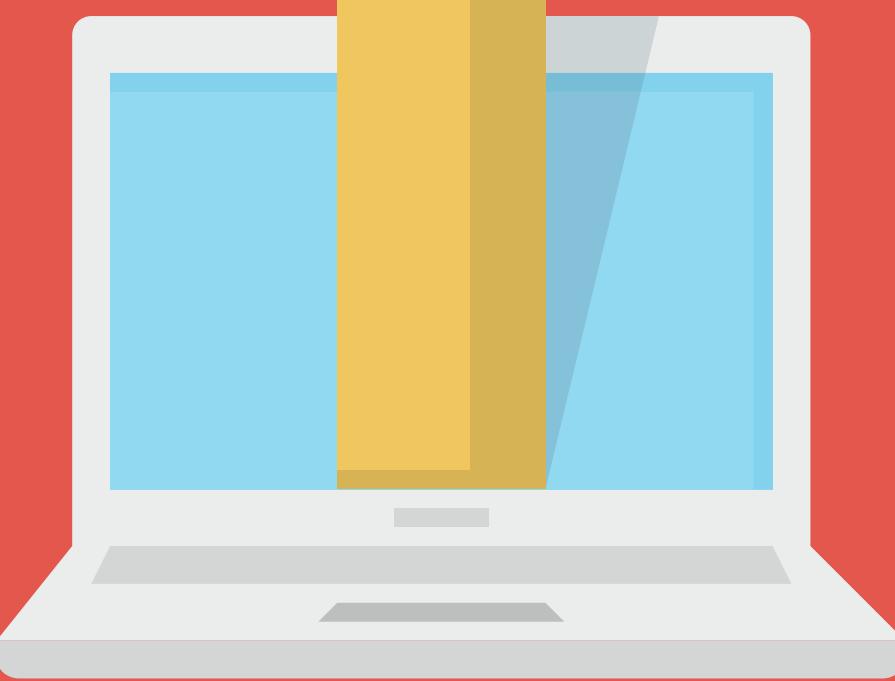


THE SCHOOL LEADER'S TOOLKIT

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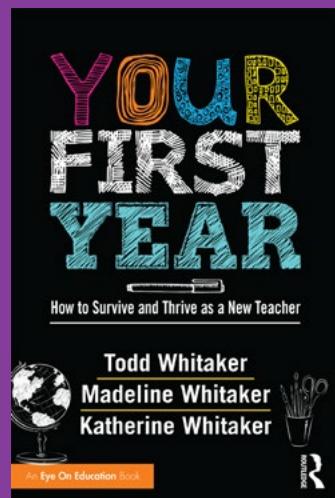
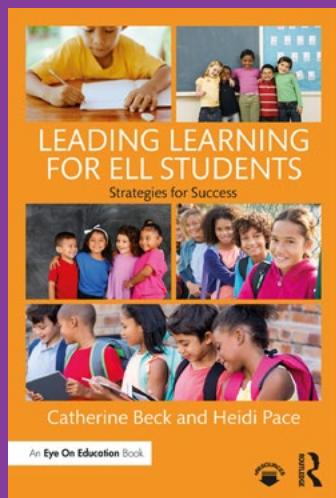
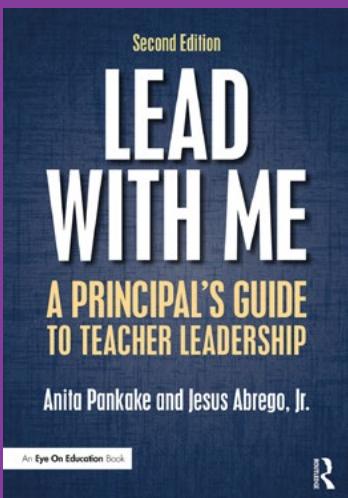
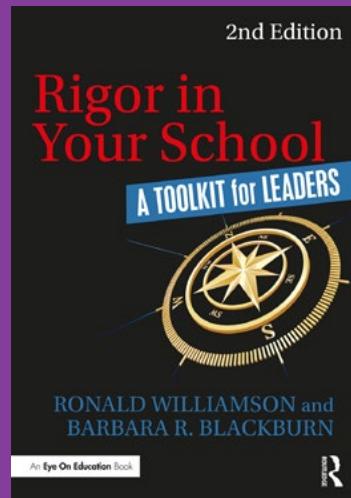
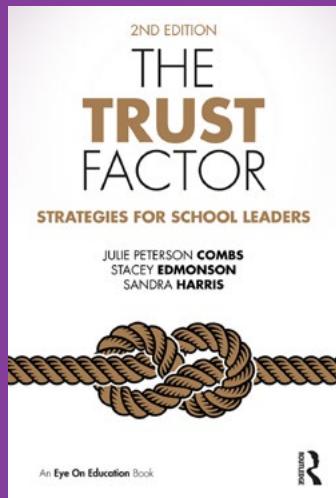
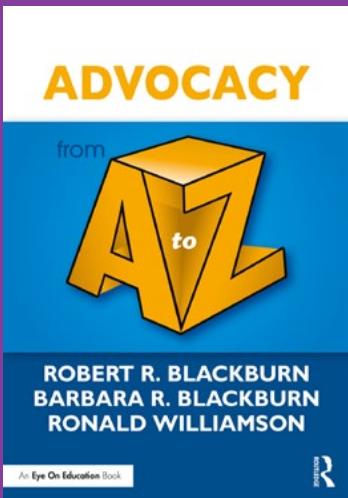
From Leading Learning for ELL Students: Strategies for Success by Catherine Beck and Heidi Pace. This book provides a blueprint for school leaders to successfully implement programs and policies for creating an equitable learning environment for English Language Learners (ELLs).

