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ORGANIZATION LEADS TO SELF-CONFIDENCE
AND A WONDERFUL RETIREMENT

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Education:
Career and Technical Education

by
Dorothy Jean Oliver-Scott
June 2004

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ABSTRACT

This project discusses the problems America, particularly in California are having with regards to retaining teachers beyond their first five years of teaching. In no other profession that requires extensive higher learning education as a teacher, does such a phenomenon occur. The question then is, with all of the teacher induction programs working diligently to alleviate or at least substantially reduce the attrition of teachers, what are they not doing? What can and should be done to prevent this trend from continuing? This paper has attempted to answer those questions. In this project theory based on research discloses how simplistic, the answer to the aforementioned question is. This paper tries to impart the importance of pre-student training for teachers; in particular as it pertains to organization by the teacher, pre-student service.

This paper disputes, but does not discredit any of the researched and informative programs, inservice, materials, seminars, and workshops that are already in existence. It does question the findings ascertained from previous researchers. The research identifies personal and family reasons as the primary cause for attrition. Researched resources and theory concluded that teachers

lack organization in many areas that lead to frustration. Moreover, lack of organization combined with frustration leads to inefficient classroom management, which is another leading cause of attrition.

This project presents a systematic guide for beginning teachers to follow, that will lead to organization, self-confidence and ultimately retirement.

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Dr. Joseph (Joe) Scarcella has been the glue that has held me together through learning, preparing and writing this paper. He has taught this scholar without knowing it, what it means to be a teacher/educator. Dr. Scarcella continuously demonstrates that his primary concern is to educate all of his students. I thank him for his sincerity, professionalism and expertise.

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There was a friend once, who suggested that I stop whining about the career I had chosen and pursue the one I wanted; for that push, I will be forever grateful, thank you Glennis Scott.

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Tim Thelander you have been a miracle worker. Your expertise and sincere desire to help students achieve, warrants not only recognition from scholars, but the university as well.

DEDICATION

To my husband Gary Lee Scott, Sr. and sons Brandon Oliver Chapman and Kirk Paul Scott III, this was done above all else, for you.

To my nieces Deborah (Debbie), Gayle, Arayna, Monae, and Autumn; Goddaughter Lisa, you girls are awesome.

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CHAPTER ONE

BACKGROUND

Introduction

The contents of Chapter One presents an overview of the project. The contexts of the problems are discussed followed by the purpose, significance of the project, and assumptions. Next, the limitations and delimitations that apply to the project are reviewed. Finally, definitions of terms are presented.

Purpose of the Project

The purpose of the project was to develop a beginning teacher handbook on classroom organization that builds self-confidence to address the problem California is having with teacher attrition, enhancement and retention of teachers (Gerald & Hussar, 1998; 2000). This handbook is to be given to beginning teachers prior to their first contact with students. This handbook is intended; to aid in a smooth transition from unorganized university student to organized classroom teacher. By using this handbook, it is hoped that teacher attrition will be reduced, by the training this handbook provides. It is intended to enhance the organizational skills of beginning teachers, which research and theory believes, leads to self-confidence,

and ultimately a decrease in teacher attrition and an increase in teacher retention.

This handbook is intense, comprehensive, focused, organized and structured, so that it will alter, if not eliminate the problems beginning teachers are having within a classroom. Organizational classroom management skills, must be conquered if the beginning teachers are to succeed (Emmer, Evertson, & Worsham, 1999). This handbook will aid beginning teachers in developing this most crucial skill. The guide gives them a foundation (organization) in which to build upon. As they build upon this solid foundation and gain strength in how they are developing their organizational skills, (it is the theory of the project) this will lead to long-term teaching commitments.

Context of the Problem

The context of the problem was to address California's problem in retention and enhancement of beginning teachers (Neuweiler, 1987), specifically in the area of classroom organization. Even though there are numerous beginning teacher guides, handbooks and induction programs in operation, including the California's Beginning Teacher Support and Assessment program, the

aforementioned problems still exist. In actuality, the problems have escalated and become more complex over the years (Hoffman, Edwards, Paulissen, O'Neal, & Barnes, 1985). The focus of this project was to develop a guide that addresses attrition and retention by giving beginning teachers a tangible tool in which they may use to alleviate some of their difficulties in organization of their classrooms. It is the belief of this project that the problems with retention could be diminished if not eliminated, by giving beginning teachers a handbook, which they can use to organize themselves, materials and curriculum.

Significance of the Project

The significance of the project was to answer the call of California schools in their plight to stop attrition and retain teachers. This project alone or in conjunction with other programs offered by schools/school districts gives them another tool to reach their goal of 100% beginning teacher retention.

Schools and districts must change, and no longer just give teachers a key to their classroom, materials, and a pat-on-the-back and then told to "go teach" (Engles & Harris, 1999). However, this handbook will allow them to

do just that; with the confidence of a master teacher. That is, they will know and be able to apply methods, skills and strategies needed in the classroom prior to the first day.

This handbook helps to answer the simple questions as well as complex issues related to organization of teachers. Questions pertaining to what should a teacher do with the class list(s)? Should or should not the teacher make a seating chart the first day? How will the teacher seat the students? Should the teacher, pass out and read the syllabus? Should classroom rules and procedures be discussed the first day? Where should the teacher place the trash can (Jones, 2000)? These seem like unimportant questions-they are not. Answers to questions such as these and how to handle them can determine a beginning teacher's success or failure (Jones, 2000).

It is the intent of this project, in its sincere desire to stop attrition and retain all teachers, to make available to them information a beginning teacher needs. This handbook, it is believed, will take beginning teachers on the path to become a master teacher.

Assumptions

The following assumptions were made regarding the project:

1. A handbook will aid in the plight to stop attrition and retain beginning teachers.
2. This handbook will establish uniformity in organizational skills.
3. This handbook will build self-confidence and self-esteem in beginning teachers.

Limitations and Delimitations

During the development of the project, a number of limitations and delimitations were noted. These limitations and delimitations are presented in the next section:

Limitations

The following limitations apply to the project:

1. Offered to only beginning teachers.
2. Given after a teacher has started teaching.
3. Not offered to students in Teacher Credentialing Programs.

Delimitations

The following delimitations apply to the project:

1. Offered to first year teachers within a district, regardless of their teaching credential/permit status.
2. Give training to beginning teachers' prior to student service.
3. All students are given the handbook at the end of their Teacher Credentialing Program.

Definition of Terms

The following terms are defined as they apply to the project.

Academic – Subjects taught in educational institutions
(Holt, Rinehart, & Winston, Inc., 1967).

Academic content standards – Standards designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level
(California Department of Education, 2004).

At-risk-student – Also known as educationally disadvantaged young people that have been exposed to inadequate or inappropriate educational experiences in the family, school, or community. The traditional

definition of at-risk-students are young people whose appearance, language, cultures, values, communications, and family structures do not match those of a dominantly white culture (Hixon & Tinzmann, 1990).

Attrition – Gradual decrease in the membership of a group, especially of employees, as a result of not replacing those who leave (Holt, Rinehart, & Winston, Inc., 1967).

BTSA – Beginning Teacher Support and Assessment (BTSA, 2004).

CCTC – California Commission on Teacher Credentialing (CCTC, 2002a).

Classroom management – Aims at encouraging and establishing student self-control through a process of promoting positive student achievement and behavior. Thus academic achievement, teacher efficacy and teacher and student behavior are directly linked with the concept of school and classroom management. Classroom management focuses on three major components: content management, conduct management, and covenant management (Emmer, Evertson & Worsham, 2000).

