Organizational Skills
A Resource Guide For Mentors

This packet contains information and tools to help mentors explain the necessity of and the various components involved in classroom organization. Organization is the key to classroom survival. As a mentor to a novice teacher, you may need to offer suggestions for the organization of **time**, **space** and **resources.** Although the importance of classroom organization is clear to the veteran teacher, the novice teacher may need to understand the benefits of organization in creating an optimal teaching and learning environment.

Management of Time

The novice teacher needs to be aware that a part of the performance evaluation using the *Teacher Performance Appraisal System, Beginning Teacher* instrument focuses on the management of instructional time. Materials, supplies and equipment need to be readily available at the start of each lesson or activity. Having materials accessible allows the teacher to get class started quickly, to get students on task and to keep them on task for the duration of the lesson.

Time is of the essence. The one thing we all want more of is time. If the mentor can help the novice teacher become more organized, there will be more time for planning, teaching and learning.

When conferencing with the novice teacher, you may want to pose some of the following questions and allow the novice teacher to reflect on their classroom practice.

Time Organization
Questions for Reflection

1. Do you have sufficient materials, supplies and necessary equipment ready and easily assessable prior to the start of the lesson? If not, how can you make arrangements for this to happen?

2. When using printed materials, do you have the appropriate number and have the materials been collated for easy distribution to students?

3. Are you in the classroom when the class period is scheduled to begin? If not, why? How can you assure that this will happen in the future?

4. Do you spend a minimal amount of time getting the attention of the class in order to get the class started? What type of signals do you use to get the attention of the students? Which signals are the most effective and why do you think this is so?

5. Are the majority of the students involved in the lesson as indicated by their listening, responding, writing and/or participating in group work? How can you get students to become more responsible for their own learning?

6. When organizing for classroom instruction, are there tasks that you could delegate to students creating further student independence and ownership in the learning process? Consider homework collection and distribution of materials as a place to start.

7. Are you aware of organizational methods to group students for more on task and productive behavior?

8. Is your planning time spent in the most productive manner? How can you get more accomplished in a condensed period of time?

9. Are your lesson plans designed to facilitate smooth classroom operations and effective delivery of instructional information for greater student understanding?

Management of Space

As the mentor of a novice teacher, you may want to consider the factors affecting how <u>you</u> arrange your classroom for instructional delivery, optimal student working conditions and student movement and then discuss those factors with your novice teacher. Points to consider include:

- An efficient organizational pattern facilitates learning and increases student time on task.

- Some people are naturally organized while others struggle to find the right way to arrange students, materials, supplies and equipment.

- Organization is essential to classroom survival. Efficient and well-planned use of space can help maximize student time on task while preventing student misbehavior and unnecessary movement.

- A well-planned space can also help a teacher minimize time lost traveling to and from desks and stored materials.

You may want to refer to the following two handouts or you may want to copy these handouts to give to your novice teacher.

Management of Space

Questions for Reflection

Mentor Notes: When conferencing with the novice teacher, you may want to pose some of the following questions and allow the novice teacher to reflect on his/her own classroom practices.

1. How have you organized your classroom for instruction? Are there accommodations for large group and small group instruction, as well as for independent work? How did you decide the seating arrangement for students? Do you ever change the seating arrangement for students? When and for what reasons would you change student seating?

2. Where is your professional work area and how do you use this area? What materials are kept there and how are they used? Where is your teacher desk and how do you use it?

3. Do you have a specified student work area? How do students use areas of the classroom other than their own desk and storage space?

4. How do you manage student display areas? What choices do you make in displaying student work? What and how do you display student work? Have you considered the display area to be an extension of learning? Have you learned any "tricks" for ease and attractiveness?

5. How have you organized supplies, materials and instructional resources? Do students have access to these materials? Do you have adequate storage? How do you maximize storage area in the classroom?

6. Have you considered the importance of student safety? What accommodations have you made to insure a safe learning environment?

7. How would you describe the atmosphere in your classroom? What type of classroom environment do you strive to create? What factors do you consider to be important to creating a positive learning environment?

8. How important is flexibility in your classroom organization? How do you use flexibility to your advantage?

9. What types of resources do you use to supplement or enrich the classroom curriculum? Do you assume the responsibility for the collection of resources or is there a shared responsibility with student and parents?

