough to reach the depths of one's nostril and pull out the most interesting things. I always realize this after the pencil is already in my hand. That is why antibacterial waterless hand soap is my friend. I also love to disinfect the classroom. I make my students clean their desks daily. You would be surprised at all the little germs that enjoy living on those desktops among the leftovers from juice spills, snacks, and sneezes. For proof of this, see tip number one.

3. Remember, children are brutally honest.

It no longer hurts my feelings when students tell me that my pink lipstick doesn't match my red shirt or that I am having a bad hair day. I just remember—they truly believe they are doing me a favor by announcing this in front of the class.

4. Keep a journal of the funny things your students say.

I was teaching a group of students one afternoon and needed to write with a blue marker on chart paper. As I was writing, the marker ran out of ink. I put the cap on the marker and tossed it to my team teacher. Without a word, she caught it and threw me another. One boy said, "Miss Hicks—Y'all got that ESPN don't cha?"

5. Invest in good, comfortable shoes.

Don't try to be cute or fashionable. The blisters and corns on your feet aren't worth it.

6. Practice not going to the bathroom for hours at a time.

I get to school at 7:15 a.m. and my first opportunity to pee is at 12:30 p.m. After five hours and 15 minutes, I am praying that the staff bathroom down the hall is available. Bladder control should definitely be taught in college.

7. Practice eating your lunch in three minutes or less.



By the time you help two children find their lunch money, convince five of them that pork dippers really taste like chicken, put 18 pointed straws in juice boxes, and stop two food fights, three minutes is all you will get.

8. Have a stash of chocolate in your desk—you'll need it some days.

Enough said.

9. Don't snap your fingers at other people's children in the grocery store.

I know it's hard—especially when they are climbing on the shelves and racing their carts down the aisle. It's not your classroom.

10. Try not to treat your significant other as though he or she is in third grade.

This suggestion comes from my husband. During a heated "discussion" we were having, I didn't believe he was paying attention to what I was saying. So I asked him to put on his listening ears. Needless to say, this didn't help the disagreement a bit.

There they are! The top 10 tips you never learned in college. Keep them in mind all year.

This article originally appeared in the September 2003 issue of NEA Today magazine. At that time, Tina Hicks Whitten taught third grade at the New Vision School of Math, Science, and Technology in Madison, North Carolina.

Top photo by Jerry Wolford

COMMENTS:

1 - 10 out of 34 Comments | [Add your comment](#)

Karlene | 2009/08/23

"To all the newbies, have a great school year and find a good mentor to help and guide you. Don't be afraid to ask questions."

Nell | 2009/08/23

"What about newbie ParaProfessionals, what advice can you give us?"

KC | 2009/08/18

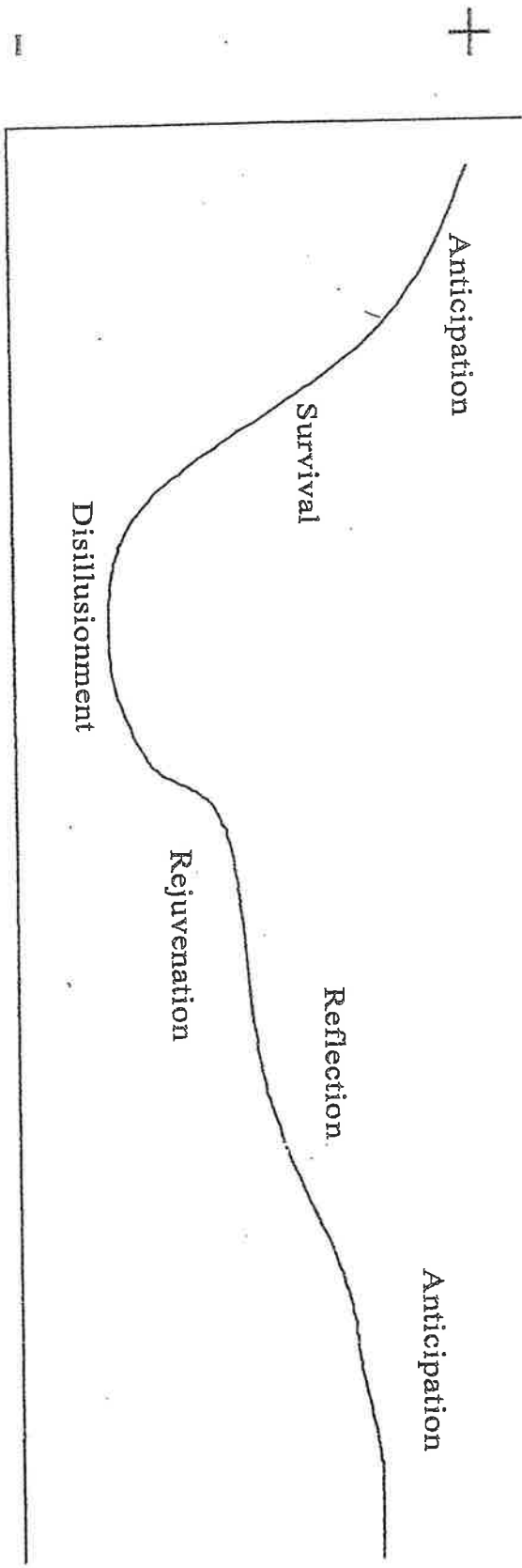
"Yea for new teachers. Have a wonderful school year! I'm so happy for all of you!"