Credential - Certificate issued to teachers meeting or not meeting all California standards for teaching (CCTC, 2003b).

Curriculum - Course of study at school, college, or other educational institutions (Holt, Rinehart, & Winston, Inc., 1967).

Diversity - Is a learning process that can be defined as a form of interpersonal interactions between human beings who are different with respect to life experiences or personal perspectives that enrich the learning process (Wong, 1991).

Emergency Permit - A teaching credential issued to teachers without meeting all California standards for a Preliminary or Professional Clear Credential (CCTC, 2003c).

ESEA - Elementary and Secondary Education Act of 1965 (Public Law 8-10) authorized grants for elementary and secondary school programs for children of low-income families; school library resources, textbooks and other instructional materials for school children; supplementary educational centers and services; strengthening state education agencies; and educational research and research training (ESEA, 2004).

Fully credentialed – Person who has passed the California Basic Educational Skills Test during the first year of service and completed a fifth year of study at a California college or university with a commission-accredited teacher preparation program, securing that institution's formal recommendation for the professional clear credential (CCTC, 2003d).

Intern – Internship programs allows individuals to complete their teacher preparation coursework concurrent with their first year or two in a paid teaching position. These programs are led by colleges, universities and by school districts. To qualify for an internship program, an individual must have passed the CBEST, met the subject matter competence requirement, and obtained character and identification clearance (CCTC, 2003e).

NCES – National Center for Education Statistics is the primary federal entity for collecting and analyzing data that are related to education in the United States and other nations (National Center for Educational Statistics, 2003).

No Child Left Behind Act – President George W. Bush signed into law on January 8, 2002 this act. Its overall purpose is to ensure that children in every classroom

enjoy the benefits of well-prepared teachers, research-based curriculum and safe learning environments. This law reflects four components of education reform: accountability and testing, flexibility and local control, funding for what works, and expanded parental options (U.S. Department of Education, 2003).

Pedagogy – Art or science of teaching (Holt, Rinehart & Winston, Inc., 1967).

Pre-service training – Educational training for staff members to develop, refine or improve instruction (CDE, 2004).

Syllabus – outlines the goals and objectives of a course, contents of a curriculum, lecture series, texts, etc. (Holt, Rinehart, & Winston, Inc., 1967).

Waiver – A request for relief from a program requirement(s); such as Title I, the requirements for instruction of English learners or the requirements for a fully qualified teaching credential (CCTC, 2003f).

Organization of the Thesis

The thesis portion of the project was divided into four chapters. Chapter One provides an introduction to the

context of the problem, purpose of the project, significance of the project, limitations and delimitations and definitions of terms. Chapter Two consists of a review of relevant literature. Chapter Three documents the steps used in developing the project. Chapter Four presents conclusions and recommendations drawn from the development of the project. The Appendix consists of the project Handbook for Beginning Teachers: Per-Student Classroom Organization. Finally, the Project references.

CHAPTER TWO

REVIEW OF THE LITERATURE

Introduction

Chapter Two consists of a discussion of the relevant literature. Specifically, what has caused our American schools to lose teachers at an alarming rate? Some of the causes were identified, and with that information, proactive plans have been put in place to change that phenomenon, however more is needed. A guide like the one that is proposed in this project is another tool to aid in this fight against attrition.

Background of Teacher Attrition

In the early 1960's schools began to change. The students were coming to school with a different outlook than those of their parents (U.S. Bureau of the Census, 2001). America was changing rapidly but the way schools recruited prospective teachers and trained them was not (Farkas, Johnson, & Folenno, 2000).

Campbell (1975), an educator addressed the 1st International Schools Association at their eleven day convention in Geneva, Switzerland, and his main topics were survival techniques for teachers in the seventies and "teaching is a task" revealed the following: when

researchers first discovered the problem with teacher retention it had reached proportions unheard of in the past. Research data indicated that 25% of all people with teaching certificates never started teaching or left within five years (Charters, 1970; Mark & Anderson, 1978; Murnane, 1981).

In the 1960's the probability rate was only 16 percent by the 1970's it had increased to 33 percent (Mark & Anderson, 1985; Heyns, 1988).

Recent research on teacher attrition reported later that both public and private schools lost about the same amount of teachers. The report indicated that special education teachers left at a higher rate than general education teachers (Bobbit, Faupel, & Burns, 1991). Further, research reported teacher attrition as high as 50% within the first seven years of teaching. In the same report, it revealed that beginning teacher attrition is two and one-half times as great as teachers with eight or more years. From this study, the good news is that if teachers remain past seven years they normally remain in teaching until retirement.

Causes of Teacher Attrition

Beginning teacher guides/handbooks and beginning teacher support and assessment programs must train teachers within the scope of identified problems specified by the teachers leaving (Kriete & Bechtel, 2002).

Following is a compilation of reasons for teacher attrition from two specific research projects. The list is randomly compiled with the major identified contributors of teacher attrition:

1. Low level of commitment to the profession;
2. Lack of sufficient or appropriate teaching materials, supplies, equipment and school information;
3. Given the most difficult teaching assignments;
4. Receive little or no support;
5. Teaching preparation programs ill-prepared them for reality classrooms;
6. Discipline - inapt to cope with issues;
7. Difficulties with parents;
8. Family and personal reasons

(Boe, Cook, Bobbit, & Weber, 1995; Croasmun, Hampton, & Hermann, 1997; Krist, Hayward, & Koppich, 1995; Potter, 2001).

It is important to note that the primary training of beginning teacher support and assessment programs is in pedagogy (Ballou & Podqursky, 1999; 2000). This course of training discerns that administrators are not steadfastly addressing the real identified issues in teacher attrition. Administrators and beginning teacher's support and assessment programs appear to lack the ability or know how to develop a systematic way to induct beginning teachers. That is, gradually induct them into the complexities of a job that demands hundreds of management decisions every day (Darling-Hammond, 1990).

Management decisions can be managed with organization. All eight of identified causes for teacher retention could be less complex if the beginning teacher was more organized. This project does not profess that organization is the "cure all" for the issues identified, but it is stating, that with organization, the eight issues identified above would be more manageable. Changing the management training of beginning support and assessment programs would render positive results in attrition of teachers.

Attrition of teachers is linked to discipline problems and the inability of teachers to handle these situations. In 1977, a graduate course was developed to

assist teachers to develop assertive communication and to use assertive beliefs and strategies to enhance the learning environment and maintain effective classroom discipline. The four components of the class were:

- 1) self-analysis of communication style, weaknesses and strengths;
- 2) introduction to basic problem solving and assertive training strategies;
- 3) beginning teacher developments their individual discipline plans; and
- 4) what has been termed behavior rehearsal, using role-playing to improve or refine techniques.

"Assertiveness training concentrates on rights-oriented communication, and attempts to develop respect for students, school staff, and administrators while emphasizing the need for self-respect. By assisting teachers to communicate in an atmosphere in which respect is valued, assertion training can help prevent discipline problems from occurring in the classroom" (Hoffman, 1978; Hansen, 1979).

Hansen and Hoffman's line of thinking was too progressive for the time. Had they been taken seriously in the 1970's this line of training would have been in place and beginning teachers would be here to stay.

If this flux of educators continues, NCES has predicted that by the year 2012, a normal classroom will

consist of forty-five students in states like California and New Jersey. These types of statistics forced schools to call on their federal, state and local governments to aid them with this dilemma in retention and attrition. Since the 1960's teacher, retention was and still is in the 21st Century a goal of schools and school districts throughout the United States of America.

