

Staff Development Facilitator’s Manual to Accompany *The First-Year Teacher’s Survival Guide, 3rd Edition*

INTRODUCTION

Almost every new teacher begins the school year with the same intense mixture of emotions—excitement and worries about the year ahead. While it is satisfying to dream of making a difference in the lives of students, the responsibilities of meeting high standards of professional development, creating a positive classroom environment, and promoting student achievement and learning can also be daunting. It’s not surprising that new teachers can feel overwhelmed and unsure of themselves.

Professional development leaders often find that new teachers need confidence-building inspiration and assistance in establishing professional priorities as well as practical advice and guidance. The goal of this facilitator’s manual is to help professional development leaders and new teachers work through the material in *The First-Year Teacher’s Survival Guide* to make those first years ones in which teachers learn how to skillfully manage the demands of their new career. The result of this collaboration? Knowledgeable, enthusiastic novice teachers with well-managed classrooms where engaged students and high achievement are the norm.

This facilitator’s manual is designed to be a working resource that is as flexible as possible—allowing professional development leaders to adjust the way they use it to meet the needs of their new teachers. For example, teacher trainers may choose to have participants work through different sections on an individual

basis or have large groups read various sections before breaking into smaller discussion groups. The discussion questions can be used as shared brainstorming or individual reflections in a year-long professional development program as well as during beginning-of-the-year meetings.

Although the most effective use of this resource depends of the needs of the trainers who use it, the ultimate objective is to make it easier for novice teachers to achieve their idealistic dreams of establishing a harmonious classroom where well-behaved and engaged students work toward becoming life-long learners. In turn, the realization of those idealistic dreams will result in stronger, effective, and more satisfying schools for all of us.

The information in this manual is divided into two sections:

- In **Part I: Information, Strategies, and Activities for Professional Development Leaders**, you will find advice on how to create effective teacher workshops.
- In **Part II: Workshop Discussion Questions**, you will find questions designed to help participants master the material in each of the seventeen main sections of *The First-Year Teacher's Survival Guide* as well as suggestions for helping participants work through those questions.

PART I: INFORMATION, STRATEGIES, AND ACTIVITIES FOR PROFESSIONAL DEVELOPMENT LEADERS

General Tips for Conducting Beneficial Workshop Presentations

Planning workshop presentations that can be enjoyable and useful learning experiences for everyone in attendance is not as difficult as it may seem. In this list, you will find some general advice to help you plan and conduct workshop presentations.

- Model professionalism and efficiency. Prepare all handouts in advance and make sure all equipment is in good working order. Handouts that are hole punched make it easier for participants to store in a binder for future reference.
- Plan to be available before and after a workshop to greet participants, answer questions, and network with new colleagues.
- Start on time and end on time. Nothing frustrates participants more than feeling as if they are wasting time.
- Post an agenda with topics, starting, ending, and break times and be sure to stick to it.
- Make sure participants know your expectations for workshops—cell phones and other devices turned off, laptops closed, no side talking, etc.
- Begin a workshop right away with a team building activity for participants to complete as everyone gets settled.

- Offer a variety of activities to keep participants engaged. Provide activities that encourage individual, small group, and large group interactions.
- Although it is entirely appropriate to group participants according to grade level or content area, consider mixing groups so that participants can gather perspectives from a variety of colleagues.
- Steer discussions to cover both “big picture” or theoretical ideas as well as practical strategies and activities.
- If you find that one table or group is more talkative than necessary, find a tactful way to move all of the participants around to allow them to work with other (less distracting) participants.
- Consider providing mints or small candies, silly rewards, and other cheer-building items that can make the time together more pleasant for everyone.
- End the workshop with an activity designed to lift everyone’s spirits. You can provide an inspirational quotation or a humorous story or ask participants to share their ideas.

Tips for Constructive After School Workshops

Once the school year begins, many workshop leaders find that holding sessions after school is a good way to connect with new teachers in a positive and productive way. Of course, the drawback of this type of session is that by the end of a school day, many new teachers are exhausted and not as willing to participate

as they would otherwise be. You can combat this problem by following some of the tips in the list that follows.