Ally | 2009/08/17

"Like Brooklyn I appreciate the laugh to calm my nerves! I am a first year teacher as well. It's nice to know there are so many teachers out there who want to help us "newbies." "

Lynn | 2009/08/16

Phases of First-Year Teaching Attitudes Toward Teaching



Aug Sept Oct Nov Dec Jan Feb Mar April May June
(Adjust calendar accordingly for year-round teachers)

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Isaiah Pickens Ph.D.
Revolutionary Thoughts

The Brief Wondrous Life of Teachers' Mental Health

Supporting teachers experiencing emotional burnout.

Posted September 9, 2015



Source: Isaiah Pickens/Fotolia

Fresh chalk and clean seats line the classroom as the promise of changing lives fills the heads and hearts of new teachers prepping their first lessons. The fresh car smell enveloping the next few months inevitably fades and often an aroma filled with the demands of teaching to ensure students pass standardized tests, questionable levels of autonomy, and behavioral challenges from students lingers in the air. As a clinical psychologist who has worked in school-based clinics and the son of educators, the recent findings from a federal review of teacher job outcomes and survey results from the American Federation of Teachers highlighting 78% of teachers express overwhelming levels of stress but only 17% of teachers leave the profession within the first 5 years provided a nuanced picture for understanding an important contributor to our students' academic success: teachers' mental health.

5

About.com :

http://712educators.about.com/cs/testingstress/a/stress_2.htm

Dealing With End of the Year Stress

From Melissa Kelly,

Your Guide to Secondary School Educators.

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(Continued from Page 1)

Strategies for Educators

Don't Let it Get to You

You know that you are not crazy, that there are too many demands of you as a teacher. You might even wonder why the heck you got into this profession. In fact, studies show that as many as 50 percent of teachers leave the profession by the 5th year of teaching. Surely job stress must play a part in this. For those of us who stick it out (even if only to the end of this year) there are things we can do to make our lives a little easier.

1. Have a positive attitude. Remember that even though you might be dealing with an unmovable bureaucracy, an unsupportive parent, or a belligerent student, they cannot affect your feelings or make you angry unless you allow them to. You are in control of your own emotions. Here are some suggestions for turning negative thoughts into positive ones.
2. Do not try to accomplish too many tasks in one day. Part of the problem of job stress is that it is often a cycle. You have so many things to accomplish in one day that the quality of your work declines which means that not only do you have a lot to do but you are bothered at your results. So instead, prioritize and fill up only half the day with things you want to get done. The fact is, you will probably work all day to complete that which you think you can do in half of a day.
3. Relax through stretching and exercise. Exercise releases endorphins that help give you a feeling of peacefulness. Further, it gives you time to clear your mind of all worries. You will be doing something for yourself, and no one else.
4. Get plenty of sleep. Take a test to see if you getting enough. Being well-rested helps problems seem less important. If you having trouble sleeping, you can find some resources here.
5. Leave your teaching at school as often as possible. Obviously, this seems impossible to do but find ways to gain valuable personal time. Try to get your schoolwork done at school. Remember that nothing is more important than your mental well-being.

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Updated: October 6, 2010

October 5, 2010

Teaching Secrets: Managing October Exhaustion

By Elena Aguilar

The exhaustion that typically hits teachers in October assaulted me in mid-September this year. While I will share some strategies that I've developed to manage this annual sense of being overwhelmed, I want to preface them with this: The problem is not that teachers and administrators don't have adequate coping skills to manage our work; the problem is that the demands on us are absurd.



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"Fatigue makes cowards of us all," said the legendary football coach Vince Lombardi. So how do we alleviate fatigue so we can resume the good fight. My advice is to establish a "Pause Period" of several weeks to rejuvenate, reflect, and reconnect. Here are some of the components:

- **Take some time off:** Take a day off, now! Do laundry, eat lunch, take a nap, do something fun. I know that one day off is a drop in the bucket, but it's something—especially if you're a typical teacher working six days a week. And you probably know that if you keep pushing, wearing yourself down, you'll get sick and end up staying home anyway. So take a "personal day," or two, and enjoy it. The kids will survive.

- **Refresh your surroundings:** Find another day's worth of time to clean and organize your classroom. Coordinating the logistics can be tricky. Some teachers can get into school on weekends, while others might need to seek out creative solutions to be alone in their room or stay late after school. But by mid-October, there are bound to be piles of paper, work for bulletin boards, and other cleaning tasks to do. The mess is demoralizing and draining. Think of how much time is spent looking for that one important paper that you need to turn in right away! I know this extra work seems contradictory, but a day spent doing these tasks and setting up organizing systems can save a lot of time in the long term and be very satisfying.

- **Re-ground yourself in the "why":** "Why am I doing this?" is what blasts through my head when work has worn me down. The "Pause Period" is a reflective time to reconnect with what brought you into teaching. Think about it, talk about it, write about it. Don't evaluate whether you are accomplishing what you'd set out to do—just reconnect with those positive feelings. (For stories and inspiration on this topic, see this [blog post](#) I wrote at *Edutopia*.)