Changes in Retention Programs

A procedure of training suggested by Hansen (1979) was that the role of the teacher must be identified. The argument was that in addition to the many roles teachers play, their main line of teaching should be in helping students to develop self, occupational and education awareness (Yee, 1990).

A short five years latter another progressive thinker and writer came along and continued the argument of Hoffman, that is, to succeed, beginning teachers had to be taught assertive training before student contact.

Had Hoffman's ideas been put into place during the 1970's, schools would be beyond addressing this problem in 2004. Sending students to anger and conflict management classes or classes that teach students that they are

responsible for their own actions and the consequences thereof, would have been passé today.

This line of thinking called assertion training should have been an integral part of pre-service teacher training in the 1970's, when it was first discussed (Hoffman, 1978; Hansen, 1979). If assertive training is taught during pre-service inservice, when beginning teachers enter the classroom, they will be confident and able to establish a positive learning climate and minimize discipline problems. Teacher induction programs unanimously refuse to proactively address and train beginning teacher's methods and strategies to confront this problem professionally.

In 1992, California initiated the Beginning Teacher Support and Assessment (BTSA) program. BTSA was established to address the problem with teacher retention. The assumption was that if teachers received support and direction in the fundamentals of teaching, they would be confident and assured that their teaching skills and methods were correctly being implemented to insure student learning (Anglin, Mooradian, & Hamilton, 1993).

One of many problems with these programs, throughout the nation is that they are not uniformed in what areas they train beginning teachers (Wagner, 1985). This makes

assessment as to whether or not a particular item is or is not working difficult (Railsback, 2002). Some states as Illinois has over seventy teacher/mentoring and induction programs. A multitude of training programs like the ones identified inadvertently insures failure.

The teacher training programs are characterized into three types: Basic, Instructional Practice and School Transformation Models. This project will develop a component of the Basic Model type of induction program [School transformation was discussed previously. It addresses classroom management, peer relationships, and other issues] (McIntyre & Byrd, 2000). The Instructional Practice model will be discussed briefly, later in this chapter.

The Basic Model is aligned with the ideas presented in this project, organizational and self-awareness skills. As opposed to programs like BTSA that focus primarily on Instructional Practice. This project is designed to be a precursor to the BTSA program. A minor difference is that it is to be given to all beginning teachers to a facility. BTSA is an ongoing two-year or fewer programs, aimed to address the needs of first and second year teachers (Others may participate in the program at their own expense).

The problem with beginning teacher support and assessment programs is that they do not give a new teacher what they need on the first day(s) of school (Roberts^o, 1996). These programs are tedious and cumbersome, beginning teachers are given anywhere from two to five inches of materials to read, decipher and implement into their professional development program (Richard, 1994). This project is not to argue the validity of any beginning teacher support and assessment program in existence. Those programs were well researched, documented by the best researchers and theorist in the United States, and abroad; and they have been modeled and implemented by the most highly qualified educators practicing. Yet, teacher retention is still an issue (Greenberg, 2001). However, according to an independent team of analyst, funded by the California BTSA program, they reported a 93% teacher retention rate "across all programs" in the 1999-2000 School year.

There are too many programs. In fact, the ambiguity and misunderstanding by the Federal Government on who should prepare teachers for the classroom has contributed to the abundance of beginning teacher support and assessment programs and their inability to consistently

throughout the nation reduce teacher attrition (Wagner, 1985).

Research presented in Chapter Two and theory has led this project to postulate that higher learning institutions' primary responsibility is to prepare prospective teachers with the academic context of their respective curricula (the California teaching standards, diversity understanding and other credential courses specified by the California Commission on Teacher Credentialing). This handbook will demonstrate that it is more effective when used by a school or school district. Moreover, that it is the responsibility of schools and school districts to guide their teachers on their journey towards successful teaching.

The former United States Education Secretary Richard Riley, addressed the National Press Club (September 20, 1998), and implored the nation's colleges and universities to "do a better job of preparing teachers." That call should have been to the hiring schools and school districts, not the higher learning institutions (Rayman, 1999). The colleges and universities are to educate every student that pursues a higher learning education. Moreover, these students have the right and this right

must continue, as they pursue the vocation of their choice (Engels & Harris, 1999)..

In the address given by Former Secretary Riley, many higher learning institutes, including California State University at San Bernardino interpreted his message to mean they have the right to screen people whose choice of education was to teach. In addition, to weed out and disallow students, whose advisors deem unsuitable. The California State University San Bernardino, Bulletin of Courses 2000-2001 California State University San Bernardino, 2000), page 149 reads as follows:

3. Meet with and obtain a signature of assigned education advisor or advising form and complete the teacher education interview. The following criteria are used to assess the interview: professional aptitude, personality and character, oral and written language usage, and many-sided interest.

Stay on this "bird walk" for several more lines. The criterion above will be used to determine if one is teacher-potential. The advisor (with all their personal biases) will be permitted to make the final decision as to who may go on in the teacher credentialing program, at the aforementioned university and/or other educational institutions there will be no more Harriet Tubman's, Dorothy Heights, Eleanor Roosevelt's or Miss Stevens. If

California State University San Bernardino started applying that step to admission into the teacher credential program, it would lose hundreds if not thousands of potentially excellent educators.

Students would miss an opportunity of a lifetime to be educated by someone who may not look like him or her. In addition to the missed opportunities for the students, the lawsuits that will arise out of that would close the university down. This is another significance of this project. Academic and career profiling can and will be, if instituted, as serious of an issue as racial profiling.

Educating all students in our diverse society should be the only focus of professors and advisors at the college and university levels. Professors/advisors should not have any say in determining which students should be allowed to continue their pursuit of education in any domain they choose. Allowing input from professors and advisors on whether or not they personally think a particular student will succeed is a very serious issue. Even though the beginning discussion of this issue was referred to as a "bird walk," it should not be taken lightly.

The choice of ones vocation must remain in the hands of the students. Students are the ones who are putting

forth a conscientious effort to fulfill their dreams and goals. All others involved with them should only encourage and educate. Professors, administrators, teachers and educational institutions must continue to provide the academic education every student needs to pursue and accomplish their goals (Eubanks & Weaver, 1999).

Advantages of the Handbook

This project extracted some information taught at these beginning teacher support and assessment programs and added other ideas, theory, skills and methods into what is believed to be an ideal aid to use prior to teachers beginning student service. Moreover, this project is meant to one day, "tweak" the beginning teacher support and assessment programs starting in California and working throughout America. It is hoped that this handbook be used as part of, or in conjunction with any beginning teacher support and assessment program. This handbook is not a long-term, stand-alone approach to the dilemma of teacher retention. The project does profess that using this handbook will assist beginning teachers with organization of self. Moreover, the belief is that, in all actuality, will lead to self-confidence in themselves and the practicing of their vocation.

In this handbook, teachers will be given information they can use the very first day of instruction or contact with the students (Academic instruction cannot start the first day(s) of class. Therefore, it will not be discussed in detail).

This handbook addresses the needs of the beginning teachers, during their first few weeks of service. This paper and handbook will take the new teacher through systematic instructions that will aide them in mastering the first few weeks of school. Not just surviving those first few weeks is the goal of the handbook (Hawk & Robards, 1987).

Pre-service pre-student teacher learning is paramount for the success of a new teacher in today's reality classroom (Hoyt & Wickwire, 2001). There are no professional occupations where the individual, graduates from a university, secures a position and is not given pre-training or monitored during their six to eight hour workday. These people are given a variety of resources during their training (Ahlburg, 1993). This assistance with their development has been researched and proven, greatly ensures their success).