Management of Materials and Resources

Mentor Notes: As the mentor to the novice teacher, you will serve as his/her "first line of defense." Dealing with the day-to-day paperwork as well as learning how to maneuver through your school system and your school are immediate ways you can be of benefit immediately. Some suggestions include:

- Help the novice teacher understand the forms and documents available for use and required to be used by your school system. Things like lunch forms, daily attendance forms, field trip forms, collection forms for money, leave forms, etc. can be daunting to a new teacher. Spend some time with your novice teacher going over those forms, how you use those forms and how you manage them for greatest efficiency.

- Resources such as Parent Contact Logs, Discipline Logs, and Lesson Plans (especially if the school has their own form) will need to be explained to the novice teacher. Since novice teachers often need more detailed plans than career teachers (as they have no prior experiences to build upon), it would be helpful to think about how you planned as a new teacher as you offer advice.

- Help the novice teacher plan for the unexpected. Keep emergency kits handy for unexpected happenings; anything from supplies, to handling a medical emergency, to keeping a protein snack available for a quick energy boost could prove useful.

- Help your novice teacher prepare a *Substitute Teacher Folder* as a resource for that day when he/she is sick with lesson plans at home and no way to get them to school in time for the instructional day.

  - Include sample forms and names of persons to contact if substitutes have questions.
  - Make sure to remind them to update the contents of the folder periodically and to include a generic format that will be easy for the substitute to follow.
  - Showing an example of your own folder would be very helpful.

The following pages include a variety of exercises that would be valuable for you to use with your novice teacher before school begins.

Here's a list of questions to go over with your novice teacher before school begins.

- Where and how do I get supplies (chalk, paper, erasers, markers, construction paper, white out, etc.)?
- How do I get extra textbooks? Who's in charge of textbooks at my school?
- Is there a resource room that has trade books and other resource books on different topics?
- Does this school use workbooks? Can the students write in them?
- What do I do if I want to use a VCR? Overhead? Epsom projector? Any other audio-visual equipment?
- What kinds of computer labs are available? How do I sign up for them?
- Is there closed circuit TV at this school? How do I take advantage of it? Is there a morning or afternoon news program?
- How do I sign my class up for the library?
- How do I make arrangements for field trips? Who do I go to first?
- How do I order films? Videos?
- Is there a certain procedure for taking students to assemblies? How often do we have assemblies? Is there a seating plan?
- Should I keep my room locked?
- What time do the janitors arrive? Leave?
- What machines are available for me? (copier, laminator, etc.) Where are they? (Do they work?)
- Will I get any money to buy supplies? How much? If I decide to buy materials on my own, where should I go? Can I keep the receipts and be reimbursed?
- What forms do I need for attendance? What kind of records do I need to keep?
- What do I do with any money I collect? Is there a safe?
- Does the school or school system have grading guidelines? Is there a computer program available for keeping up with grades? What documents should I keep?
- Does the school send out midterms? Is there a form? A procedure?
- To whom do I report serious problems with a student's health?
- To whom do I report serious problems with a student's behavior?
- Are there certain records that I need to maintain for students' permanent files?
- Who has the students' files?
- How will I know if I have students with disabilities in my classroom? Who will help me with them?
- Does this school system use inclusion for their special needs students?
- Does the school have a policy about contacting parents? Keeping a phone log?
- Who should I include in parent conferences? Should I set them up or should I go through the guidance counselor? Can I hold them during my planning period?
- How do I handle a fight between students?
- How do I report a disciplinary problem? Where are referral forms?
- Should I be keeping a discipline log? Does the school have a form or should I make my own?
- What do I do if I need a substitute? Who do I call?
- How do I create a substitute file?
- How do I apply for personal, professional, vacation, or sick leave? Who do I go to at school for this?
- What is my salary? What deductions are taken out of it?
- Do I get credit for my master's degree if it's not in education?
- Are there any "unwritten" rules at my school that I should know about?
- What is my personnel file, and what will be in it?
- Where do I go if I'm having trouble with a student? Can I contact the office from my classroom?
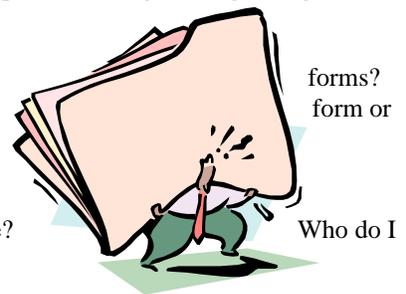
Helping My ILT Develop Procedures