BONUS for your new teachers!

Study Guide for Your First Year 14

From Your First Year: How to Survive and Thrive as a New Teacher by Todd Whitaker, Madeline Whitaker, and Katherine Whitaker. This book provides step-by-step guidance to thriving in teachers' new role and overcoming the challenges that many new teachers face.

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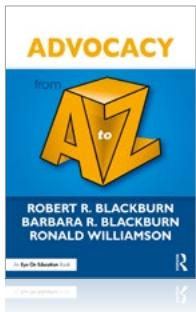
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The screenshot shows the Routledge K-12 website with a navigation bar at the top. Below it is a section titled "K-12 Resources from Eye On Education" featuring a "Welcome to Our K-12 Resources!" message and a "2018 Conference Schedule". To the right, there are sections for "Stay Connected...", "Featured Titles", and "5 Ways to Energize Your Practice during the 2017-18 School Year".

SAMPLE ADVOCACY PLAN

Excerpted from *Advocacy from A to Z*



The following is excerpted from *Advocacy from A to Z* by Robert Blackburn, Barbara R. Blackburn, and Ronald Williamson.

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HERE'S AN EXAMPLE OF AN INITIAL ADVOCACY PLAN.

STEP 1: DESCRIBE THE ISSUE

I work with a veteran teaching staff that wants to improve the rigor of their instruction but continues to use teaching practices that are not aligned with the needs of their students or that were state-of-the-art decades ago but no longer get the needed results. When I talk with teachers, most of them identify a need for more professional development, including coaching to support refined instructional practices.

STEP 2: IDENTIFY CURRENT STRENGTHS AND CHALLENGES

I will introduce the topic at the next school improvement team meeting, ask for their support, and work with a subcommittee to plan a staff meeting where we will work together to identify our strengths and challenges in this area. The key will be to be supportive and nonthreatening in the presentation at the school improvement team meeting and at the staff meeting.