Teachers, throughout the United States are sent to a classroom, given keys, bulletins, textbooks and

approximately thirty students, and told, "go teach." Rarely will an advisor, administrator or mentor teacher, check on the new teacher, especially that first day (Ganser, 2002). The new teacher usually will not see or hear from an administrator or their mentor teacher for several days or weeks after their first contact with students (Bird, St. Clair, Little, & Shulman, 1984).

If they are fortunate, they will be given a date within the first few weeks of school as to when they will attend a beginning teacher support and assessment program. Until then, they have no idea whether they are doing what is expected or not. This is not healthy for the teacher or the students. If the teacher starts to "lose," their students and they do not know why or how to get their attention back this leads to teacher/student conflicts. This problem and others similar could have been avoided had the new teacher been given strategies and methods to use to diffuse such behavior, both on the part of the teacher and student.

If these teachers were given the pre-student inservice training first, school administrators would feel assured that their classrooms are operating successfully. Well-trained people are those who can "troubleshoot" (Darling-Hammond & Sykes, 1999). Teachers would be in this

category if they had the tools from day one. Knowing how to handle a situation when it arises would put the teacher at a great advantage (Froyen & Iverson, 1999).

Control is achieved through expected outcomes, discipline procedures and consistency. Students come to school and expect teachers to take charge; but if they see a lack of control or have an inclination they can get away with being disorderly, then they will (Henke, Choy, Chen, Geis, & Alt, 1997). Once a teacher loses control, it is difficult sometimes impossible to ever regain it. Therefore, teachers must learn to enforce and uphold rules consistently. This takes organization and planning.

Before entering the classroom, a teacher should know exactly what they expect from their students (Hussar, 1999). Beginning teachers should identify specific expectations, both academic and behavior. They can do this by establishing a behavior plan and by determining which procedures work best for their teaching styles or what they perceive their teaching style to be. They must realize that children adjust quickly and easily to new settings, beginning teachers and even new classroom methods, as long as each new procedure is thoroughly explained and executed fairly and consistently (Jones, 2000).

A beginning teacher's downfall is when something happens in a classroom and needs their immediate attention; they do not know how to handle it or the correct form of action (Marso & Pigge, 1995). If beginning teachers had classroom management skills in advance they would have a sense of self-confidence knowing they are performing well (Little, 1993). This handbook is to give them organizational skills that will develop at least one component of classroom management.

Summary

The literature important to the project was presented in Chapter Two. To understand the significance of a handbook developed to aid in the fight against teacher attrition it was necessary to present background information on the subject.

It was also the aim of this literature review to show the diligent efforts of beginning teacher support and assessment programs to combat teacher attrition (Kirby & Grissmer, 1993). The research data collected over the years identified several causes for teacher attrition (Merrow, 1999). Research also, showed that administrators and beginning teacher support and assessment programs are still remiss in addressing the major causes of teacher

attrition (Shulman & Colbert, 1989). Discipline is a problem that must be dealt with assertively by the beginning teacher support and assessment programs (Ingersoll & Rossi, 1995). In the past, it appears they want to work around the problem by instituting state-of-the-art instructional and technological programs (Rodriguez & Knuth, 2000; Smith & Edmunds, 1999). Without student attention, these awesome programs are even more difficult to implement.

Moreover, the literature presented was to explain the project's point-of-view that beginning teachers need more assistance. It is the desire of this handbook to assist beginning teachers prepare their classrooms; maintain a journal on what they are to do, and to reflect on those recordings, if they have accomplished their objectives and goals, and to make adjustments accordingly. The literature presented supports that this would help beginning teachers with their first weeks of teaching.

Primarily, this guide when issued to beginning teachers will aide in their first weeks of pre-student contact service. Secondly, the intent of this project is to help in assisting to stop the fledging of teachers. It is hoped too, that this project will be issued to teachers during staff development as are the guidebooks, How to be

an effective teacher: The first days of school, (Wong & Wong, 1998) and Tools for teaching, (Jones, 2000).

CHAPTER THREE

METHODOLOGY

Introduction

Chapter Three documents the steps used in developing the project. Specifically, the research on teacher retention, attrition, and beginning teacher induction programs was identified through various sources as listed in the reference section. Questions were formulated with regard to how well city, state and local education entities were meeting the needs of beginning teachers. Theory, as well as existing data was compiled and studied. Ultimately, it was discovered that today's educational agencies, responsible for the development of beginning teachers are falling woefully short of meeting many vital needs of the beginning teacher.

Development

Resources and Content Validation

The project and handbook resources utilized much of the theory presented in the body of this project. Additional studies are necessary. This would include, but not be limited to, updating and identifying the current needs of beginning teacher support and assessment programs.

This would require preliminary formulation of questionnaires to be distributed to the beginning teacher and those that have left the profession with the past seven-year. The questionnaire would have to be written so that it would attain the accurate and honest information to make a comprehensive evaluation.

Questionnaires in the past have generated questionable answers as to the main causes and reasons teacher left the profession. Many former teachers wrote that they left teaching for personal and family reasons. That answer is questionable. According to research compiled, in other professional professions, employees do not leave their profession within a five-year span at the rate of teachers (U.S. Bureau of the Census, 2001).

Other research cited in Chapter Two discussed that more former teachers are citing the dynamics of classrooms are overwhelming. The questionnaire that is suggested must be written in language that assures former and present teachers that answering the document truthfully, will not reflect negatively on them in any form.

They must be made aware that accurate information enhances researcher's efforts to compile data that would allow teacher-training programs to be developed that focuses directly on specific problems. Teachers answering

the questionnaire must be made aware that focusing in on the specific problems, training could be instituted that would assure teacher retention and possibly encourage them to return.

Without accurate data beginning teacher support and assessment, programs will continue to train the same way and continue to get the same results-attrition of teachers.

Design

This project was designed with a self-taught learner-focused agenda. It includes short and long intra-active projects that lead the beginning teacher to the realization of self-awareness, self-esteem, competence, motivation and organization. It cast the beginning teacher in a self-evaluation position. Having the beginning teacher complete forms, follow directions and develop their own plans of instruction in this project, it is hoped would develop an awareness of their effectiveness when given guides in which to model.

The project follows other self-help guides like Tools for teaching (Jones, 2000) and How to be an effective teacher: The first days of school, (Wong & Wong, 1998). Both of these guides give the beginning teacher over three hundred pages each to read, decipher and try to make sense

of. This project in no way disputes the accuracy or integrity of these well-known educators and researchers. The major difference is that this project gives the beginning teacher a simplistic and systematic approach to succeeding the first few weeks of student contact. This project understands the frustrations and sense of being overwhelmed, so it does not leave it to chance or too many choices. There numerous functions beginning teachers need to do, they need organization in planning and implementation of these task. Organization with beginning teachers is challenging. However, it is crucial that they master this function if they are to succeed. In lieu of a human assisting teacher with this skill, the project proposed will suffice.

When beginning teachers follow the steps outlined in this project from acquiring materials, placement of the trash can, seating charts, to classroom management it is hoped that they will gain confidence within themselves that will ultimately lead to effective classroom management. Since frustration with organization and control of the students are primary causes of teacher attrition, assistance in this area again, is crucial.

A form for self-assessment will be included in this project. The teacher will reflect on it and make (if need

be) any changes necessary to improve their effectiveness in the classroom.

The ultimate assessment/evaluation will be measured by the retention of teachers from beginning to retirement.