1. **What activities/procedures can I suggest my ILT use with his/her students until the bell rings and it's time for class to begin?**

2. **What might I suggest my ILT use as a signal to get students' attention?**

3. **What policies can I suggest my ILT develop for excusing students to go to the restroom during instructional time?**

4. **What procedures might I share for helping my ILT assist students to get ready for leaving the class/school?**

5. **What procedures should I suggest for collecting and recording homework?**

6. **What are some activities I can share for helping my ILT build a sense of community on the first day of school?**

7. **What suggestions could I make concerning students who consistently don't complete their work?**

8. **What policies should I suggest for allowing students out of their seat during work time?**

9. **What procedures should I share about making sure that students who are absent are able to catch up their work?**

10. **What are some ideas I can offer for organizing notes, discipline referrals, meeting agendas, etc.?**

11. **What procedures can I suggest to insure that my ILT is calling on all students.**

12. **What policy ideas could I offer for allowing disruptions when working with individual students?**

Classroom Procedures

1. **What activities/procedures can I use until the bell rings and it's time for class to begin?**

2. **What can I use as a signal to get my students' attention?**

3. **What should my policy be about excusing students to go to the restroom during instructional time?**

4. **What procedures should I use for helping my students to get ready for leaving the class?**

5. **What procedures should I use for collecting and recording homework?**

6. **What are some activities that I can use to help build a sense of community on the first day of school?**

7. **What should I do about students who consistently do not complete their work?**

8. **What should my policies be for allowing students out of their seat during work time?**

9. **What procedures should I use to make sure that students who are absent are able to catch up their work?**

10. **What are some ideas for organizing notes, discipline referrals, etc.**

11. **What procedures can I use to ensure that I am calling on all students when asking questions or making assignments?**

12. **What policy should I use for allowing disruptions when working with individual students?**

Setting Up the Classroom Scavenger Hunt

Question and Answer Sheet

1. Why should you clear the top of your personal desk each day?

   _____

   _____

2. Why might you consider using two copies of each of your teacher manuals?

   _____

   _____

3. When organizing unit notebooks, what should you include? Why?

   _____

   _____

4. Where should students with low attention spans be seated? Why?

   _____

   _____

5. What are some ideas for setting up a classroom library?

   _____

   _____

   _____

6. Why is placement of the classroom computer important?

   _____

7. Why might you consider different schemes for bulletin boards for use throughout the year?

_____

_____

8. Describe how you might divide your chalkboard/dry erase board to use as part of your daily plans?

_____

_____

9. What materials do you need for making a magnetic container for your boards?

_____

10. Where can you find an inexpensive dry erase board?

_____

11. What are some considerations when arranging your own personal desk?

_____

_____

12. What are two ways in which you can use out of the way space?

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_____

13. How could the use of a student numbering system help you?

_____

_____

14. With your partner, discuss two additional ideas for setting up the classroom that you could share with your ILT.

_____

Setting Up the Classroom

Before deciding on your room arrangement, measure the area of your room and compare it to the space you'll need for all of your classroom furniture and belongings. (Don't forget to consider the space needed for computer stations, filing cabinets, overhead projectors, etc.) Then, based on the amount of space needed, plan where each item will be placed. Before attempting to move a large item, use a tape measure to determine whether large items will fit into certain spaces.

When considering the arrangement of furniture, think about classroom traffic and visibility. Be sure to provide:

- Easy access to and from desk areas and resource centers.
- Enough space for students to move between and around all furniture, especially in high traffic areas such as the pencil sharpener, doorways, supply cabinets, and your work area.
- Clear visual pathways from all areas of the classroom. Don't use filing cabinets or displays that impede your ability to monitor students.
- Easy viewing of the TV monitor, maps, charts, overhead projector screen.