STEP 3: IDENTIFY EXPECTED ALLIES AND OPPONENTS

I know that most teachers recognize the need for refining our instructional practices. They understand the changing demography of our school and community, as well as the increased pressure for improved scores on state achievement tests. Specifically, the chair and two other members of the School Improvement Team talk regularly about the issue and support changes. There is also support from the district office for strengthening and updating instructional practices. On the other hand, three of my most veteran teachers who work with the upper grades see no need to change. They overtly resist and are opposed to using resources for additional professional development.

STEP 4: BE CLEAR ABOUT GOALS AND OBJECTIVES

The goal is to secure additional resources, both time and money, for professional development and to identify someone who will serve as an instructional coach to work directly with teachers on implementing the refined instructional practices.

STEP 5: DEVELOP AND IMPLEMENT STRATEGIES

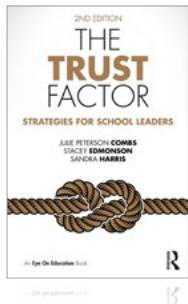
Once I have support from the School Improvement Team, we need to schedule a time to meet with the staff, introduce the topic, discuss current strengths and challenges, and select a planning team. I will ask the team to submit a plan, including a proposed budget, within two months for review by the School Improvement Team. I will alert my district office supervisor of our school-level work and plan to secure her support and to assist in locating resources to implement the plan.

STEP 6: MONITOR AND ADJUST

As part of the plan, I will ask that the subcommittee identify ways to monitor the implementation and success of the plan. I will also work with the School Improvement Team, once the plan is developed, to describe ways to collect data, both quantitative and qualitative, about our success and to examine that data to identify both our successes and ways to adjust and improve implementation.

ASSESSMENT FOR TRUST BUILDERS

Excerpted from *The Trust Factor: Strategies for School Leaders*



The following is excerpted from *The Trust Factor: Strategies for School Leaders, Second Edition* by Julie Peterson Combs, Stacey Edmonson, and Sandra Harris.

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<i>Consider your actions as a leader. For each trust builder, ask yourself how often you are likely to exhibit that trust competency.</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Most of the time</i>
1. I recognize the signs of low-trust environments.			
2. I understand the steps to repair broken trust.			
3. When I listen, I practice paraphrasing to help the person speaking.			
4. My coworkers can predict what I will do in most situations.			
5. I understand how others might feel or react in a given situation.			
6. I remain calm when I hear bad news, and I think before I speak.			
7. I understand how my decisions can harm others.			
8. I am open with the reasons for my decisions.			
9. I make an effort to assume that others have good intentions.			
10. I go to the source to get the most reliable information.			
11. When I delegate I consider fit, provide directions, and extend freedom.			
12. I make an effort to thank people in a specific way on a daily basis.			
13. I am an effective communicator.			
14. I have high standards for myself and others.			
15. I make a habit of being visible and establishing a predictable pattern of being seen.			
16. I manage my time effectively.			
17. I refrain from sharing confidential information about others.			

ASSESSMENT FOR TRUST BUILDERS

Excerpted from *The Trust Factor: Strategies for School Leaders*

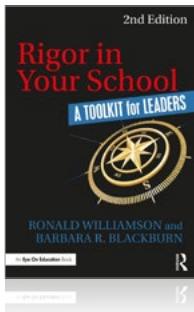
<i>Consider your actions as a leader. For each trust builder, ask yourself how often you are likely to exhibit that trust competency.</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Most of the time</i>
18. I use the concepts of consensus building for important decisions in my school.			
19. I know how to structure situations so that faculty members work together.			
20. I keep my word when I agree to do something.			
21. I can describe leadership actions that empower others.			
22. I share my thoughts and feelings with others.			
23. My actions demonstrate mutual respect for everyone.			
24. I try to incorporate humor into meetings and events.			
25. I treat others the way I would like to be treated.			

EVALUATION

For areas that you marked “sometimes” or “rarely,” review the corresponding chapters for strategies that you can implement to improve your trust-building behaviors. Be intentional in implementing strategies to help you build trust at your school.