- **Celebrate the successes:** Sometimes the exhaustion comes when all we can see is how far we are from fulfilling our goals. In October, the growth in our teaching practice or in our students' learning can be obscure, but we need to train ourselves to find every indicator of progress and we need to celebrate these. Recall the moments so far this year when you've felt alive, engaged, and excited in your work. What have you most enjoyed? When did you notice joy in your classroom? Think about students

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in Education

We need to hone our skills in noticing and documenting every ounce of learning, at identifying every scrap of student work that shows a tiny bit of growth. With this "data" in hand, we can develop a counter-narrative to the one that relies only on standardized test data to evaluate our work. If your students have learned then you have learned. Don't let the progress be subsumed under exhaustion. Celebrate.

- **Optimize your time:** The next step in the Pause Period is to critically examine how you spend time. I once had a principal who made me document my hours each week. I was overwhelmed and couldn't imagine cutting out anything, but I discovered activities that weren't worth their time and effort. I recognized a number of inefficient classroom routines such as checking homework or taking attendance. I consulted with experienced teachers, observed other systems, and revised my own so that my routines took a third of the time they once did.

- **Get some helpers:** I also found a number of tasks I could ask parents, older students, or office staff to do. I discovered that students were happy to stay late and clean, organize, or put up bulletin boards in exchange for pizza. I separated the activities that only I could do (calling parents, writing grades, etc.) and those that I could delegate. And then I asked for help and usually got it!

- **Learn to say no:** The biggest challenge was to say no to the endless requests for my time. I really struggled with this, but I also learned which activities were really worth it. We have to set limits on our work day and week. While I recognize that we're asked to do too much, I have also seen many teachers take on work that they could say no to, myself included.

- **Make good health a priority:** On the topic of time, I am compelled to include one last comment. In order to be effective in my work, in order to have the energy to manage the stress and demands, I have to make sure I get enough sleep, exercise, healthy food, and time with friends and family. I've learned to put on the oxygen mask first; I have to take responsibility for doing this. But you've already heard this speech about sleep and exercise, haven't you?

It's Time to Reclaim Fair Working Conditions

Over the years, I have become more adept at time management, organization, and saying no. Yet the quantity of work in my job today still feels increasingly un-doable. I am deeply committed to transforming our education system so that all students get what they need and deserve. However, teachers are burning out and leaving the profession in record numbers. In my district, 50 percent of teachers leave within three years; 70 percent are gone after five years.

I'm going to suggest something radical: We need to reclaim the eight-hour work day. A new labor movement is forming in education, a movement of teachers demanding improved working conditions, fair wages, respect and dignity, and protection from being blamed for poverty, corrupt tax codes, under-resourced public schools, and national recessions.

This fall, the increased media bashing of teachers compounded my exhaustion. For a spell, I felt deeply cynical and depleted. However, after taking some of my own advice, I'm clear that we must organize to transform our working conditions. They are unsustainable and do not foster the kind of transformation of our education system that I'm working towards. My anger is no longer draining me; I'm going to use it as fuel to demand a healthy and sustainable eight-hour work day.

And so, once your "Pause Period" is over, and you're a little less fatigued, explore some of the grassroots efforts underway to increase the voice of teachers in policy decisions. Learn about them (maybe start with Anthony Cody's [blog](#) on this site) and then mobilize. Maybe one day we won't have to manage the "October Exhaustion."

Elena Aguilar has taught in elementary, middle, and high school and is currently a School Improvement Coach in the Oakland Unified School

School District 148 Induction/Mentor Program Activities

First Year Protégé Activities

<p><u>August</u></p> <p>____ Submit: Classroom Management Plan</p> <p>____ Submit: Schedule</p> <p>____ Complete: Teaching Environment Profile</p> <p><u>September</u></p> <p>____ Complete: Co-observation</p> <p>____ Complete: Reflection #1 Year 1</p> <p>____ Begin: Professional Development Action Plan I</p> <p><u>October</u></p> <p>____ Complete: Mentor Observation #1</p> <p>____ Complete: Protégé Observation #1</p> <p>____ Complete: Co-teaching Experience</p> <p><u>November</u></p> <p>____ Complete: IAR Plan I</p> <p>____ Complete: Reflection #2 Year 1</p> <p>____ Complete: Mentor Observation #2</p>	<p><u>January</u></p> <p>____ Complete: Collection of Engaging Activities</p> <p>____ Complete: Reflection #3 Year 1</p> <p>____ Complete: Mentor Observation #3</p> <p>____ Continue Professional Development Action Plan I</p> <p><u>February</u></p> <p>____ Complete: Protégé Observation #2</p> <p><u>April</u></p> <p>____ Complete Professional Development Action Plan I</p> <p>____ Complete: Reflection #4 Year 1</p> <p>____ Submit: First Year Protégé Portfolio</p> <p><u>Coordinator Observation Dates:</u></p> <p>____ first semester</p> <p>____ second semester</p>
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Meeting Attendance

Aug Sept Oct Nov Dec Jan Feb March April May

School District 148
Induction/Mentor Program Activities
First Year Protégé Activities for Veteran Teachers Step 4 or higher