Setting Up the Classroom (cont.)

Teacher Space

Furniture Arrangement

Be sure to select a corner of your classroom away from the doors to insure that items can't be removed from your desk by anyone passing by. Arrange your desk so that you can see all of your students from where you sit. Place a filing cabinet near your desk. Use a low bookshelf behind your desk to store curriculum guides, student portfolios, and other needed resources. Arrange your furniture so there is enough space to move about. Place an extra chair in your area to use for student/parent conferences. If you choose to have everything on and in your desk treated as personal property, make this clear during the time that you teach procedures and rules to students.

Environment

Design your work area to include organizational tools (such as in and out bins for student work), personal mementos, and plants. Fill one of your walls with a large monthly calendar for long range planning. Purchase a corkboard and mount on the wall so that you can include items such as memos, seating charts, pamphlets, etc. In addition, you may want to consider mounting personal photographs and any professional certificates and awards.

Desk Storage

Keep the inside of your desk well-stocked and organized with supplies. As you store items in your desk, consider where you will place materials that need to be the most accessible. The middle desk drawer typically contains various pens, pencils, rulers, rubber stamps, notepads, and stick-on notes of various sizes and colors. Use shallow desk drawers to hold daily forms-hall passes, small rewards, lunch-count forms, reminder notes for absentees, and blank paper. Create hanging file folders in a bottom drawer. Use the folders for referral forms and other items that you will use on a continuous basis. Clean the top of your desk at the end of each day. File important papers, lists, and documents away. Adopt a personal rule of completing tasks on the same day they are received. In this way, papers and responsibilities won't pile up, causing unnecessary disorganization and stress.

Teacher's Manuals

Determining where you place your supply of teacher's manuals will depend on how much you rely on the manuals. If you rely on them often, then they should be placed wherever you use them the most. You might also consider getting two copies of each manual. Use one set at school and keep the other at home to avoid having to transport heavy book sacks back and forth. Place tabs in the manuals so that you can quickly find various sections or chapters. Label each tab accordingly. Inexpensive packets of tabs can be purchased at a discount store.

Instructional Library

Use large notebooks to organize each unit that you teach.   File your unit list of materials, unit objectives, lesson plans, pacing guides, assessments, masters, stencils, computer disks, etc. Include a notes page to record comments after teaching each unit. Use tabs to separate each part. This idea makes it very easy to find everything that you need in subsequent semesters or years that you'll teach the unit again. Place the notebooks on your bookshelf in your personal workspace.


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    Setting Up the Classroom (cont.)
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Student Space

Library

You will want to make sure that your classroom library is easily accessible for students. Alphabetize your books so that students practice library skills when searching for books as well as when replacing them. Place a piece of poster board or construction paper on the side of your shelf on the wall beside your shelf so that students can record the title of the book they are borrowing, their names, and date that the book was checked out. Allow students to keep books for a pre-established amount of time. Appoint a responsible student to serve as librarian. His or her duties should include periodically straightening and rearranging books, monitoring checkouts, and creating notices for pass due books.

Considering Learning Styles

- Place students who have low attention spans away from classroom doors, windows, class pets, or high-traffic areas. Make sure that these same students are in close proximity when instructing.
- Situate learning centers away from areas such as the class library or quiet work areas.
- Provide an open space where students can meet with you as an entire group. This same space can be used for spreading out when reading, completing projects, or working in collaborative groups.

Technology

You probably won't be able to choose where computers and other devices will be placed since they will have to be where the outlets are. Make sure that students won't trip over cords. Give consideration to the angle at which you place the computers. Make sure that you can see what students are doing at the computer at all times (due to inappropriate sites on the Internet you don't want students to visit). In addition, make sure that the computers are located far enough away from individual desks so that others won't be disturbed. Use a system for computer use that will allow all students a chance to have access to the computer.

Bulletin Boards

Rather than spend an excess amount of time and money in decorating bulletin boards, use them as student information/work display areas. As you begin thinking about your bulletin boards, consider the color schemes you might want to use throughout the year (ex. yellow for fall months, red for winter months, green for spring months, blue for summer months). Cut background paper of each color that will fit your board. Staple all background pieces on the board in the order that they will be used throughout the year. Add seasonal borders and titles. Display student work by mounting the work on colored construction paper that fits into the color scheme of the board. In addition, calendars, notices, project outlines, etc. can be displayed on boards. When you are ready to change your boards, pull off the borders and old background and you are instantly ready for a new bulletin board!