RUBRIC TEMPLATE FOR GAUGING PROGRESS TOWARD RIGOR

Excerpted from *Rigor in Your School: A Toolkit for Leaders*



The following is excerpted from *Rigor in Your School: A Toolkit for Leaders, Second Edition*, by Ronald Williamson and Barbara R. Blackburn.

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	<i>Starting at the Base</i>	<i>Making Progress Up the Mountain</i>	<i>Reaching New Heights</i>	<i>Examples</i>
High Expectations for Learning	I am working to understand what it means to say that each student can learn, will learn, and I will help them do so.	I believe that each student can learn, will learn, and I will help them do so. I sometimes act on those beliefs or I act on those beliefs with some students.	I consistently act on my unwavering belief that each student can learn, will learn, and I will help them do so.	
Support and Scaffolding	I sometimes provide support and scaffolding. This support is usually general and built into the regular lesson. At times, I provide optional extra help.	I sometimes provide the appropriate support and scaffolding students need to ensure their success. This support is customized for each student at times. At times, I provide optional extra help.	I regularly provide the support and scaffolding each student needs to ensure their success. This support is customized for each student and supports my belief that students are not allowed to not learn. It is appropriate and encourages independence. If extra help is needed, it is required, and is offered when the student can attend.	
Demonstration of Learning	Occasionally, some students demonstrate understanding of content in a way that is appropriately challenging. More often than not, students prefer basic assignments or questions. Students are generally given one opportunity to show they have mastered content.	Sometimes, students are given the opportunity to show they understand content in a way that is appropriately challenging. Students are beginning to see the value of more challenging assessments. At times, I provide alternative assessments and will allow students to redo work.	Each student regularly demonstrates their understanding of content in ways that are appropriately challenging. In other words, students do not take the easy way out in terms of showing me they learned. I provide alternative ways for students to do this and allow those students who need it extra time or a second opportunity.	
Level of Student Engagement	There are limited opportunities for students to be engaged in learning beyond listening and taking notes. Most of my instruction is directed toward the whole class. At times, I provide the opportunity for students to work with another student to apply their learning.	I believe that each student can learn, will learn, and I will help them do so. I sometimes act on those beliefs or I act on those beliefs with some students.	All students are actively engaged in learning. Each is participating in every aspect of the lesson by making connections, contributing to the discussion (whether small group, partner, or whole group), and responding to learning. The majority of the activities are interactive, and whole group activities are limited. I am the facilitator, and the focus for learning is on the students.	

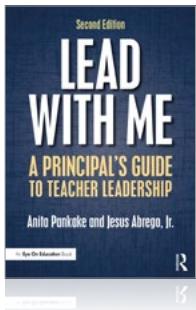
RUBRIC TEMPLATE FOR GAUGING PROGRESS TOWARD RIGOR

Excerpted from *Rigor in Your School: A Toolkit for Leaders*

	<i>Starting at the Base</i>	<i>Making Progress Up the Mountain</i>	<i>Reaching New Heights</i>	<i>Examples</i>
Motivational Element: Value	I ask students to apply my lessons to their real lives. I make sure my students understand how my lesson applies to future tests they will take (such as standardized testing). I sometimes share with them why I think the content is important.	I sometimes design lessons that allow students to see the value. I incorporate real-life application activities into some of my lessons. If they volunteer, students can share their own applications of learning.	I design lessons that allow students to see the value of the specific learning. Application activities are woven seamlessly throughout the lesson. Students are given ample opportunity to make personal connections about relevance to their own lives and futures.	
Motivational Element: Success	If the majority of my students aren't learning, I reteach the content of the lesson. Sometimes, I provide opportunities for students to come in for extra help if they want to. I expect my students to succeed, and I am learning how to help them understand that.	I build scaffolding into some lessons. I provide opportunities for students to come in for extra help when needed. I regularly tell my students that I expect them to succeed, and I try to help them make that a reality.	I build appropriate scaffolding and support into every lesson. Students know my focus is to remove barriers to their success. I require students to come in for extra help when needed, and I support them in positive ways that encourage growth and independent learning. All students know that we learn together, and that they can be successful.	
Overall Classroom Culture	Members of our learning community (students, teachers, parents, etc.) are learning what it means to set a standard that not learning is unacceptable. We are also discussing how to move beyond grades to authentic learning. We celebrate some of our successes.	Some members of our learning community (students, teachers, parents, etc.) believe that it is unacceptable to not learn. We are learning to focus on learning in addition to grades. We celebrate success as well as progress.	Every member of our learning community (students, teachers, parents, etc.) believes that it is unacceptable to not learn. The focus is on learning at high levels, not just grades. We celebrate success as well as progress.	