- Try to keep the meeting place and time as consistent and convenient as possible to make it easy for participants to arrive on time.
- When you are meeting after school, combat fatigue by scheduling efficiently managed meetings that last no more than forty-five minutes. Longer meetings will just not be as effective in reaching weary teachers who have managed a classroom all day long.
- Announce the workshop agenda in advance of the meet date. Send a friendly note the day before the meeting to remind busy teachers what they will need to bring, any preparation they should do, and the meeting place and time. On the day of the workshop itself, send out a brief, upbeat, friendly reminder one more time.
- Provide a sign-in sheet and invite other school or district personnel to attend when appropriate.
- Some workshop leaders have found that opening a workshop with a brief question and answer period to discuss any problematic issues that may have arisen since a previous session allows participants to clear their minds before focusing on the day's topic. One efficient way to manage this is to ask participants to submit their concerns in advance so that you can prepare responses.
- If you think that assigning homework between sessions would be appropriate for your participants, be respectful of their time and stress levels. At the start of the school year, an assignment should not take more than thirty minutes of time.

- A homework assignment that many new teachers have found useful is to not just answer a discussion question themselves, but to ask an experienced colleague to answer it also. When participants convene, they can then share not just their ideas, but also those of veteran teachers.
- Take advantage of the technological resources available to you through your school district. Set up a wiki or discussion board for participants to share useful Websites and other resources as well as to communicate with each other and with you between sessions.
- If possible, offer door prizes or drawings for school supplies periodically to encourage a positive atmosphere.
- Consider asking different teachers to share brief strategies with the group. Some topics that appeal to everyone are stress relief techniques, paperwork management, classroom management, or specific teaching strategies.
- Try to end every workshop meeting with a five-minute recap of the day's information.

Ice Breaker Activities Adapted for Teacher Workshops

To encourage collaborative sharing throughout their time together, participants have to learn a bit about each other as they begin to build professional relationships. Effective ice breakers result in a more relaxed atmosphere, lively interactions, and the beginnings of collegial sharing. Although the Internet abounds with great ideas for ice breakers and team building activities, not all of them would work well for teacher workshops. The ideal ice breakers for new teacher professional development workshops are those that are brief, designed to elicit

friendly interactions, introduce participants to each other, and are focused on teaching.

Although ice breakers are an entertaining way to kick off a day of professional development, they are also useful as energizers throughout a long workshop session or after school meetings. In this list, you will find ice breakers that are designed to help teachers get to know each other in relation to their roles as teachers.

Name Tent for Teachers: Directions

Step 1: Fold a sheet of paper so that it makes a tent that can stand alone. If you are not sure of the best way to do this, look around to see what everyone else is doing. Offer advice and take advice.

Step 2: Put your first name in big, bold letters on the front so that everyone near your table can see it.

Step 3: Here is a table of character traits that may describe you. Please select one from each column and write them in each corner

Step 4: On the back of your tent list one trait from anywhere on the chart that you would like to improve.

Step 5: How would you adapt this exercise so that you could use it with students? (Hint: Students need positive labels for themselves if they are going to succeed.)

Column 1	Column 2	Column 3	Column 4
Dependable	forgiving	compassionate	curious
Flexible	humorous	resourceful	enthusiastic
Positive	honorable	Dedicated	friendly
Tolerant	sympathetic	confident	sensible
Cooperative	courteous	organized	self-controlled

Two Truths and a Lie: Participants write two truths about their teaching goals, beliefs, previous experience, or other topic related to education on a note card. They also write one statement that is not true. Group members then confer to decide which statements are true and which are not.

What If?: Have participants introduce themselves to one another. Next, pose a tricky scenario to participants and have them work together create solutions for dealing with it. Try these three possible scenarios.

- Some of your students make it clear that they are not interested in what you are teaching. What is your goal? What do you do?
- You have a class with a very short attention span. They become restless and bored. What is your goal? What do you do?
- You have a class of students who are not achieving as well as they could be. What is your goal? What do you do?