Older students can help with bulletin boards as well. An additional idea is to divide your boards, assigning one section per student. Each student could decorate his/her own section and be responsible for changing the work on a periodic basis.
Visit the internet site: http://www.angelfire.com/ks/teachme/bulletinboards.html for great ideas in creating bulletin boards, borders, and backgrounds.

Chalkboards/Dry Erase Boards

Divide your chalkboard/dry erase board according to your daily plans. Designate one area to post the date and schedule for the day. Use the rest of your divisions according to the subjects you teach. In each division, write the objective of the lesson that will be taught, any warm-up or review exercises, instructions for following the lesson or problems for completing practice work, and homework. Divide each section with colored chalk. When students understand the objectives that will be taught and expectations for learning the objectives, they perform much better.

In order to keep up with chalk, dry erase markers, and erasers, you might want to make magnetic containers that will stick to your chalk or dry erase board. Use plastic cups with magnetic strips attached. They are also great for storing additional materials such as scissors, pencils, notepads, etc.

If you don't have a dry erase board and would like one for your classroom, go to a home supply store and purchase a piece of bathroom tile board (approximately $12.00-this is much cheaper than purchasing a dry erase board).

Ask custodians or maintenance workers to help you install the piece of tile board in your classroom by simply inserting two heavy-duty screws through the top of the board and drilling them into the wall.

Using Out of the Way Space

- Use cabinet doors to display posters, editing checklists, or to hang pocket holders (purchasing a hanging shoe holder works just as well) to hold items such as scissors, calculators, games, etc.

- Use windows to highlight student work. Make transparencies of student work and ask the students to decorate the transparencies with overhead markers. Display the work for a "stained glass window" effect.

- Use the sides of your metal filing cabinet and refrigerator magnets to display student work, memos, pictures and more.

- Attach wire across the back of the room, from one side to the other. Use clothespins to display student work. Make sure that the wire will not interfere with classroom traffic.

- Use the back of your classroom door to hang a piece of poster board with individual student pockets attached. Place lunch cards, attendance markers, or behavior management cards in the pockets. As students enter or leave, they can retrieve their cards/markers without you having to pass them out.

- Create paper or fabric skirting for computer, display, or materials tables. Store boxes and materials under the table where they'll be out of sight.

Student Numbering System

Use the student numbering system to assign student spaces and to organize and track student belongings and materials. At the beginning of the year, each student is assigned a number. Display a large chart with student names/numbers. Write the student's personal number beside their name in your grade book. Use the following ideas for managing the student numbering system:

- Tell students to write their personal numbers on the top left of all work. Circulate to check for personal numbers written on every assignment. You will need to do this until students have developed this practice as habit. The work can be collected and distributed easily by placing the work in folders or cubbies with the corresponding number. When passing out graded work or tests, student helpers can simply place the sheets in the corresponding cubbies.
- Use the same numbers on report cards, homework, individual student folders, and portfolios to easily distribute and collect these student items.
- Numerically label all student cubbies, individual mailboxes and take home folders to simplify distribution and collection of materials. When students return work or folders, have them place their materials in their personal cubbies. A quick look indicates materials that are absent.
- Numerically label all textbooks. Assign the textbooks with the same number to the student that "owns" the number. Whenever a textbook is lost, or a name has been erased, the number will reveal the student to which it belongs. Each year, assign the same textbooks to the new student that "owns" the number.
- Label calculators with student numbers.
- Use a peg-board with hooks and the personal numbering system to store and assign scissors. Write the numbers above hooks and on corresponding scissors.
- Label glue bottles, packs of crayons, markers, and art supplies. Ask the students to store these materials in their cubbies or desks. Whenever a misplaced item has been found, use the student numbering system to help return the item to its owner.
- Give each student a blank diskette at the beginning of the year. Label each disk with the personal number. Store each disk in a pocket chart beside the computer for easy access.