A GUIDED REFLECTION: REMEMBERING MY TEACHER LEADERSHIP EXPERIENCES

Excerpted from *Lead with Me: A Principal's Guide to Teacher Leadership*



The following is excerpted from *Lead with Me: A Principal's Guide to Teacher Leadership, 2nd Edition* by Anita Pankake and Jesus Abrego, Jr.

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To prepare for this activity, take time to find documents that will help in this guided reflection. As you examine the evidence, you will be astounded at how many times you took on leadership roles that you may not have seen as “leadership” at the time. Follow the steps in sequence.

Step 1: To remember your teacher leader experiences, look for documents reflecting your tenure as a classroom teacher, such as the following:

- Résumé that lists all professional teaching experiences
- Certificates, plaques, and other items that reflect the appreciation of others
- Transcripts from universities or records of professional development activities
- Letters of thanks from students, parents, principals, and others
- Brochures, handbooks, and other publications you wrote or helped write
- Curricular documents, handbooks, and other written materials that were the result of committees on which you served or perhaps even led
- Photos of sports, social, and academic activities in which you were involved
- Newspaper clippings, student yearbooks, and other documentation in which your name appeared or which described a project in which you were involved

Step 2: Look through the documents to find examples of when you assumed both formal and informal leadership roles. Use a chart like the one in Figure 5.3 to make chronological notes about the evolution of your leadership. A sample, excerpted from a principal’s chart, is provided in Figure 5.4.

CHART OF LEADERSHIP ROLES

Year(s)	Location/School	Informal Leadership	Formal Leadership

A GUIDED REFLECTION: REMEMBERING MY TEACHER LEADERSHIP EXPERIENCES

Excerpted from *Lead with Me: A Principal's Guide to Teacher Leadership*

EXCERPTED SAMPLE FROM A COMPLETED CHART OF LEADERSHIP ROLES

Year(s)	Location/School	Informal Leadership	Formal Leadership
1–3	Sanders Middle School	Formed a study group for students with reading problems	Coached boys' basketball team
		Learned new reading strategy with another teacher on the team and worked together to use it with our students	
4–8	Middleton Middle School	Developed an interdisciplinary unit that culminated with a field trip across the state	Served as department chair

Step 3: Respond to the statements in the chart in Figure 5.5.

LEADERSHIP ACTIONS CHART

Yes	No	Leadership Actions
		1. I extended my energy to projects that made a difference in student learning that were beyond my normal teaching responsibilities.
		2. Others joined me in making the project a success.
		3. The principal or other administrators invited me to work on a project.
		4. I agreed to help the administrator because I trusted this individual.
		5. Some teachers were negative about my involvement in a project.
		6. I sought public recognition for my contributions to the project.
		7. In order for the project to be successful, I had to gain new knowledge or learn new skills.
		8. I found time to complete the project.
		9. There were frustrations as I worked with other adults on the project.
		10. There were times when I resented the time the projects took from my personal life.

Step 4: Use a chart like the one in Figure 5.6 to analyze your past teacher leadership experiences. Recall the school culture in which the work occurred. The "health" of that culture helped determine how pervasive teacher leadership was in that school. In the chart, list your teacher leader experiences and categorize them as rewarding or frustrating.