Ten Years Ago/Ten Years in the Future: Ask participants to take a walk down memory lane to generate a list of words or phrases to describe the way schools were ten years ago. Then, ask them to work together to predict the changes that

will happen in schools in the next ten years. After groups share with the whole group, workshop leaders can use these predictions to talk about how teachers can prepare for the changes ahead of them.

Best Teacher Ever: Ask participants to share stories about the best teacher they ever had. As a group, they can then list the common characteristics that the teachers that they described share.

Three Minute Commonalities: Ask participants to list as many commonalities in regard to teaching (their preparation, goals, past experiences, mistakes, favorite moments, etc) that they can in three minutes. They then share their commonalities with the larger group.

Ideal Teachers/ Ideal Students: Assign the task of generating a list of the characteristics of ideal teachers to half of the groups in the workshop. Assign the task of generating a list of the characteristics of ideal students to the other half. Each small group will then select the two most important characteristics of each and have a representative share them with the whole group.

Nametag Strengths: Have participants prepare a nametag for themselves with two of their strengths as teachers on it in addition to their names. They should then try to find other participants with the same strengths.

Words of Wisdom: Have participants write the three best bits of advice about teaching that they have ever received. They should share with the other participants in their group and then select the best one to share with the entire group.

From Student to Teacher: Allow two minutes for participants to list all of the ways that their experiences as students can help them become better teachers. What did they experience then that they can use now? Participants can then share with group members.

PART II: WORKSHOP DISCUSSION QUESTIONS

Tips for Managing Workshop Discussion Questions Productively

The questions in the “Time to Reflect” segment at the end of each of the book’s seventeen main sections have been designed to enhance the information presented in each section through a combination of discussion, reflection, and self-assessment. Geared to help readers carefully work through the most important aspects of the material to determine how to incorporate it into their own classroom practice, these questions can be answered individually, in small or whole group discussions, as well as assigned for additional preparation at home.

During the workshop itself, allowing participants to work cooperatively to discuss questions and generate answers will enrich their knowledge of the subject matter. To facilitate this process, there are many different ways to encourage participants to work together productively. As you plan your workshop presentations, consider the needs of your participants, the size of the group, and the available time for discussion as you make your plans.

Even though there are several questions for each section, it is preferable to cover a few discussion questions in depth and have participants share their thoughts with others rather than try to cover too much material for participants to absorb with ease. You could even assign specific questions in advance so that participants can be prepared or assign various questions for further consideration after the workshop.

In the following list you will find activities designed to stimulate lively discourse as participants work together in response to the questions posed for discussion.

Round Robin Responses: One participant in each group writes a response to a discussion question. That participant then passes the sheet to the next and so on as quickly as possible in a specified time limit. They then share the ideas on the sheet with other groups.

Two Minute Questions: Participants have two minutes to write responses to a discussion question before sharing with partners, small group members, or the whole group.

Anticipation Brainstorms: Participants generate a list of words associated the topic of each section of the book. They then share their lists with group members. During discussion, participants can check off words that they anticipated as associated with the topic.

Sticky Note Notes: Participants write brief notes on sticky notes as they discuss. At the end of a discussion session, groups combine their notes and categorize them into large topics.

Sharing Shapes: As a group, have participants write four points from a topic under discussion on the corners of a square, one thing they liked inside a heart, three questions they still have on the three points of a triangle, and one thing they can apply immediately inside a circle.

Table to Table Sharing: After participants have discussed one of the topics in the questions, have them join another table or group to further share ideas.

Write, Pair, Share: Participants write their response to a discussion question within a set time limit. They then join a partner to share ideas, adding new information to their original response. Each pair then shares their combined ideas with another pair.

Idea Splash: Participants brainstorm their possible answers by jotting down as many ideas related to the discussion topic as possible. They then work with group members to select the best ones to include in their answers.

Three Words: Participants silently read a question and write three words associated with the topic. They then share their three words before formulating a group response to the question.