Population Served

This handbook is designed to help beginning teachers develop an attitude of success. Successful people are organized. Organizing their materials, supplies and lessons to maintain an even flow in instruction, leads to classroom management. It is a researched fact, that good teachers manage their classrooms with a consistent routine leaving little, to none, to chance. It was discussed in Chapter 2 how important it is for teachers to come prepared. Students are well aware when a teacher is confused and unable to decide what to do next.

The handbook focuses on helping teachers to stay the course. They must be proactive. In a classroom, schoolteachers must be ready for action when there is a fire alarm or visitors who must address the class or a student who gets sick in class. Emergencies small and large and other classroom disruptions are normal every week occurrences and teachers must learn how to handle them. The guide is designed to assist beginning teachers

in acquiring organizational management skills to enhance their effectiveness in these and other areas.

Treatment

The proposed project is a handbook and it seeks to end this cycle of teacher attrition with or without admission into a beginning teacher support and assessment program. This project teaches the teacher how to successfully integrate what they have learned from the project on day one.

This self-teaching learner-focused handbook is an intra-active project designed to meet four primary objectives that develop the following competencies:

1. Develop self-confidence indicative of a master teacher (at least to an untrained eye-students).
2. Create classroom environments conducive to student learning.
3. Develop and maintain classroom management skills
4. Organize materials, supplies and lessons for productivity.

Achieving the above competencies, results in self-confidence, organization, and committed teachers. Teachers who attain this professional stature are those who stay.

Data Analysis Procedures

The content of this course of study has been developed after researching beginning teacher support and assessment programs and their applications in teacher retention. The primary objectives are:

1. Train beginning teachers in applications of intra-active learning by reading and performing task addressed in the handbook.
2. Beginning teachers will be able to follow and apply a systematic procedural format for attaining a classroom environment conducive for learning.
3. Design a plan of action for classroom management.
4. Administer a self-assessment tool
5. Ability to reflect on the assessment tool and make changes accordingly.

Summary

Existing data and theory supports the hypotheses that today's beginning teacher support and assessment programs still do not fully meet the needs of the beginning teacher. The reason for this shortcoming is simple; most training comes after the teacher has had contact with the

students. When this happens, often habits are developed that negatively affect the teacher's performance. Ultimately, this classroom dynamics has effects upon the students, which is not conducive to student learning. Once these habits have been established it is difficult if not impossible to change with a minimum of confusion.

Students can accept change, beginning teacher, rules, procedures, and etc. However, students vehemently reject changing, to correct established inappropriate classroom behavior. Especially, since their inappropriate behavior was brought about by a teacher's deficiencies in classroom management.

Most of these situations occur because teachers are not organized when they and the students enter the classroom. Lack of organization can be anything from supplies are not available (this happens more frequently than not); the beginning teacher did not plan for seating (which makes it difficult to identify students, quickly); or a beginning teacher has not modeled their pacing of instruction (thereby, making what they say and do awkward, during instruction and presentations). These incidents would not happen or at least they would be minimized, if beginning teachers utilize the project proposed herewith.

CHAPTER FOUR

CONCLUSIONS AND RECOMMENDATIONS

Introduction

Included in Chapter Four was a presentation of the conclusions gleaned as a result of completing the project. Further, the recommendations extracted from the project are presented. Lastly, the Chapter concludes with a summary that revisits the original premise, to ascertain that it was adequately substantiated, that the conclusions logically follow the identified research, and that the recommendations are reasonable.

Conclusions

The conclusions extracted from the project follows.

1. Current beginning teacher guides, beginning teacher support and assessment programs designed to train beginning teachers are:
 - a. Failing to meet the needs of teachers
 - b. Not incorporating and focusing on deficiencies in teaching organizational skills proposed in this project.
 - c. Continuing to focus pedagogy skills as opposed to life skills-organization in particular.

2. Training materials need to be developed that address basic skills needs for beginning teachers to function adequately.
3. Written or verbal training needs to be revamped and organized.
4. The impact and outcome of pre-service, written or verbal training should be linked to classroom student development.
5. Beginning Teachers entering into today's educational Arenas have life skill developmental needs that must be addressed by educational researchers.

Recommendations

The recommendations resulting from the project follows.

1. Further research and evaluation are needed to verify the findings of this project.
2. Further research and evaluation is needed to address the changing needs of today's beginning teachers.
3. All beginning teachers should receive pre-service training, whether a written guide or personal inservice.

4. Further research and evaluation is needed to ascertain whether this project has Internet applications.
5. Further research and evaluation are needed to determine if this program should be translated and offered on a national and international basis.

Summary

Chapter Four reviewed the conclusions extracted from the project. Lastly, the recommendations derived from the project were presented.

The articles and books used during the research stage support the premise upon which this project was based. Beginning teacher guidebooks and support and assessment programs do not meet the needs of beginning teachers.

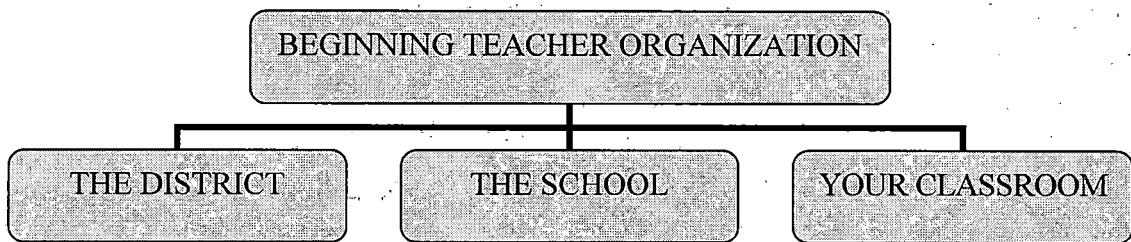
This chapter concludes that beginning teachers lack the organizational skills needed to perform well in their first weeks of teaching. The skills could also be addressed thoroughly in future teacher guides. Additionally, these deficiencies could adequately be addressed and the skills taught during a beginning teacher support and assessment program.

The recommendations indicated further research and evaluation should be scheduled to verify the results gleaned from this project. Finally, if the results are judged valid then broader applications should be considered. This would necessitate further research and evaluation into appropriate areas.

A careful study of research based on attrition of teachers indicates that teaching guides and beginning teacher support and assessment programs need to embrace a paradigm shift away from the traditional way they present information. They need to incorporate basic organizational skills in their presentations. A program stressing this new paradigm might provide educators with tools calculated to improve their ability to impart knowledge to their beginning teachers. These beginning teachers may then be better prepared for teaching in today's' classroom and give their expert service for years to come.

APPENDIX
HANDBOOK FOR BEGINNING TEACHERS: PRE-STUDENT
CLASSROOM ORGANIZATION

HANDBOOK FOR BEGINNING TEACHERS:
PRE-STUDENT CLASSROOM ORGANIZATION



BY

DOROTHY JEAN OLIVER-SCOTT

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Preface

For Whom This Handbook Is Intended

Organization Leads to Mastery and a Wonderful Retirement, is designed specifically for beginning educators who are new to the school classroom. Most users will be beginning teachers who are entering an arena that is all they hoped it would be when they choose to become a teacher. Therefore, Organization Leads to Mastery and a Wonderful Retirement focuses primarily on pre-student classroom development to aid beginning teachers with their transition from educational student to classroom teacher. No prior familiarity with the principles, procedures or terminology of classroom management is required in order to profit fully from this handbook.

This handbook is straight forward, sometimes funny and always thinking of the beginning teacher and their pursuit of strategies and methods for improving their pre-student classroom management skills.