<p>Core Activities:</p> <p>Veteran teachers will complete all of the core activities.</p>	<p>Additional Activities:</p> <p>Veteran teachers have the choice to complete either Option 1 or Option 2.</p>
<p><u>August</u></p> <p>Submit: Classroom Management Plan</p> <p>Submit: Schedule</p> <p>Complete: Teaching Environment Profile</p>	<p>Option 1:</p> <p>Complete: Professional Development Action Plan I using the Danielson Framework for Teaching Rubric (September, January, and April)</p>
<p><u>September</u></p> <p>Complete: Protégé Observation #1 or Co-Observation Activity</p> <p>Complete: Coordinator Observation</p>	<p>OR</p> <p>Option 2: (Choose 4)</p> <p>Complete: Reflection 1 Year 1: Danielson FFT 2C & 2D</p> <p>Complete: Reflection 2 Year 1: Danielson FFT 1B</p> <p>Complete: Reflection 3 Year 1: Danielson FFT 1A & 1F</p> <p>Complete: Reflection 4 Year 1: Danielson FFT 4E</p>
<p><u>October</u></p> <p>Complete: Mentor Observation #1</p>	<p>Complete: Co-teaching Activity</p> <p>Complete: Co-Observation Activity</p> <p>Complete: IAR Plan I</p>
<p><u>November</u></p> <p>Complete: Protégé Observation #2</p>	<p>Complete: Collection of Engaging Activities I</p>
<p><u>January</u></p> <p>Complete: Mentor Observation #2</p>	
<p><u>April</u></p> <p>Submit: First Year Protégé Portfolio</p>	

Meeting Attendance

Aug Sept Oct Nov Dec Jan Feb March April May

School District 148 Induction/Mentor Program Activities

Second Year Protégé Activities

<p><u>August</u></p> <p>____ Submit: Classroom Management Plan</p> <p>____ Submit: Schedule</p> <p><u>September</u></p> <p>____ Complete: Mentor Observation #1</p> <p>____ Complete: Reflection #1 Year 2</p> <p>____ Begin: Professional Development Action Plan II</p> <p><u>October</u></p> <p>____ Complete: Assessing Student Work Activity</p> <p>____ Complete: Protégé Observation #1</p> <p><u>November</u></p> <p>____ Complete: IAR Plan II</p> <p>____ Complete: Reflection #2 Year 2</p>	<p><u>January</u></p> <p>____ Complete: Collection of Engaging Activities II</p> <p>____ Complete: Reflection #3 Year 2</p> <p>____ Complete: Mentor Observation #2</p> <p>____ Continue: Professional Development Action Plan II</p> <p><u>February</u></p> <p>____ Complete: Protégé Observation #2</p> <p><u>April</u></p> <p>____ Complete Professional Development Action Plan II</p> <p>____ Complete: Reflection #4 Year 2</p> <p>____ Submit: Second Year Protégé Portfolio</p>
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Meeting Attendance

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Leading the Learning

Building Parent-Teacher Partnerships

The day-to-day reality of many families is different today than a generation ago. Family members spend far less time together and adults often face an ongoing struggle to balance the demands of their families and their jobs. While these pressures can cause parents to participate less in their children's lives, there remains a great need for them to be involved in their children's education.

National Association for the Education of Young Children

BACK

FORWARD

Family Model for Teacher-Parent Relationships

“In families, every member has certain expectations of the others: We expect them to keep in touch with us...and they expect the same from us. We expect them to share day-to-day information and anecdotes about themselves and their children. We expect them to be open about their feelings and feel comfortable about probing ours. We expect mutual trust.

Using the family model dramatically changes the picture of a teacher/parent relationship. It becomes a relationship built on trust and understanding, one in which communication prospers, confrontation and blame disappear. It frees thinking and opens the way to more frequent, more useful, more comfortable sharing of home and school experiences.”

Parents and Teachers—Partners in Learning, Jane Baskwill

DOMAIN 2 LEARNING ENVIRONMENTS

2a Cultivating Respectful and Affirming Environments

Positive Relationships: Teacher-student and student-student interactions demonstrate caring and respect, and honor the dignity of each member of the community.

Sense of Belonging: Teachers and students co-create a community that reflects their unique collective identity and interests as a class while honoring individual identities.

Cultural Responsiveness: Ways of interacting in the classroom are culturally responsive, and they are supported by teachers' own cultural competence and understanding of societal dynamics and their impact on learning environments.

Positive Conflict Resolution: A clear and culturally competent approach to conflict resolution has been established and is used effectively to resolve conflict and restore trust.

2b Fostering a Culture for Learning

Purpose and Motivation: Teachers and students share an overarching dedication to both content mastery and personal growth.

Dispositions for Learning: Teachers model, encourage, explicitly teach, and reinforce curiosity, critical thinking, reasoning, and reflection to support student success and their social, emotional, and academic growth.

Student Agency and Pride in Work: Students make informed choices, devote energy to learning, take pride in their accomplishments, and actively suggest ways to make the classroom more joyful, rigorous, and purposeful.

Support and Perseverance: Teachers and students encourage one another to persevere and use strategies to support each other through challenging work.

2c Maintaining Purposeful Environments

Productive Collaboration: Collaboration is modeled, taught, and reinforced so that students work purposefully and cooperatively in groups, to support one another's success.

Student Autonomy and Responsibility: Routines support student assumption of responsibility and the development of skills, habits, and mindsets that promote student autonomy.

Equitable Access to Resources and Supports: Resources and supports are deployed efficiently, effectively, and equitably for the benefit of all students.

Non-Instructional Tasks: Teachers complete non-instructional tasks with little to no loss of instructional time or disruption to lesson delivery.

2d Supporting Positive Student Behavior

Expectations for the Learning Community: Students play an active role in establishing and maintaining expectations for the learning community with regular opportunities for critical reflection both individually and as a group.