Used with permission from Patsy McCann, C.H. Bynum Elementary, Lenoir County Schools

Factors to Consider
In Room Arrangement

- Teacher's ability to see *all* students from various vantage points – the desk, audio-visual equipment, small group instruction, the chalk board, etc.

- Students' ability to see the teacher, instructional materials, and visual aids

- Ease of classroom movement

- Close proximity to the students and media

More Factors To Consider In Room Arrangements

- Seating arrangement should facilitate teaching methods

- Triad seating organization leads to higher on-task behavior, less excessive talking and less down time

- Circle or square small group seating for brainstorming activities is much more effective than rows

"A strong, successful man is not the victim of his environment. He creates favorable conditions. His own inherent force and energy compel things to turn out as he desires."

Orison Swett Marden

Creating an Effective Filing system

When creating an effective filing system, you should create three separate subsystems**: Student Information**, **Administrative Matters,** and **Curriculum Planning.** Your system should be organized so that you could find any file in less than two minutes. Use the following tips to help you organize your system:

- Start new files with broad subjects such as Math or Language Arts. Divide into subcategories such as Numeration, Geometry, Statistics, Measurement, etc.

- To help you find files quickly, use the same color of labels for your broad subjects and categories. Capitalize the titles of your broad subjects and use lower case for your subcategories.

- Group materials used for the same lesson in a single file.

- Label the outside of each drawer of your filing cabinet with the names of enclosed broad subjects and subcategories.

- File information in relation to how often you use it. The more often you use the files, the closer it should be to you.

- If you allow student helpers, assistants, or volunteer to file for you, explain your system before they begin.

- Don't put anything useless into your files. Make sure that you always put your files back into the correct place after making additions to the file. If you create a new file, make sure you mark it on your master list on the front of the drawer. Eliminate unnecessary files or papers at the end of each year.

Student Information:

- Maintain a separate file for each student that you teach. Place contracts, parent correspondence, discipline logs, and your copies of any confidential papers concerning the child.

<u>Administrative Matters</u>:

- Create a separate file for each of the following administrative matters: faculty meeting agendas, PTO Programs, weekly school bulletins, staff handbook, observations and formative assessments, summative assessments, a log and copies of agendas for workshops and professional development you have attended, notes from grade level/departmental meetings, SACS Committee minutes, etc.

<u>Curriculum Planning:</u>

- Set up files to hold your curriculum materials. Provide a separate section for each content area.
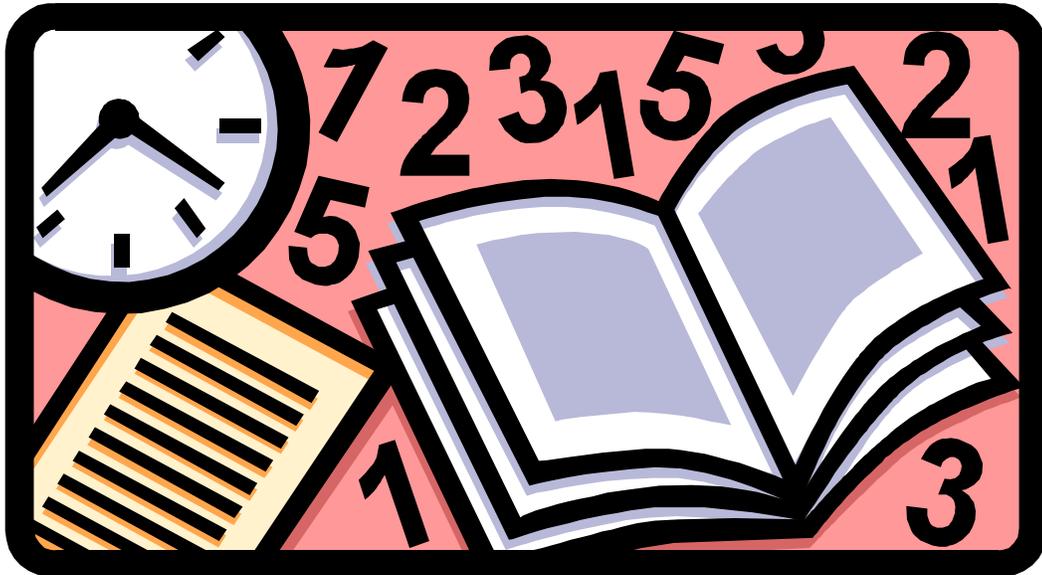
Managing the Paper Load