There are numerous components of classroom management. Managing student behavior is at the forefront, lesson planning, pedagogical knowledge, student learning through motivational teaching strategies, environmental, and teacher organization are all-important areas in classroom management. This handbook addresses the latter. Before any of the aforementioned management skills, method and strategies can be implemented; the teacher and his/her classroom must be organized.

This handbook is a sincere attempt to help the pre-student, beginning teacher develop their pre-student organizational skills. It will benefit the beginning teacher who has less than 72 hours to prepare their

classroom. Organization as it pertains to this handbook addresses how to handle all of the procedures and task placed before a beginning teacher from the initial telephone call offering her/him a position, to the day the students arrive.

Researchers have determined that if the environment of a classroom upon entrance projects itself as a well-organized learning environment, students physiological actions, will reflect such. For example, students enter a museum in awe, because of the organizational arrangement of the environment. The design is to get ones full attention upon entry. The same effect happens when a person enters a beautiful home; the person is amazed, looks around at the surroundings and waits for instructions.

When the teacher appears organized and the classroom reflects that, upon entering the classroom, students will pause, and wait for and/or ask the teacher for seating directions. With this warranted student reserve, and respect bestowed up the beginning teacher, this reinforces their sense of security and self-confidence in their ability to manage their classroom with the presence of students. When this level of self-confidence is attained and demonstrated-the goal and objectives of this handbook have been accomplished.

Congratulations, Beginning Teacher let your wonderful journey begin.

Introduction

The basic orientation model for induction of beginning teachers (Appendix 3) now used is insufficient for ensuring a quality teacher in every classroom. However, it has not been proven that the utilization of this model in training interferes with or hinders the overall development of beginning teachers. To date the data being collected supports the premise that the induction programs must provide comprehensive school-based support consistent with the instructional practice and school transformation models if they are to help meet school staffing needs and raise the quality of teaching.

The first and subsequent steps along this path of compiling data to improve the teacher induction programs and in turn ensure that schools are receiving quality teachers, involves better collection, management, and analysis of data. Extensive research and analysis ensures that decisions about new teacher assistance and programs are not based only on theory and assumptions.

These tasks are best managed by partnerships and active participation between school districts, unions, universities and state education agencies. As with all professional development, effective induction programs must be based on good and accurate data used wisely by the practitioners who have a daily responsibility for teacher progress to ensure student learning.

This handbook was developed to aid teachers in basic self and classroom organization. It is the desire of this handbook to help build beginning teachers self-confidence through developing their organizational

skills. When all organizations that are responsible for the development of teachers compile data effectively it is the belief of this researcher that this handbook will be beneficial as an aid/tool in staff development seminars.

SECTION 1

District

The Human Resource Specialist will call and offer you a position, you accept the offer. The specialist will give you a date and time to come into the Human Resource office to sign documents. You will need to bring with you Identification, all of your official college transcripts. Your salary placement in most school districts is based on the accumulative quarter and semester units you have acquired to-date, it is your responsibility to submit accurate documents to the Department of Human Resources. If you do not have all of your documents Human Resource will accept them at a later date; but, be advised that in most districts, they are under no obligation to make changes to your salary retroactively.

You will be given your benefit package (dental, medical, vision and etc.). Take the package home with you and complete it during your quiet time, and accessibility to social security, medical and driver's license numbers, dates, address and birthdates.

Contract

The contract is a form that indicates the name of the school where you will be placed. It gives the grade and or subject(s) you will teach. It also indicates the start date. If you accept the conditions, sign it and a copy will be given to you.

Finger Printing

On the day you are to sign your contract, you will also be sent to get finger printed. The Human Resource Specialist will usually inform you that fingerprinting is necessary and the cost. The monies must be in a form

of a Cashier's Check or Money Order, usually no cash or personal checks are accepted. Be sure to bring this with you.

Physical

Be prepared to take a physical the same day of your contract signing. Most districts are adamant about your submitting to this exam the same day as the contract is signed. This procedure protects primarily the District in that a prospective employee is unable to manipulate the physical.

School Site

Please bring with you this handbook, Staff Support Checklist, Inventory Checklist, and all supplies from the Supply List.

SECTION 2

Tour

Administrative Offices

Principal

The principal needs you and will assist you with all matters that aids in your transition. Do not be afraid to ask questions. Principals are very busy people and may be assisting others during your time of need, so take advantage of this opportunity now.

Discuss the mission of the school. What is the schools direction and how can you help it to reach its goals. Be open and ask your principal what are their plans to aid you and the students to reach the school goals.

Assistant Principal

Most middle and secondary schools have several Assistant Principals, get all of their names, telephone and office telephones numbers. Make sure that you highlight the administrator to whom you are to report. Highlight the name immediately because as the day evolves you may forget the name of that person. If possible, ask to speak with your administrator. Get to know them well. Ask questions and invite them to your room prior to the first day with your students. Make them aware that you appreciate all constructive criticism.

Please have your Support Staff List with you as you are guided on the school tour. Write down the name of the Assistant Principal that will be guiding and helping you on your journey. This

administrator will be the person to evaluate you during your tenure. They will visit your classroom carrying a palmcorder recording all they see and rating you, your classroom, the implementation of the lesson and students attentively. Make sure your lesson plans are where the administrator can see them (usually on your desk) without disturbing the class. Have your California State Standards, goal(s) and objective(s) that you are teaching that day on the board or out on display where anyone can see them. Make sure your students are always active involved in learning either doing a project or listening attentively. Try to relax and continue doing your best.

School Secretary

This person is said to be the most important staff member at the school. During a personal survey, it was found that 99% of the employees at school locations resent this statement and find it not true. It was also found that since the secretary is aware of this conviction it tends to elevate their ego to the point humility and reserve is overshadowed.

Custodian

The school custodian is very important too; talk with him/her with respect and dignity. Most custodians have heard too, that they are an important entity on campus, but the same survey identified previously, indicates they take the admiration in stride.

Support Staff

Committee Chair (you will be assigned to something)

On your list please fill in the name, room number, extension, prep period and dates of first meeting. Within the first week of school make contact with this person either face-to-face, telephone or email (see Handout).

Department Head

This person is crucial with your development, make contact soon. They will be more than happy to supply you with lesson plans, methods and strategies for implementation. They have knowledge of and access to materials that you will need after the first week of school. Get these materials as soon as possible.

Grade Level Chair

This person will have all the information that you need to align your lessons with the state standards, seek them out immediately.

Master Teacher

The Master teacher assigned to assist you is a gift. Treat them as such. These people will assist you throughout your first year of teaching. The information they have cannot be bought; and most of them enjoy giving it away. Do not turn any materials down. Teachers are offended when they offer a new person advice and/or materials and they refuse the offer. If you truly do not want an item, just say that you have that particular item. All information a teacher shares with you please store it in memory; it is preferable that you write it down to be used in the not so distant future.

Teacher

Complete the Staff Support Information sheet for the teacher to your right, left, in front of and behind you (see Handouts).

You can go for support or information immediately to these people. Make contact, if possible before the first day of school. If you do, be assured that they will look out for you during your first weeks of school. All information they bestowed upon you, take it and use or discard it as you deem appropriate. Please be advised, that you should never tell them you are not interested in certain information, that could be detrimental in the end. Remain tactful and professional they will get the message.

Attendance Office

Write down the name of the Supervising Attendance Clerk. Ask what the procedures are for completing the attendance sheet; what period you are to notify the office during the first week of schools' student count. Always make a copy of your attendance list and keep an extra blank for new enrollees.