Modeling and Teaching Habits of Character: Teachers model, explicitly teach, and reinforce habits that promote learning, ethical behavior, and citizenship.

Self-Monitoring and Collective Responsibility: Students successfully monitor their own behavior, attend to their impact on other students, and appropriately support one another.

2e Organizing Spaces for Learning

Safety and Accessibility: The learning space is safe and accessible to all students and is modified if necessary by students or teachers to accommodate individual student needs.

Design for Learning and Development: The learning space is thoughtfully designed and adjusted as necessary to support and facilitate learning activities.

Co-Creation and Shared Ownership: Students play a role in the design and adjustment of the learning space and demonstrate a sense of ownership through appropriate participation and interaction.

2a: Cultivating Respectful and Affirming Environments

Co-creating an environment with students built on respect is a critical element of a teacher's skill in promoting social and emotional wellbeing and students' academic success. In any context, students need to experience safe, supportive, and challenging learning environments where each of them is valued, feels like a full member of the community, and is supported to take academic and intellectual risks. An environment of respect and rapport is essential for learning and development to occur.

Positive relationships between teachers and students and among students provide a foundation for collaborative learning. The nature of learning in today's classrooms is inherently social. When intentional relationships form the foundation of a respectful environment that honors the dignity of each student, students feel a sense of belonging in the classroom community. Teaching depends, fundamentally, on the quality of relationships among individuals, which are built through and reflected in classroom activities and practices. For instance, the way in which teachers engage students in a discussion or an activity speaks volumes about the extent to which they value their students as individuals.

Classroom environments that support learning for each student are co-created with them and characterized by cultural responsiveness and responsibility; they reflect, honor, and sustain shared values and individual identities. Even in the most respectful classrooms, as in all human endeavors, conflict is likely to arise, and positive conflict resolution is a key aspect of maintaining an environment of respect and rapport, as well as repairing harm and restoring justice when necessary. Co-establishing these community agreements or classroom norms for interaction and conflict resolution is as important as establishing standards of conduct or routines for activities such as sharpening pencils—aspects of creating a learning community that experienced teachers focus much attention on at the outset of a school year.

Positive Relationships

Teacher-student and student-student interactions demonstrate caring and respect and honor the dignity of each member of the community.

Sense of Belonging

Teachers and students co-create a community that reflects their unique collective identity and interests as a class while honoring individual identities.

Cultural Responsiveness

Ways of interacting in the classroom are culturally responsive, and they are supported by teachers' own cultural competence and understanding of societal dynamics and their impact on learning environments

Positive Conflict Resolution

A clear and culturally competent approach to conflict resolution has been established and is used effectively to resolve conflict and restore trust

2a: Cultivating Respectful and Affirming Environments

CRITICAL ATTRIBUTES

Unsatisfactory	Basic	Proficient	Distinguished
Students do not feel safe and valued; learning environments are characterized by negativity, disrespect, inappropriateness, insensitivity, and/or unresolved conflict.	Learning environments are partially characterized by caring and respectful interactions.	Learning environments are characterized by positive developmental relationships that are intentionally nurtured and celebrated.	Students play an active role in creating learning environments characterized by a sense of community, where each member feels safe, valued, and connected.
Positive Relationships			
Classroom interactions, both between the teacher and students and among students, are frequently negative, uncaring, inappropriate, or insensitive to students' identities and developmental levels.	Classroom interactions, both between the teacher and students and among students, are inconsistently caring and respectful, but form a foundation for positive relationships to develop.	Classroom interactions, both between the teacher and students and among students, demonstrate caring and respect that honors students' identities, race, and cultural background.	Patterns of interacting in the classroom are culturally responsive; the teacher's own cultural competence and critical consciousness foster positive relationships and students take an active role in developing and sustaining positive relationships.
Sense of Belonging			
Some students' verbal or nonverbal communication indicates that they feel isolated, insecure, or not part of the classroom community.	Verbal and nonverbal communication indicates that many students feel part of a classroom community that welcomes and honors their individual identity.	Verbal and nonverbal participation indicates most students participate in a class community that reflects their collective identity while honoring individual variations.	Student participation indicates they are co-creating a community that reflects their unique collective identity and interests as a class while honoring individual identity.
Cultural Responsiveness			
Learning environments do not reflect the individual racial and cultural identities of students.	Learning environments reflect and honor some elements of students' individual and shared racial and cultural identities.	Learning environments reflect elements of students' racial and cultural identities while recognizing, addressing, and honoring differences between students' and teachers' unique identities.	Students have helped create a unique identity for their class that includes all, celebrates each individual's racial and cultural identity, honors diversity, and acknowledges and addresses racial and cultural dynamics at play in the environment.
Positive Conflict Resolution			
Conflict and disrespectful interactions occur in the classroom and are neither addressed nor resolved.	Conflict and disrespectful interactions are addressed by the teacher, with uneven results.	The teacher and students effectively use a clear and culturally competent approach to conflict resolution to resolve conflicts and restore trust.	Students in the class are responsible for resolving conflict and actively follow established processes or norms for resolving conflict and restoring trust.