I think____. What about you?: Participants read a question and decide on a brief response. They then mill around the room sharing their response with other participants and listening to various points of view.

Card Trade Off: Participants write a response to a question on a note card. Once everyone has completed this, each one finds a partner and, after reading the other's card, trades. This continues until participants have had the opportunity to read several cards.

Response Collection: Participants share ideas about a question verbally while a table leader records their ideas on a large sheet of paper than can then be posted for the entire group to see and comment on. A helpful twist on this idea is for one participant to serve as a docent to explain the group's responses as other come by.

Group Survey: Participants write individual responses to a question and then leave their groups to survey other participants about their reactions to their response.

Give One Get One: Participants write three ideas about a possible response to a discussion across the top of a sheet of paper. They then mill about recording new responses while sharing their own.

Questions for Discussion

I. ASSUME YOUR PROFESSIONAL RESPONSIBILITIES

SECTION ONE: KNOW WHAT IT MEANS TO BE A TWENTY-FIRST-CENTURY EDUCATOR

Essential Question to Introduce This Topic

How can I become a successful educator in the twenty-first century?

Questions for Discussion

1. What are some of the challenges you can anticipate as a twenty-first-century teacher? Where can you get help with them? What are some of the rewards you can anticipate as you begin your new career?
2. Which individuals come to mind when you think of the term *professionalism*? What can you learn about how to conduct your own professional life from these people?
3. What actions can you take to commit yourself to actively promoting the success of your students? Where can you find help with this?
4. What steps can you take to grow professionally during your first year as a teacher? How will you use self-reflection and action research to become the best teacher you can be?
5. What plans can you make to be proactive in managing your stress and in finding a balance between your personal and professional lives?

SECTION TWO: DEVELOP THE PRACTICAL SKILLS YOU'LL NEED TO MANAGE A CLASSROOM

Essential Question to Introduce This Topic

How can I fulfill the practical responsibilities inherent in my new profession?

Questions for Discussion

1. What skills do you currently possess when it comes to being an efficient teacher? How can you capitalize on your strengths, and how can you overcome your weaknesses?
2. Have you been able to obtain all of the supplies you and your students will need for the term? What can you do to make sure that you will have everything?
3. A well-organized classroom is crucial to beginning a new term successfully. What plans can you make to organize your room and the materials and supplies you will need to use all year? What do you still need to accomplish? How can your colleagues help you?
4. Correctly organizing your file cabinet and your electronic files is a necessary chore that you will benefit from all year. What techniques have you employed to make sure your system is efficient and easy to use?
5. What have you done to make sure your classroom is a safe and inviting place for your students? How can your colleagues help you with this?

SECTION THREE: COLLABORATE WITH OTHERS IN YOUR SCHOOL AND COMMUNITY

Essential Question to Introduce This Topic

How can I develop successful collaborative relationships with my colleagues and with the families of my students?

Questions for Discussion

1. What skills do you already possess that make it easier for you to work with the various groups at your school? How can you enhance these skills to help you become a valued coworker to those around you?
2. Why does learning to work well with supervisors and colleagues affect a teacher's ability to maintain a productive classroom? Identify teachers at your school who work well with their colleagues and supervisors. What can you learn from them?
3. Brainstorm additional strategies that you can use to adapt to your school's culture. How can a reputation as a positive and trustworthy individual enhance your ability to do this?
4. Why should teachers take the initiative to establish positive relationships with the parents or guardians of their students? What can you do to create this bond with your students' families? What can you do to make sure that your classroom is as transparent as possible?
5. This section offers information that can assist you as you meet in conferences with the parents or guardians of your students. In addition to the suggestions concerning sensible ways to prevent or minimize conflicts with parents or guardians, what other techniques would be helpful? What are your

current concerns about these conferences? What can you do to alleviate those concerns?

II. ESTABLISH A LEARNING COMMUNITY

SECTION FOUR: BEGIN A SUCCESSFUL SCHOOL TERM

Essential Question to Introduce This Topic

How can I organize my time, tasks, and classroom to begin a successful school term?