Counselor(s)

Write the name of the counselors who will work with your students. These may also be the Resource Teacher, Reading and other Pull-Out Program support personnel. Get the day of the week and time the student is to report. Also, note whether the counselor will call for the student or are they to report on their own. If the student is to leave from your classroom, create a procedure for their departure as not to disturb the class.

Health Office

It is important to write down the dates and/or days the nurse will be at your site. Write the name of the person working in the health office when the nurse is not present. Ask for referral slips and their rules of acceptance.

On-Campus-Suspension

Most schools will have an On-Campus-Suspension room. Know where it is and the staff that supervises the students. Get referrals and information as to the procedure for referring students. Some schools keep track of the teachers and the reasons they send students for referral. Be open and discuss with your principal how they perceive teachers who refer students. Sending too many students to OCS maybe perceived as your inability to manage your students .

Equipment

Always check the equipment that is in your room. This means turn on the heat and air conditioner to make certain they are operating properly. Test your computer to make sure you have access to email and other applications. If you do not have a printer attached find out where your copies will print. Sometime they go to your team leaders' classroom or they may go to the library or the school computer room. You must be prepared to supply your own paper at times.

Library

Get the dates your class (es) are scheduled to come to the library to get your student text and the classroom set.

Schedule date you can bring your students to the library. Ask if there is a librarian to assist the students and help with basic information or will they give a presentation on a given topic.

Copier

Many schools have certain copiers teacher are allowed to use, find out where they are and the hours that particular room is available. You may be fortunate and have a person who works full time in the copier room and you will be allowed to leave documents to be copied, enlarged and laminated or transparencies.

SECTION 3

Classroom Assessment

Check your room for outlets to connect the computer, overhead projector, television, etc. Be sure that the location you decide to place this equipment does not leave any cords exposed. Safety first! Check your classroom for the following and make certain they operate properly. (This information may seem minor, but research has found these items are crucial in a classroom: Pencil sharpener, trash can, chalk/whiteboard markers, erasers, pens, pencils, paper, hole punch, stapler with staples, scissors, tape, and etc. In the appendix, you will find a supply list of practically every item you will need to get off to an excellent start for classroom organization.

Equipment

Air conditioner

Check your air conditioner and make sure it emits air and heat. Do not assume that it works. If there is a problem, notify the office immediately. School normally starts in July or September a working air conditioner is crucial.

Bookshelves

Many classrooms do not have bookshelves. Put your order in as soon as you assess there are none.

Chairs

Count your chairs and make sure you have enough for each student on your class list. Add the number of additional chairs you need to the equipment list provided in this handbook. (Do not

combine equipment and supplies on one list they usually are handled by different employees).

Chalkboard

Make sure you have chalk to write information on the board. This seems simple however you may only have markers for a whiteboard. Assess your classroom.

Computer

Decide where you want your computer. If there is only one it is primarily for your use. Have it where you only will have access.

Desk

Keep your desk organized. Do not put items on it that students may want or should not have access to. Your desk is a reflection of your organizational skills and students will follow your lead in cleanliness and order.

File Cabinet

Make sure that you have a file cabinet. On the first day you will have many folders and documents you should start keeping in order to prevent an overload of paper that you will have to organize eventually (see Handouts-Folders)

Heater

Check to see that your heater operates properly. During the cold season having a heater that does not work will cause student unrest.

Intercom

Some intercom systems are accessed through the telephone in your classroom. Make sure you know how to operate it and that it works.

Overhead Projector

This piece of equipment has become one of the most important tools used during instruction. Get one immediately.

Ask when was the last time the light was changed, and find out the procedure for immediate replacement in the inevitable event it goes out. Always have a back-up plan for this event.

Student chairs

Many teachers take it for granted that when they come into their class there are enough chairs for the students, this is a mistake. Always check your class list for the number of students and make sure you have enough chairs for all students in each class.

Student desk

If you are using desk evaluate your room to determine what is more appropriate desk or chair/desk seating. Many classrooms are too small to have tables and chairs and it is more feasible to have the desk/chair. You do not want your students to be uncomfortable sitting too closely. Make a wise decision.

Telephone

Do not assume the telephone works; check it. Keep important telephone numbers and extension near the phone. This will allow you to dial out quickly in case of an emergency.

Windows

Do not have your student face a window. This allows for glazing and inattentiveness. If the sun comes through ask the custodian to put up blinds. Something as simplistic as the sun shining through a window can and will cause problems with the students.

Butcher Paper and Boarders (wall display)

Use the school Butcher paper and boarders to make your room environment pleasant and conducive to learning. Posters and bulletins look better when they are displayed on a covered wall.

Calendar Annual

Have an annual/standard calendar available. Student will ask questions about dates and you will need to give them dates, which papers, projects, assignments etc. are due. On this calendar, you will be able to write in the dates of state testing, staff development meeting, assemblies, report card distribution, and other important events that are not listed on a school calendar.

Calendar School

This calendar is very important too. It gives the dates school is open, the holidays and minimum days.

Class List

Use this list wisely. This class list should be used for seating arrangement and familiarizing yourself with the names of your students before they arrive. Many class lists will have the gender, ethnicity, test scores, etc. of the students, this will help you in your seating arrangements. In addition, later, you will be able to use the test scores to serve your students.

Classroom Rules Poster

Please post these rules before your students arrive. You may want to change the rules later, and that is OK, but the first day they need to be posted. This allows you and the students to understand what is expected of them on the first day. It shows that you are organized and have a plan for behavior (see Handouts).

Dictionaries

Have dictionaries available, if possible one for each student if not then for every two students.

Emergency exit poster

Have your emergency exit poster, posted at the door. You should go on the route before your students arrive. It is necessary for you to be very aware and in control of a situation when and if an emergency occurs. There will be an emergency drill within the first month of the new school year, for each track. During the first week of school, discuss the emergency procedure with your students. If you are to have a sign with your name and room number on it, make

one during this prep time. Ask your administrator how you are to return to class, i.e. will there be a bell or someone will personally inform you. **BE PREPARED**; get all of this information before hand!

Encyclopedias

Every classroom should have encyclopedias get them from your library. If none are available, put your order in with your librarian.

Pedagogical posters

Have posters that display your teaching methods. This lets allows your students and visitors to see that your teaching methods incorporate styles that address the needs of all students

Yard/Campus Duty Schedule

You may have yard duty the first week of school, ask your administrator for the schedule. Record your duty dates on the annual calendar and circle them on your school calendar. Your presence at the assigned location is important for the overall safety of the school. Do not look at this assignment begrudgingly.

SECTION 4

Conclusion

This handbook should aid you in organizing your classroom with the materials, equipment, and supplies you will need before your students arrive. This handbook has presented you with important list and schedules you should be aware of and how to utilize them effectively. It is hoped that you have the materials you need to create a wall display to your own taste. This handbook wants you to be aware that that wall displays for classroom environment that reflects a learning environment is crucial. The students need to walk into a room that shows time was taken to present them with a classroom they can feel comfortable in. Beginning teachers must also be aware that they will be evaluated on the wall displays in their classrooms.