Cultivating Affirming & Respectful Learning Environments



Classroom Strategies Chapter 5: Building the Foundation of Learning Partnerships

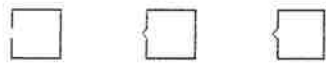


- Identify a specific student you would like to have a better learning partnership with
- Assess the quality of your relationship with your focal student
- Create a system to help you closely at and listen carefully to your focal student
- Keep track of student responses over time
- Crunch the number & analyze the data
- Based on the data, identify one small change you can make to build trust with the focal student
- Track the impact of the change
- Express your care in non-verbal ways that show your concern
- Find time to play and have fun as a class
- Commit to practicing affirmation

Zaretta Hammond - Building Learning Partnerships p. 82-86

The 2×10 strategy: a miraculous solution for behavior issues?

Classroom Management, Teaching Tips & Resources, Uncategorized,



In the eleven years that I've been writing on this site, I don't think I've ever, ever used the term "miracle" in relation to behavior management. But lately I've been hearing a lot of teachers talk about a strategy that might be as close as it gets. If you have a student for whom no other solutions seem to work, read on.

The 2×10 strategy is simple: spend 2 minutes per day for 10 days in a row talking with an at-risk student about anything she or he wants to talk about. There's no mystery to the reasoning here, of course—the strategy builds a rapport and relationship between teacher and student, and lets the child see that you genuinely care about him or her as a person.

The miracle is in how it turns that abstract, overwhelming, where-do-I-start concept of relationship building into something easily manageable with an immediate payoff for everyone involved.

And the miracle is in how well it seems to be working in real classrooms, at all grade levels, across the country.

I heard about this strategy through the **Encouraging Teachers Facebook group**. A member who wishes to remain anonymous shared this story:

Want more stuff like this?

Suggestions for the 2x10

1. Who is a silly or funny person you know? Why is he/she silly or funny?
2. If you would play with a character from a fairy tale who would it be? Why?
3. What is your favorite ride or activity at an amusement park or fair? Why?
4. Which holiday do you like the best? Why?
5. If you could be an animal, which one would it be?
6. What do you want to be when you grow up?
7. What is your favorite food? How do you make it?
8. What is your favorite TV show?
9. Tell me about the silliest thing you ever did?
10. What is your favorite movie or video?
11. Do you have something special you sleep with at night?
12. If you had 3 wishes like Aladdin, what would they be?
13. Do you know anyone from another country? Where are they from?
14. If you could go anywhere on vacation, where would it be? Why?
15. Tell me what you like to do in the car while your parents are driving?
16. What is your favorite place to go out to eat? Why?
17. Have you ever been in an airplane? What was it like?
18. Would you rather play outside or inside?
19. Have you ever ridden on a train? What was it like?
20. What is your favorite dessert? Why?
21. What is your favorite snack?
22. How do you get rid of the hiccups?
23. Do you believe in ghosts?
24. Do you have chores at home? What are they?
25. Have you ever gone on a hike? How long was it?
26. Have you ever been to the country? Big city? Did you like it?
27. Name three things that made you happy, sad, or angry.
28. What is your favorite thing to do at home? At a friend's house?
29. If you were Goldilocks and the three bears came home what would you do?
30. If you were Snow White and the Wicked Queen came to the door and offered you an apple what would you do?
31. What do most people say you are good at doing?
32. What do you think you are good at doing?
33. How do you feel when you win?
34. How do you feel when you lose?
35. How do you treat other people when they lose to you?
36. What is your favorite season of the year? Why?
37. Have you ever moved or have you always lived in the same place?
38. Do you have a favorite color? What is it?
39. Do you know any knock-knock jokes?
40. What are your favorite things to draw? Would you draw me a picture of them?
41. What is your favorite breakfast? Lunch? Dinner?
42. Do you ever help anyone cook? What do you help them do?
43. Do you like to take pictures with a camera? What are your favorite things to photograph?
44. Do you get an allowance? What things do you do to earn your allowance?
45. Do you have any pets? What kinds? What are their names?
46. What would you plant in a garden? Would you rather plant flowers or vegetables?
47. Name the people on your family? Tell me about them.
48. Have you ever used a computer? What do you do or play on it?
49. Name two friends. How are they the same? How are they different?
50. What kind of party do you want for your next birthday?
51. When you go to the movies at the theater, what do you like to eat and drink?