A GUIDED REFLECTION: REMEMBERING MY TEACHER LEADERSHIP EXPERIENCES

Excerpted from *Lead with Me: A Principal's Guide to Teacher Leadership*

TEACHER LEADERSHIP EXPERIENCES CHART

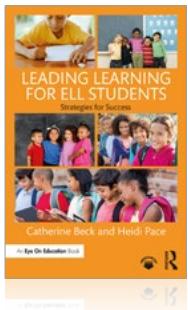
Experience/Location	1	2	3
Rewarding or Frustrating			
Self			
One Colleague			
Multiple Colleagues			
Students			
Parents			
Community Leaders			
Central Office			
Others			

Step 5: Look over all the experiences on the chart and determine if the leadership opportunities were self-initiated or started through the encouragement of colleagues, administrators, or other individuals. There may be multiple columns checked depending on the situation. Then review the chart to identify common characteristics of the people who provided options to lead.

Step 6: Answer this question: How do the leadership experiences noted on the chart connect with your current work to promote, build, and sustain teacher leadership?

AUDIT OF TEACHERS', SCHOOLS' AND DISTRICTS' PRACTICES AND PROCEDURES

Excerpted from *Leading Learning for ELL Students: Strategies for Success*



The following is excerpted from *Leading Learning for ELL Students: Strategies for Success* by Catherine Beck and Heidi Pace.

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TEACHERS' CLASSROOM PRACTICES AND PROCEDURES

Expectations and Grades – Expectations translate to grades. You will know the level of expectations teachers hold for their students by reviewing grades. Students respond to and perform at expected levels.

1. Do teachers have a sense of which students they tend to hold to high expectations and from whom they expect less?
2. What do the grades show?
3. Is it a bell curve?
4. If so, which students make up the tails?
5. Who has the high grades?
6. Where do ELL students perform?
7. Is there a grade pattern for students of underserved populations?
8. Are both assignments and assessments that make up the grades tiered and differentiated?
9. Is the content for both assignments and assessments accessible to ELL students?
10. What is the evidence?

Student Engagement –

1. Are all students engaged in the learning?
2. What is your evidence?
3. If you randomly ask students the objective of a lesson, can each clearly state what that objective is?
4. Do you notice a correlation between students' grades and their level of engagement?
5. What are teachers doing to engage ELL students?
6. Is there a chance they are not engaged because they are having difficulty accessing the content?

Airtime – A colleague of mine was fond of saying, “Whoever is doing the most talking is doing the most learning.”

1. How much class time is spent with students working things out collaboratively versus the teacher delivering the instruction?
2. Analyze the data together to see what you can learn.

AUDIT OF TEACHERS', SCHOOLS' AND DISTRICTS' PRACTICES AND PROCEDURES

Excerpted from *Leading Learning for ELL Students: Strategies for Success*

Calling on Patterns –

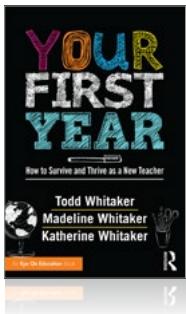
1. Who are teachers calling on?
2. How often?
3. When teachers call on students, are they expecting the same level of rigor from each student's response?
4. How long is the teacher's wait time?
5. Does the wait time accommodate students who require more processing?
6. Do teachers ask each student higher level questions?
7. Do teachers expect English Language Learners to be able to respond with in-depth answers and insights?
8. What practices do teachers have in place to help ELL students construct their responses?

Names – Saying each student's name correctly, whether when calling roll or reading names at graduation, is essential to having each individual feel valued. When someone uses my name, I feel important and I notice their use of my name. When names are not used or are mispronounced, it has the opposite impact. Students get the message that it's too much effort to learn to pronounce names or that the person behind the name is not worth the effort. It's a seemingly small thing that can make all the difference.

1. Can teachers and administrators correctly say each student's name?
2. Is your staff self-conscious about asking students to repeat their names?
3. Does your staff have a strategy for correctly learning all the names?
4. Does the entire staff share the view that correct pronunciation of names is vital?