Questions for Discussion

1. What can you do to make sure the first day of school is productive for you and your students?
2. What would you like your students to say about your class at the end of the first day?
3. Complete this statement: “On the first day of school, I want ____.” How can you make this happen?
4. Brainstorm a list of icebreakers with your colleagues. Can you use any of these with your new students?
5. What image do you want your students to have of themselves as a class? How will you make this happen?

SECTION FIVE: DEVELOP POSITIVE CLASSROOM RELATIONSHIPS

Essential Question to Introduce This Topic

How can I foster positive classroom relationships with my students as well as help them learn to relate well to each other?

Questions for Discussion

1. Assess your own strengths and weaknesses in terms of classroom immediacy. What are you already doing to be a teacher who is friendly and approachable? What aspects of how you present yourself would you like to improve?
2. What kind of a role model are you currently? What kind of role model do you want to become? What can you improve? Who can help you with this?
3. How can teachers show that they care about students while maintaining a respectful emotional distance? Why is this distance necessary for both students and teachers?
4. What have you observed another teacher doing to forge a positive connection with students? Brainstorm a list of actions you can take to make sure that your connection with your students is strong and positive.
5. Discuss what you did to help your students be successful this week. How do you know they were successful? How did your students react to your actions?

III. PROMOTE STUDENT ACHIEVEMENT

SECTION SIX: CONTROL CLASS TIME

Essential Question to Introduce This Topic

How can I use class time so that my students are on task from the start to the finish of class?

Questions for Discussion

1. Discuss the ways that teachers unintentionally waste their students' time. What can you do to avoid misuse of instructional time?
2. What does the expression *door to door* mean when applied to class time management? How do your colleagues use their door-to-door time? What have you observed other teachers doing that made class time more productive?
3. What is your policy concerning students' leaving the room? What is your school's policy? If you had to adjust this policy, what would you change?
4. Which of the warm-up activities in this section would work well with your students? Brainstorm other activities you can use to relate new learning to your students' previous learning.
5. The beginning and end of class are times you can use to your students' advantage. What routines do you have planned to open and close class on a positive and productive note?

SECTION SEVEN: MANAGE YOUR CLASSROOM

Essential Question to Introduce This Topic

How can I establish a well-managed classroom?

Questions for Discussion

1. What types of policies do you anticipate needing for your class that are not on the list given earlier in this section? How can you plan for them?
2. What other types of procedures besides the ones highlighted in this section would be beneficial to your students? How can you plan for them?
3. What can you do to enforce your classroom rules in such a way that the disruption caused by the rule breakers is minimized? How can you help those students refrain from repeating their errors?
4. What classroom management systems do you currently have in place that are effective? What makes them effective? What can you add to your other classroom management systems to increase their effectiveness?
5. What classroom management techniques have you observed in other classrooms that you would like to try in your own class? How easily could they be adapted to meet the needs of your students?

SECTION EIGHT: MOTIVATE STUDENTS TO SUCCEED

Essential Question to Introduce This Topic

How can I motivate my students to succeed?

Questions for Discussion

1. How high are your expectations for your students? How do you convey your belief that they are capable learners?
2. What can you do to include intrinsic motivation in every lesson?
3. Brainstorm a list of tangible rewards that would appeal to your students. How can you find other rewards to motivate your students?
4. How can you make every lesson relevant to the needs, concerns, and interests of your students? How can you determine what those needs, concerns, and interests are? How can your colleagues help you with this?
5. Students of all ages benefit from teachers who make it easy to be successful while still challenging their students. How can you motivate your students in this way? What problems should you take care to avoid?

IV. DESIGN AND DELIVER EFFECTIVE INSTRUCTION

SECTION NINE: CHOOSE APPROPRIATE INSTRUCTIONAL STRATEGIES AND RESOURCES

Essential Question to Introduce This Topic

How can I choose the best instructional options and equipment available to me?