52. Where do you think babies come from?
53. Do you play a musical instrument? Which one? What songs can you play?
54. What was your Halloween costume last year? What will it be this year?
55. Have you ever gotten lost or separated from your parents? Tell me about it?
56. If you could be a character from the Wizard of Oz, would you choose to be Dorothy, the Cowardly Lion, the Wicked Witch, the Scarecrow, the Tin Man, or Toto? Why?
57. Can you name your neighbors? What are they like?
58. How did you get to school this morning?
59. How do you get rid of a cold?
60. Who is your favorite baby-sitter? Why?
61. What is your teacher like?
62. If the mailman brought you a letter, who would you want it to come from and what do you hope it would say?
63. If you were having a party and you could invite any five people in the whole world, who would you invite?
64. Would you like to stay a child forever and not grow up? Why?
65. If you could have magical powers, what would they be?
66. What does "supercalifragilisticexpialdocious" mean?
67. Describe your favorite animal?
68. What is your favorite kind of cake?
69. What is your favorite kind of ice cream?
70. Where do you go when you want to be alone?
71. Which came first the chicken or the egg?
72. What do you like on your pizza?
73. Have you ever been camping? What was it like?
74. If you were the Ugly Duckling and other ducks made fun of you, what would you do?
75. What is your favorite piece of clothing?
76. Describe the best present you have ever received?
77. Did you ever get a present you didn't like? What did you do with it?
78. If someone was looking for your mother, how would you describe her?
79. What is your favorite bedtime story?
80. Do you have a nickname? How did you get it and who calls you by your nickname?
81. Tell me what museums have you visited that were lots of fun. Why did you like them?
82. What kind of things make you cry or upset you?
83. Is it better to be a boy or a girl? Why?
84. What does your father do for work?
85. Tell me your father's favorite thing to do.
86. What is your father's favorite thing to eat?
87. What is your mother's favorite thing to do?
88. Tell me what your mother does for work?
89. What is your mother's favorite thing to eat?
90. What is your favorite toy? Why?
91. What kind of game do you like to play with one other person?
92. Tell me about your favorite game to play when you are with a bunch of friends.
93. Tell me about your last sleep over? Who was there? What did you do?
94. If you were your Mommy or daddy, what would you do to make you clean your room?
95. What does your dad do that you think is weird?
96. What does your mom do that you think is weird?
97. Where is the all-time best place in your house to hide where nobody can find you?
98. What food do you dislike the most? Why don't you like it?
99. If you could ride a flying carpet, where would you go?
100. Do you know any twins? Would you like to have a twin brother or sister?
101. Did you ever get angry with your parents? Why?
102. What happens to the cans and bottles you recycle?
103. Why is it important to pick up your toys after you are done playing?

104. Who is a "grown up?" When will you be a grown up?
105. If you could be one age for the rest of you life, what age would you be?
106. Do you like riding in boats? Tell me about your last boat ride?
107. Do things that happen in movies and on television also happen in real life?
108. Do you think Power Rangers are real? Ninja Turtles? Snow White? Beauty and the Beast? What's the difference between television in real life?
109. When you grow up, would you rather be very tall, very short or in between?
110. If someone said a wish would come true if you ate a sandwich full of bugs, would you eat it?
111. Tell me about the nicest thing your mother ever did.
112. What are some nice things that your father has done?
113. What would you do if you saw a tornado coming? What would you do if there was so much snow you couldn't get out the door?
114. If you could do anything you wanted to tomorrow, tell me what it would be. If you couldn't do that, what would your second choice be?
115. Do you know what makes thunder and lightning?
116. Have you ever told a lie? Why?
117. Do you think there are big lies and little lies? Tell me a little lie and a big lie.
118. If you could go to the jungle, what is the first thing you would do?
119. What do you like more going to school during the week or playing on the weekend?
120. Tell me about a time when you were so sick you had to stay home in bed.
121. What cereal do you like the best?
122. What things scare you?
123. What would it feel like to jump out of an airplane with a parachute? Do you think you would ever do it?
124. If you had to eat the same food every day for breakfast, lunch and dinner, what would it be?
125. If your parents had to eat the same food every day for breakfast, lunch and dinner, what would you pick for them to eat?
126. Do people ever tell you that you can't do something because you aren't big enough yet? How does that make you feel?
127. If you could be beautiful, strong or smart which would you be?
128. Do you know how to swim? Who taught you? Do you want to learn?
129. Can you do gymnastics like tumbling, somersaults or cartwheels? Have you ever jumped on a trampoline?
130. Would you still brush your teeth every night before you went to bed if your parents didn't make you?
131. Why do you think some people have different color skin? Do you have any friends whose skin is a different color from yours?
132. What do people like best about you?
133. What are good table manners? Do you know anyone who does not have good table manners?
134. If a new kid came into your class or neighborhood, how would you make them feel comfortable?
135. If you could talk to an animal, which one would it be and what would you ask it?
136. How does the Tooth Fairy know that you lost your tooth?
137. Have you ever seen grownups dance? Do you like dancing? What is your favorite dance? Who is your favorite dance partner?
138. Is there anything that you use to be afraid of that doesn't scare you anymore?
139. Would you like to have another brother or sister? Would you want them to be older or younger than you?
140. Do you have a lot of cousins? Can you name them? Who are your favorite cousins?
141. Do you ever let someone else win a game if you know they will cry if they lose?
142. Tell me the worst nightmare you ever had. How did you get back to sleep?
143. Tell me the best dream you ever had.
144. What is the worst program you ever saw on television?
145. If you could pick a new first name, what would you choose?
146. Tell me about the nicest person you know. Who is the meanest person you know?
147. Have you ever seen a grownup cry? Why were they crying? How did it make you feel?
148. Which is better - playing at your house or playing at a friend's house?