- Decrease the number of grades that you give. Some teachers believe that everything students do should be graded. Instead, you can learn just as much, and often more, by simply monitoring while students are working. Your proximity will encourage students to ask questions and seek help when they're having problems. A practical rule is to take only two grades per week per content area for each student. This step will help you to drastically reduce the number of papers you grade.
- Limit the number of problems assigned. Have students do 3 or 4 problems, rather than an entire page. You will be able to determine how much they've learned from a few problems just as well as you can from many problems. In the meantime, you've greatly reduced your students' stress as well as your own.
- Give pretests. Very often it is not necessary to teach all objectives in a unit. The objectives that students need to learn can be determined from using a pretest. In addition, the pretest will serve as a means of letting students know what they are going to learn. They will perform much better when they know beforehand "where they're headed" and what they need to learn.
- Streamline Tests and Assignments. Make a place for answers on the right hand side of papers. Have student work through problem, then write answers in the "answers only" section. This allows you to quickly check correct responses.
- Use oral checks to determine what students understand and what they need help in. Use a student checklist to record students' understanding, placing a minus sign or delta by students who responded incorrectly.
- Allow students to correct their own work. Ask students to keep a colored pencil or crayon in their desk to use for checking. Have them check their responses by listening to answers given aloud or with an answer key displayed on a board or overhead projector. Ask students to circle incorrect problems and later rework once they're finished checking everything. Ask them to compare their answers with a partner's answers. If the pairs of partners have 2 different answers, ask

them to rework the problem together. Assist those partners that need help.

- Develop rubrics that students can use to evaluate each other's class work or projects. It is best that evaluators work in teams, to insure that everyone is in agreement concerning analysis of the work. Once students have received the completed rubrics, give them the opportunity to appeal their grade to you if they are in disagreement with the team of evaluators. In asking students to evaluate each other, you are helping them to create critical thinking skills and improvement in their own performance skills.

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- _____
  _____

- _____
  _____

Mentor Notes: Beginning teachers often do not understand the importance of having well made plans for a substitute to follow in the event of their absence. The following handouts may be shared with your ILT to assist them in putting together a folder specifically for substitutes that may be kept on their desk at all times.

SUBSTITUTE FOLDER
For

_____   _____   _____
instructor   **room no.**   **grade/area**

Dear Substitute,
The information in this folder
should be of assistance to you.
Please write a note to me on the
enclosed notepaper. I look forward
to your comments on how the day
progressed.

Sincerely,

SUBSTITUTE FOLDER CHECKLIST

This folder contains:
- ❑ Procedures
- ❑ Lesson Plans
- ❑ School map
- ❑ Note paper
- ❑ Staff List
- ❑ _____

PROCEDURES

Attendance	
Beginning	
Free Time	
Hall Traveling	
Behavior Problems/Discipline	
Fire Drill/Severe Weather	
Ending Class	
Miscellaneous	

EMERGENCY
LESSON PLANS

	DESCRIPTION	SOURCE	LOCATION
CLASS			
CLASS			
CLASS			
CLASS			
CLASS			
CLASS			

STAFF LIST

How to contact:

Principal _____   _____

Secretary _____   _____

Counselor_____   _____

Nurse _____   _____

Custodian _____   _____

Librarian _____   _____

Specialists (Asst. Principal, Music, Spanish, etc.)

Title

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

Teacher to Contact for Help:

_____   _____   _____
teacher   **subject area**   **room no./location**

Notes:

_____

_____

_____

_____

_____

Mentor Notes: Present the idea and value of having various "emergency kits" in the classroom to your ILT.

- Emergency kits help prepare the ILT for any classroom crisis.
- Remind ILTs that emergency kits need to be kept in a place of easy access for students. Having emergency items easily accessible can be a big time saver for the teacher.
- Discuss a "personal emergency kit" and brainstorm items to be included. Some examples might include:
  - Toothbrushes
  - Toothpaste
  - Extra underwear
  - Feminine hygiene products
  - A jar of peanut butter
  - Crackers
  - Bagels or rice cakes for a quick snack for students leaving home without breakfast.