Questions for Discussion

1. How would you rate your current level of knowledge about educational research? How does your knowledge affect the choices you make about the instructional strategies you use in your classroom?
2. What successful learning strategies have you observed other teachers in your school using that you would like to adapt for your students? Who can help you with this? What problems can you anticipate, and how will you solve them?
3. What are the advantages of taking small, strategic steps in implementing instructional strategies in your classroom?
4. Of various strategies in this section which ones appeal to you? How will you implement them? What additional help will you need to be able to do this successfully?
5. As you look over the brief lists of suggested technology resources in this section, which resource can you begin using right away? Where can you learn more about this resource? What can you do to ensure that implementation is successful?

SECTION TEN: DESIGN EFFECTIVE INSTRUCTION

Essential Question to Introduce This Topic

How can I design lessons that will meet the needs of my students?

Questions for Discussion

1. How can you improve the way you plan lessons? What can you do to make planning effective lessons easier? How can you make sure that you find time for this crucial activity? What suggestions do your colleagues have to help you?
2. How can you tell when your lessons are engaging and appropriate for your students? What specific activities can you include to make sure your lessons are interesting and challenging?
3. What steps can you take to ensure that you cover the material in your state's standards that your students need to know? What suggestions do your colleagues have to assist you with this?
4. One of the biggest headaches for any teacher is teaching a lesson that is not working well. What plans can you make now to prepare for when this might happen to you?
5. What online resources have you already found helpful in planning instruction? Which of the resources in the list given earlier in this section can you use and adapt to meet the needs of your students?

SECTION ELEVEN: DELIVER ENGAGING INSTRUCTION

Essential Question to Introduce This Topic

How can I deliver instruction that will fully engage my students in learning?

Questions for Discussion

1. What can you do to avoid having your students tune out? How can you use your strengths as a speaker to improve your delivery of instruction?
2. If your students were to compare you to a celebrity, who would it be? What can you learn from this? How can you improve your classroom charisma?
3. When delivering instruction, what student behaviors should teachers overlook? What can a speaker do to hold students' attention and prevent misbehavior? How can your colleagues help you with this?
4. What kinds of games do your students like to play? How can you incorporate their interests into learning activities? Where can you learn about more games or enjoyable activities that would work well in your classroom?
5. What can you do to make sure class discussions are valuable and enjoyable learning experiences for your students? What do you need to teach your students about their role in class discussions? What do you need to do to prepare for a successful class discussion? What suggestions do your colleagues have in regard to conducting class discussions?

SECTION TWELVE: MEET THE NEEDS OF ALL OF YOUR STUDENTS

Essential Question to Introduce This Topic

How can I meet the needs of all of my students through differentiated instruction and other prescriptive strategies?

Questions for Discussion

1. How can you use what you already know about differentiating instruction to design instruction that will appeal to every student? What sorts of data will you need to gather? What instruments will you use to obtain this information?
2. What do you anticipate as your biggest challenge in dealing with the differences among your students? What can you do to meet this challenge? Where can you find assistance?
3. What do you already know about your students who may need special care and support? How do your supervisors expect you to help these students? How do the students themselves expect you to help them? Who at your school can help you learn the best ways to help these students?
4. What strengths do you have that will help you meet the diverse needs of your students? How can you use your strengths to help all the students in your class reach their full potential?
5. Who is struggling academically or behaviorally in your class? What should your attitude toward these students be? What schoolwide programs can help the struggling students in your class? What can you do to help them stay in school and be successful?

SECTION THIRTEEN: ASSESS YOUR STUDENTS' PROGRESS

Essential Question to Introduce This Topic

How can I assess my students' progress throughout the school year?

Questions for Discussion

1. How important is the role of data in helping shape instruction in your classroom? What types of formative assessments work well for you and your students? How do you manage the data you gather? What can you do to improve how you manage formative assessments in your classroom?
2. Traditional tests and quizzes can be useful as summative assessments. How can you maximize their effectiveness? How can your colleagues help you with this?
3. What kinds of alternative assessments would work well in your classroom? Discuss how you can incorporate these assessments into your lessons.
4. What plans have you made to manage your students' grades in an organized way? What does your school district expect of you? What tips can other professionals in your building share with you to help lighten your workload?
5. How have you prepared your students for any standardized tests they will take this term? What test-taking skills are important for them to know? How have you taught those skills? Where can you find more information on how to prepare students for standardized tests?