STUDY GUIDE FOR YOUR FIRST YEAR

Excerpted from *Your First Year: How to Survive and Thrive as a New Teacher*



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This Study Guide is designed to help your new teachers put the ideas from *Your First Year* into practice in their own classroom. You can print this guide and share with your teachers; they can work on it independently, with a mentor or colleague, or with a group. Thank you to you and your teachers for choosing to make a difference, and good luck!

SECTION I:

BEFORE THE STUDENTS ARRIVE: STRUCTURE, STRUCTURE, STRUCTURE

CHAPTER 1: SETTING UP AND ORGANIZING YOUR CLASSROOM (PP. 3-6)

1. What grade level will you be teaching, and how many students will be in your class? Sketch out a potential classroom arrangement that would allow you to be successful. For example, would you want desks to be clustered in groups or in a circle? Would you want to have a pillow area?

2. Make a list of the supplies your students will need to have every day to be successful in your class. Then write an S next to items that will be provided by the school, and an H next to items they will be expected to bring in from home. How will you be prepared when students show up with missing items?

- | | | |
|----|----|----|
| a. | e. | i. |
| b. | f. | j. |
| c. | g. | k. |
| d. | h. | l. |

CHAPTER 2: DEVELOPING YOUR PROCEDURES (PP. 7-10)

3. Using the guidelines on pages 8 and 9, draft your classroom procedures on separate paper. Your procedures should cover everything from using supplies, to turning in homework, to using the bathroom, etc. Remember that you can change these in-flight if needed, but it's important to have them planned before day 1.

If you get stuck, see which ones might already be listed in your school handbook, or ask a mentor or colleague for advice. You could also try asking the Twitterverse with hashtag #NTchat (new teacher chat). For example, you could ask for suggestions on bathroom policies for middle schoolers.

STUDY GUIDE FOR YOUR FIRST YEAR

Excerpted from *Your First Year: How to Survive and Thrive as a New Teacher*

4. Now go back to the procedures you drafted and run them by your mentor or a trusted colleague. Make revisions if needed.

CHAPTER 3: DEVELOPING YOUR RULES (PP. 11-15)

5. Draft some rules for your classroom on separate paper.
6. Now filter your rules using these reflection questions from page 14 of the book: Do you feel comfortable consistently enforcing the rules you have chosen? Do you need to make varied rules for different classes that you teach? Did you choose rules that you think your students will also be able to take ownership of?

CHAPTER 4: CLASSROOM MANAGEMENT: PREPARE YOUR MINDSET (PP. 16-24)

7. Look at the list on page 18 for building relationships with students. Which three of those sound like ones you'll definitely want to or be able to try? Can you think of any others?

- 1.
- 2.
- 3.

Others:

8. Reflect on the house metaphor from this chapter. Why are relationships the foundation of the house? Why are high and specific expectations necessary to build the house? And finally, how can lack of consistency harm the house's structure?

STUDY GUIDE FOR YOUR FIRST YEAR

Excerpted from *Your First Year: How to Survive and Thrive as a New Teacher*

CHAPTER 5: WHEN STUDENTS FOLLOW THE RULES... OR DON'T (PP. 25-32)

9. Brainstorm a consequences system that might work for you. (Refer to the examples on pages 30-31 for help—tally system, recording points on a tablet, etc.)

CHAPTER 6: LESSON PLANNING AND INSTRUCTION (PP. 33-43)

10. Does your school have a required lesson plan format? If not, think of the format that will work for you (perhaps one you were given in grad school or one you found online and modified). How can you make sure you have enough planned in a lesson to avoid downtime?

11. How can you make lessons so engaging that they naturally prevent misbehavior? Brainstorm some of your favorite methods for making learning more active for students.

SECTION II: THE STUDENTS ARE HERE... NOW WHAT?