A "medical emergency kit" for unexpected accidents could be a big time saver. The following are some of the items that could be included in an "emergency medical kit."
- Paper towels
- Tissues
- Wet wipes
- Band-aids
- Rubber gloves
- Anti-bacterial liquid soap
- Suggest that ILTs send a list of needed items to parents asking for donations for the classroom kit.
- Suggest that parents pick up an extra item when doing family grocery shopping.

Mentor Notes: A well-managed classroom is clean and orderly and runs efficiently in an atmosphere of self-respect. Students feel secure and experience success. Share the following ideas with your ILT.

Safety is a must in a working environment. Rules should be posted and the environment should be clutter free.

Atmosphere is important. The classroom should have a good overall feeling and should also be attractive, bright and clean.

Flexibility of classroom space and the use of different teaching styles must be used to accommodate a variety of student learning styles. Movement should be easy in the classroom. Learning areas can be rearranged occasionally to provide variety and a feeling of freshness for students and for the teacher.

Storage of materials ensures a safe environment and helps to create a pleasant environment. Attention should be paid the storage of materials not only for safety reasons but also for ease of access for teacher and student use.

Resources should be available and easily accessible to enhance teaching and learning. Resources include computer and audiovisual equipment; teacher made materials and media resources.

Factors to Consider When Organizing
the Learning Environment

- Safety

- Atmosphere

- Flexibility

- Storage

- Resources

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Organizational Skills

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Great Organization/Management Website Addresses

http://www.disciplinehelp.com/behindex (deals with every discipline problem imaginable)

http://www.angelfire.com/ks/teachme/firstday.html (a variety of techniques to organize and manage the classroom)

http://www.atozteacherstuff.com/tips/organization.shtml (ditto)

http://www.puzzlemaker.com (develop great word search puzzles)

http://funbrain.com (develop your own tests for your students to take online. This site has a grade book and will e-mail you test results.)

http://www.solution.ibm.com (great lesson plans and activities)

http://www.learnnc.org (lesson plans, EOC/ EOG Test Item Banks)

http://www.ncwiseowl.com (online encyclopedia and online credited courses)

http://edweb.sdsu.edu/webquest/webquest.html (kids love to do research with webquests)

Organizational Skills
Additional Resources

- First Day Checklist

- Student Information Sheet

- Homework Assignment Sheet

- Record Sheet

First Day checklist

☐ **My room is ready.** Desks are arranged, bulletin boards are ready, and student books and supplies are on the top of each desk..

☐ **I have nametags or name tents for each student.**

☐ **I have a sign-in sheet for parents who come with their children the first day.**

☐ **I have a list of students and how they will get home in the afternoon.**

☐ **I have activities, games, puzzles, books and magazines out and ready for students to use as they arrive.**

☐ **I have a work folder with student's name on each desk for the students to decorate.**

☐ **I have stickers, Skittles, Fruit Loops or some other type of reward to give out several times each day for the first week.** These rewards are a good way to reinforce good behavior and to establish classroom routines.

☐ **I have a packet of materials to send home about myself, my rules, and expectations, and my classroom routine and schedule.**

☐ **I have everything labeled with my student number system.**

☐ **My desk has the following items:**

✓ Notepaper, pens, and pencils
✓ Hall passes
✓ Referral forms
✓ Parent communication forms
✓ A jar of colored markers
✓ A reward jar
✓ In and out of bins for student work

☐ **I have a copy of my class list on a clipboard near to door to take outside during fire drills.**

☐ **I have a paper where parents can sign up to volunteer.**

Student Information

Student: _____

Grade: _____ D.O.B: _____

Address:_____

Phone Number: _____

Parents' Names: _____ _____

Emergency Contact: _____

Phone Number: _____

Work Number: _____

Comments About Student		Communication with Parents		
Date		Date:	Comments	Follow-up

Homework Assignment Sheet

Name: _____ Week of: _____

Day of the Week	Assignments	Parent's Initials
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Comments:

_____
_____
_____

Record Sheet

Subject/Period: _____

Student Name														