149. What do like doing best at school?
150. If you were going on a trip and could only take one thing - what would it be?
151. Should you share your toys with your friends when they come to your house to play? Do you have any toys that you will never share?
152. Name something you don't like about school.
153. If your parents went on a long trip and you could live with someone else for a month, who would you like to live with? Would you like to live in their house or have them come live with you?
154. Have you ever gone horseback riding? Would you like to? Why?
155. Tell me the worst thing you ever smelled.
156. What is something you do that you know will make your parents angry? What do you o that makes them happy?
157. What are your grandparents like?
158. When you are sad what do you do to make yourself happy?
159. If someone wanted to make you happy what would you like them to do?
160. Have you ever traveled to another country?
161. If someone gave you \$10 what would you do with it?
162. Tell me what you would like to learn about more than anything else in the world?
163. Can you make sounds like animals? Make some sounds and I'll guess which animal it is.
164. When you go to the zoo what is your favorite animal to visit?
165. Have you ever been to an aquarium? What is your favorite fish?
166. What do you think clouds are made of?
167. How does it make you feel when people hug and kiss you?
168. Do you know how to sing any songs? O.K. let me hear one.
169. What kind of bugs have you seen? What is the biggest bug you ever saw?
170. Who do you think is the smartest person in the world?
171. What do you think is the strongest animal in the world?
172. If you could take a trip to the moon. tell me what you think it would be like up there.
173. Are there any smells you really like - such as when a cake is baking, or your parents are cooking dinner, or you mother's perfume?
174. Most people have cats and dogs for pets - which do you like better? What kinds of pets do you have? What kind of animal wouldn't make a good pet? Why?
175. Do you think a fish can hear? How do they hear? They don't have any ears.
176. What's the largest trip you ever went on?
177. What sort of things do you like to do during the winter? What about summer, spring and fall.
178. What do you think it would be like to be a snake and not have any arms or legs?
179. Would you like to play with just one favorite toy, or would you rather play with a lot of toys?
180. Have you ever played in the snow? What is the best thing about the snow?
181. What sports do you like to watch? Which ones do you like to play?
182. Do you have more fun when you are playing with boys or girls?
183. What is your favorite fruit? What is your favorite vegetable?
184. What makes boys and girls different? How are they the same?
185. Why do you think girls wear dresses and skirts? Are there countries that boys wear skirts?

From: McSweeney, J., & Leocha, C., (1995). Getting to Know the Kids in Your Life. Boston: World Leisure Corporation.

XYZ Management Strategy

Re: Managing the Most Problematic Students

"I agree with you. I've been trying different things with my really troubled, misbehaving students. Recently, I reviewed my Rules with my 5th grade students and told them it's time to "kick it up a notch". So, I will call homes and not tolerate bad behavior. But, MOST IMPORTANTLY, I've found good results from telling the troubled student that I want to talk to them, one on one. I think my style tends to be straight forward, lay the cards on the table & negotiate a bit, treat them on a mature level, and mix in their positives, but my inability to allow their negatives.....so what do they suggest? In other words, work on a solution together. I've offered to listen to what they need in order to perform better. For example, I've told the students that I'm open to letting them work a different program than the rest of the class if it would make them more comfortable or more stimulated. So far, I'm seeing some really encouraging results and changing of behaviors.....and that's mostly from just taking the time with them and showing I genuinely care, but want them to improve."

Student's first name _____

Why he/she is my most difficult student to manage. (What is _____ doing that is making it difficult for me to manage instruction?)

What academic/social/behavioral difficulties does _____ exhibit in my classroom?

Why do you think _____ has these school issues?

Think of one or two positive experiences with _____ in your classroom or the school this year.

What are some of _____'s interests outside of school.

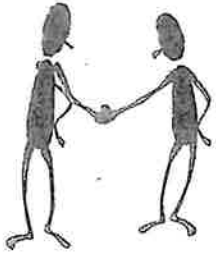
What are some academic/social/behavioral strengths of _____.

Is there any way you can involve _____ in classroom jobs/activities that could build on these strengths?

What kind of academic/management adaptations might work with _____.

When would it be possible to talk to _____ privately about the situation?

How can you structure the discussion so that _____ will see that you sincerely care and want to help him/her succeed?



Creating Relationships

DEPOSITS	WITHDRAWALS
Seeking first to understand	Seeking first to be understood
Keeping promises	Breaking promises
Kindnesses, courtesies	Unkindnesses, discourtesies
Clarifying expectations	Violating expectations
Loyalty to the absent	Disloyalty, duplicity
Apologies	Pride, conceit, arrogance
Open to feedback	Rejecting feedback

Adapted from materials from The Seven Habits of Highly Effective People by Stephen Covey

DEPOSITS MADE TO INDIVIDUAL IN POVERTY	WITHDRAWALS MADE FROM INDIVIDUAL IN POVERTY
Appreciation for humor and entertainment provided by the individual	Put-downs or sarcasm about the humor or the individual
Acceptance of what the individual cannot say about a person or situation	Insistence and demands for full explanation about a person or situation
Respect for the demands and priorities of relationships	Insistence on the middle-class view of relationships
Using the adult voice	Using the parent voice
Assisting with goal-setting	Telling the individual his/her goals
Identifying options related to available resources	Making judgments on the value and availability of resources
Understanding the importance of personal freedom, speech, and individual personality	Assigning pejorative character traits to the individual



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September 12, 2021

Dear ,

According to article 7.1 of the DEA teacher's contract, you are required to attend and participate in the District's Two-Year Induction / Mentor program. My records indicate that on (meeting date), you were not present at an announced meeting. Your employment is contingent upon your attendance at these meetings. Please make time **this week** in your schedule to meet with me for about an hour, so we can discuss the topics you missed at the meeting. Please e-mail me or call me at 878-2038 in order to schedule a time.

Respectfully,

Mike Hurst
Induction / Mentor Coordinator

Cc: Dr. Kevin Nohelty, Superintendent of Schools
Dr. Sonya Whitaker, Deputy Superintendent of Schools
Ms. Dione Wilson, Principal Park School
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Give One - Get One