CHAPTER 7: EXPLAINING AND PRACTICING PROCEDURES (PP. 47-52)

12. What steps do the authors give for implementing structures in your classroom? Why are practice and modeling so important?

STUDY GUIDE FOR YOUR FIRST YEAR

Excerpted from *Your First Year: How to Survive and Thrive as a New Teacher*

CHAPTER 8: MANAGING YOUR CLASSROOM (PP. 53-69)

13. Reflect on the teachers you had growing up. Did any of them tell you about their bad moods and act like the students themselves? How can managing yourself and staying upbeat improve the dynamic of your classroom?

14. Think about the subtle steering and proximity techniques offered in this chapter. How are they more effective than calling out the misbehavior? Try it the next time a student misbehaves in your class, and write your thoughts on how it went here:

15. Hopefully you won't encounter "what if" situations, but if you do, make sure you know your school's protocol. For example, what is your school's policy on gun violence? Write it here. It's always important to know the protocols, but we hope you won't ever need to implement them.

16. The next section is on repairing and rebuilding. Why is it important to repair when in doubt? Reflect below.

STUDY GUIDE FOR YOUR FIRST YEAR

Excerpted from *Your First Year: How to Survive and Thrive as a New Teacher*

SECTION III: WORKING WITH ADULTS

CHAPTER 9: WORKING WITH ADMINISTRATORS (PP. 73-76)

17. Is your principal proactive about meeting with teachers? If not, how can you proactively take the opportunity to interact with him or her? Brainstorm some ideas here:

CHAPTER 10: WORKING WITH PEERS (PP. 77-79)

18. Do you have a positive mentor with whom you like working? If not, what positive colleagues can you seek out for help?

CHAPTER 11: THE EMPOWERERS (PP. 80-84)

19. Find an empowerer in your school or even in the Twitterverse and reach out to him or her. Write how it goes here. How can you continue a relationship with this person to motivate you and help you improve?

CHAPTER 12: DON'T BE AFRAID TO REPAIR: STUDENTS, CO-WORKERS, PRINCIPAL (PP. 85-88)

20. Some people worry that apologizing to students will make them seem weak or give students the upper hand, but why do the authors say it is so important to apologize and not be afraid to repair?

STUDY GUIDE FOR YOUR FIRST YEAR

Excerpted from *Your First Year: How to Survive and Thrive as a New Teacher*

CHAPTER 13: PARENTS: FRIEND NOT FOE (PP. 89-94)

21. List one way you can build relationships with parents early in the year, besides back to school night. Then give it a try!

22. How can you fit positive phone calls into your busy week? Try one and reflect on how it goes here:

SECTION IV:

CONTINUING TO REFLECT, REFINING, AND GROW ON YOUR JOURNEY

CHAPTER 14: MIDFLIGHT CORRECTIONS (PP. 97-105)

23. As the authors say, good teachers reflect each day on how their lessons went—on where we stood, the tone of our voice, whether our instructions and explanations were clear, etc. Why is this so important? What method will you use for reflecting this year (quiet time, journaling, blogging, etc.)?

24. What is the difference between tweaking and resetting?

25. How will you know if it's time to hit the reset button?

STUDY GUIDE FOR YOUR FIRST YEAR

Excerpted from *Your First Year: How to Survive and Thrive as a New Teacher*

CHAPTER 15: BE A SPONGE (PP. 106-110)

26. How often will you be observed this year? What other opportunities will you be given to improve your practice this year? What other opportunities can you find yourself?

CHAPTER 16: IT ALWAYS STARTS WITH YOU (PP. 111-113)

27. Is there anything bothering you about your teaching situation this year that doesn't seem to be in your control? What can you do about it anyway?

CHAPTER 17: WHAT'S NEXT? (PP. 114-116)

28. As you move forward on your journey, you'll have good days and bad. Remind yourself why you chose to become a teacher and write it here. Refer back to it when you need motivation to get through a tough day.

Remember, you have chosen the most special profession. Thank you for choosing to matter and choosing to make a difference!