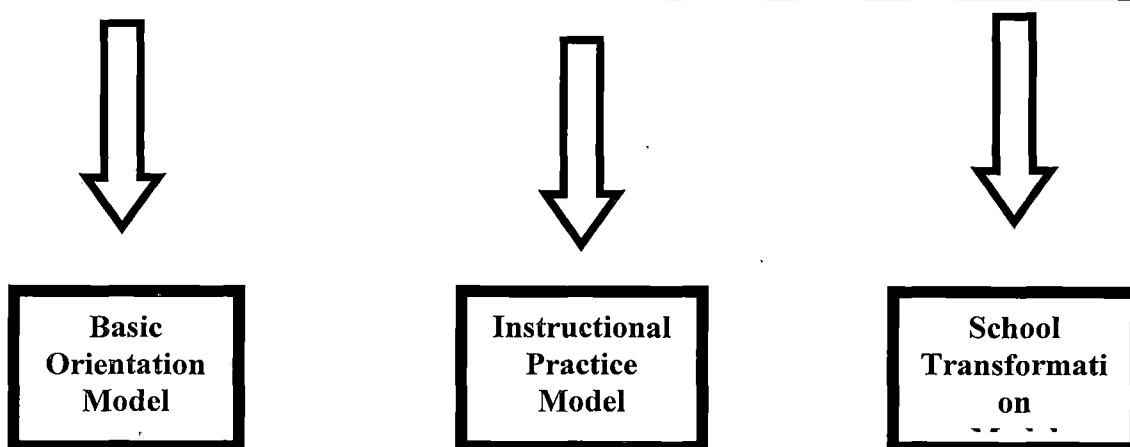
Whether it is keeping track of research materials or remembering to bring lesson plans to school, teachers need to be organized to succeed in school. For many teachers, teaching challenges are related more to a lack of organization than to a lack of intellectual ability.

HANDOUTS

(Organizational Tools and Tips)

BEGINNING TEACHER INDUCTION PROGRAM MODELS

Program Satisfaction + Teacher Retention + Student Learning
Job Satisfaction
Teacher Learning



The above Chart shows the different types of training teacher induction programs engage in with training beginning teachers. This handbook addresses the Basic Orientation Model. In this model the teacher is taught about district and school procedures and pre-student classroom organization.

Checklist of procedures and task

1. Did you read your contract? _____
2. Did the contract identify the grade level? _____
3. Did the contract identify the subject? _____
4. Did you sign the contract? _____
5. Did you obtain your copy of the contract? _____
6. Did you get your benefit packet? _____
7. Did you complete the information in the benefit packet? (If not, please take care of this immediately, this will be one less thing for you to think about.) _____
8. Did you call the principal and set-up a day and time you can come meet with him/her? _____
9. Administrators Name _____
10. Day _____ Time _____
11. Phone # _____
12. Did you take out your Staff Support Sheet? _____
13. Did you get your keys?
(Make sure you have the keys on a large key ring or necklace. You will be so busy for the next few weeks do not frustrate yourself by losing your keys.) _____

14. Did you get your supplies from the supply list?

15. Did you get the materials for your display board?

(Make a list of what you were not able to get as you go along—do not wait until later you may forget.)

16. Did you prepare your wall displays?

17. Did you prepare your class list?

18. Did you prepare your seating chart?

19. Did you prepare your folders?

(Use the folder list provided in this handbook.)

20. Did you get your schedules?

21. Yard

22. Emergency

23. Grade level Meeting

24. Department Meeting

25. Staff Meeting

26. Bell

27. Calendars?

28. School

29. Annual

30. Assignments?

31. Yard Duty

32. Meeting dates in your classroom

33. Do you have your overhead projector?

34. Do you have your computer?

35. Do you have a telephone?

36. Do you have a television w/VCR or DVD?

37. Do you have your Rules in Poster size?

38. Do you have content posters?

When all of the items above have been checked you are ready to use the teaching skills you possess, without the worry of organizing your classroom environment for student learning.

CLASSROOM RULES

- 1. Bring all supplies to class**
- 2. Rise your hand and wait for the teacher to answer questions**
- 3. Remain in your seat**
- 4. Speak softly**
- 5. Follow All School Rules**

List of folders

- 1. Calendars**
- 2. Class List**
- 3. Department Meetings**
- 4. District Announcements**
- 5. Emergency Drill Schedule**
- 6. Grade Level Meetings**
- 7. Lesson Plans**
- 8. School Announcement**
- 9. Seating Chart**
- 10. Staff List with room and**
- 11. telephone extensions**
- 12. State Standards for content area**
- 13. State Standards for the teacher Profession**
- 14. Test Scores**
- 15. Track Meetings**
- 16. Union Announcements**

List of Supplies

Price list of supplies	PRICE	QUANTITY	TOTAL	PURCHASED OR HAVE
3x5 index cards				
Binder 3 ring				
Boards for displays				
Clock				
Computer				
Correction fluid				
Dividers				
Eraser whiteboard				
Erasers				
Folder manila				
Hole punch 3				
Label strips				
Markers				
Organizer				
Paper Butcher				
Paper clips				
Paper copy				
Paper lined				
Pencil sharpener				
Pencils				
Pens				
Phone				
Poster content area				
Postums				
Rubber bands				
Ruler				
Scissors				
Stapler				
Stapler remover				
Staplers				
Tape				
Timer				
Whiteboard cleaner				
TOTALS				

ORGANIZATION TIPS

Tips to help you get organized:

Make a checklist of things you need to bring to and from school every day. Put a copy by the door at home and one in your briefcase. Test yourself each day to see if you remember the items on the list.

Write down how you have been organizing your task, and then work towards developing a system that works for you.

Shop for tools that will help you stay organized, such as binders, folders or an assignment book.

Time Management is an important element of organization

Learning to schedule enough time to complete the entire task required of beginning teachers can be overwhelming. Therefore it is imperative that you write down what needs to be done and when. Begin to develop habits of getting task done as soon as you are aware of them. Success in organization is doing now and not waiting until tomorrow. Learning to organize time into productive blocks takes practice and experience.

Tips to help you manage time:

Track task on a monthly calendar. Work backward from the due date of larger task and break them into nightly tasks. Record how much time you spend on developing and creating lesson plans each week and figure out how to divide this time into manageable chunks.

Designate a time for nightly task and stick to this schedule.

If evenings are not enough, find other times for completing lesson plans, grading, checking papers, etc., such as early mornings, prep period or weekends.

Prioritization

Sometimes teachers fall behind in classroom organization and fail to prepare task in time or a timely manner, because they simply do not know where to begin. Prioritizing tasks is a skill you will need throughout life, so it is never too soon to get started.

Tips to help you prioritize:

Write down all the things you need to do, including non-school-related activities.

Label each task from 1 to 3, with 1 being most important.

Question yourself about each task, so that you understand why a particular item is listed in the order as you prioritized. Rewrite the list if necessary.

Check your list frequently to see how the list is evolving and how well you are prioritizing new tasks.

Support Staff Information sheet

Principal _____

Office _____ **Extension** _____

School Secretary _____

Office _____ **Extension** _____

Librarian _____

Building _____ **Extension** _____ **Hours** _____

Supply Room Staff Name _____

Bldg & Rm # _____ **Extension** _____ **Hours** _____

Copy Room Staff Name _____

Bldg & Rm # _____ **Extension** _____ **Hours** _____

Department Chair Name _____

Bldg. _____ **Room** _____ **Extension** _____ **Prep Period** _____

Support Staff Information Sheet (continued)

Grade Level Chair Name _____

Bldg. ____ Room ____ Extension ____ Prep Period ____

Track Chair Person Name _____

Bldg. ____ Room ____ Extension ____ Prep Period ____

Teacher to your Right _____

Room # ____ Extension ____ Prep Period ____

Subject taught _____

Teacher to your Left _____ Room # ____

Extension ____ Prep Period ____ Subject Taught ____

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