SECTION FOURTEEN: LEVEL THE PLAYING FIELD: COVER BASIC SKILLS

Essential Question to Introduce This Topic

How can I make sure that my students have acquired the appropriate basic skills that they need to be successful in my class?

Questions for Discussion

1. Which of the strategies in this section are you already using in your class to help your students acquire twenty-first-century basic skills? Which can you implement right away? Which will you need help from others to implement?
2. Which of the basic skills do your students need the most immediate help with? What can you do to provide this help for them? Who can assist you in finding solutions?
3. How will you know when your efforts to improve your students' media literacy skills have been successful? What steps will you take to capitalize on this success?
4. What can you do to improve the oral presentation or listening skills of your students? What issues pertaining to your students' skills in this area are sensitive ones? What will you need to do to manage these issues successfully?
5. How can you raise your students' awareness of the importance of improving their vocabulary and reading skills? What can you do to make your classroom a print-rich environment? What suggestions do your colleagues have concerning how to motivate students to learn to read better?

V. MAINTAIN AN ORDERLY ENVIRONMENT

SECTION FIFTEEN: PREVENT DISCIPLINE PROBLEMS

Essential Question to Introduce This Topic

How can I prevent discipline problems from disrupting the positive learning environment that I want to establish?

Questions for Discussion

1. What anxieties do you feel about how well disciplined your students are? To whom can you turn for help? What plans can you make to minimize behavior problems in your classroom?
2. How can you tell whether a student is self-disciplined? What can you do to promote this trait in your students?
3. Use Teacher Worksheet 15.1 to help you assess how effective you are at preventing discipline problems. What are your strengths? What are your weaknesses? How can you improve?
4. Being a consistent teacher is not always easy. What makes it difficult for you to be consistent? What attitudes can you develop to help you be more consistent? How can your colleagues help you with this?
5. What effective monitoring techniques have you observed other teachers using in their classes? Which would work in yours?

SECTION SIXTEEN: MANAGE DISCIPLINE PROBLEMS

Essential Question to Introduce This Topic

How can I successfully manage discipline problems once they occur?

Questions for Discussion

1. What are your skills in regard to handling students who have misbehaved? What can you improve about how you deal with misbehaving students? How can you capitalize on your strengths? How can you improve a weakness in handling misbehavior?
2. Why do students misbehave in your class? Can you notice a pattern or a time when misbehavior is most likely to occur? What can you do to prevent problems from happening? What can your colleagues suggest to help you prevent discipline problems?
3. What plans do you have in place for handling serious student misbehavior, such as fighting? What is your school's policy about teacher intervention in a student fight? What can you do to keep your students and yourself safe when serious misbehavior erupts?
4. What do your supervisors expect from you in terms of discipline? How strict do they expect you to be? How can you find out what is expected of you? How will you know if you are too strict or too permissive?
5. What attitudes can you adopt to increase your confidence in your ability to cope with discipline issues? How can you improve your ability to manage the discipline concerns in your classroom?

SECTION SEVENTEEN: LEARN TO SOLVE CLASSROOM PROBLEMS

Essential Question to Introduce This Topic

How can I successfully manage the common problems that can happen in any classroom?

Questions for Discussion

1. What attitudes can you develop that will make managing problems a challenging opportunity for growth instead of a hassle?
2. How well do your students handle disruptions to the entire class, such as assemblies and fire drills? How can you manage these better?
3. What are some mistakes about discipline that you are determined to avoid? How can you make sure that you will be able to avoid them?
4. What is the best way to handle various problems with dishonesty in your classroom? What do your students tend to be dishonest about?
5. When are your students most likely to be defiant or disrespectful? How can you prevent this? What suggestions do your colleagues have about how to deal with this problem?