

Study Guide for *Your First Year*

This Study Guide will help you apply the ideas from *Your First Year* to your own student teaching situation. You can print this guide and work on it with your supervising teacher, with your supervising professor, with a colleague, or with a group of classmates. Thank you for choosing to go into such a special profession, and best of luck finishing your studies!

Section I: Before the Students Arrive: Structure, Structure, Structure

Chapter 1: Setting Up and Organizing Your Classroom (pp. 3-6)

1. What seating arrangement is used in the classroom in which you are student teaching? Do you find that arrangement effective or ineffective? Explain. If necessary, map out something that may work better for your lessons.



2. Make a list of the supplies the students are always expected to have with them. How does your supervising teacher handle students who 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. What procedures does your supervising teacher have for the classroom? (Consider everything from going to the bathroom to turning in homework.)

Chapter 3: Developing Your Rules (pp. 11-15)

4. What rules does your supervising teacher have for the classroom? Are these rules the same for all of his or her classes, or do they vary? Explain.

Chapter 4: Classroom Management: Prepare Your Mindset (pp. 16-24)

5. Look at the list on page 18 for building relationships with students. Which ones are used by your supervising teacher? Which are ones you can try yourself when in front of the classroom? Add any others you can think of.

- 1.
- 2.
- 3.

Others:

6. 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?

Chapter 5: When Students Follow the Rules... or Don't (pp. 25-32)

7. Reflect on the consequences system that your supervising teacher uses. What system will you eventually want to use for your own classroom?

Chapter 6: Lesson Planning and Instruction (pp. 33-43)

8. Think about the lesson plan format that you've been taught in school or that your supervising teacher uses. How can you make sure you have enough planned in a lesson to avoid downtime?

9. 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)

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

Chapter 8: Managing Your Classroom (pp. 53-69)

11. 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?

12. 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:

13. 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 student-teaching 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.

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

Section III: Working with Adults

Chapter 9: Working with Administrators (pp. 73-76)

15. How can teachers proactively take the opportunity to interact with their administrator? Brainstorm some ideas here:

Chapter 10: Working with Peers (pp. 77-79)

16. Is your supervising teacher a positive mentor with whom you like working? If not, what positive teachers can you seek out for help on your journey to having your own classroom?

Chapter 11: The Empowerers (pp. 80-84)

17. Find an empowerer in your college, student-teaching 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)

18. 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?

Chapter 13: Parents: Friend Not Foe (pp. 89-94)

19. List one way teachers can build relationships with parents, besides back to school night. Then give it a try!

20. 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, Refine, and Grow on Your Journey

Chapter 14: Midflight Corrections (pp. 97-105)

21. 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 as you student-teach (quiet time, journaling, blogging, etc.)?

22. What is the difference between tweaking and resetting?

23. When you're a student-teacher, you're often in a classroom for just one semester so you won't necessarily get the opportunity to hit the reset button. But when you have your own classroom, you may want to. How will you know if it's time?

Chapter 15: Be a Sponge (pp. 106-110)

24. How often will you be observed by your professor as you student teach? What other opportunities will you be given to improve your practice before you have your own classroom? What other opportunities can you find yourself?

Chapter 16: It Always Starts with You (pp. 111-113)

25. Is there anything bothering you about your student-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)

26. 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!