



Aspiring Educator Field Guide

OEA

OHIO EDUCATION ASSOCIATION

EDUCATION POLICY RESEARCH &
MEMBER ADVOCACY DEPARTMENT

Your Advocate. Your Partner. *Your OEA.*

**We're working together
to provide a quality public
education to every student,
regardless of zip code.**

Every student has a basic right to a great public education. That's why your Association is about more than salary and benefits. It's about creating schools and supporting the educators who are growing tomorrow's inventors, thinkers, artists, and leaders.



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Ohio Student Education Association (OSEA) for Aspiring Educators

The Ohio Student Education Association for Aspiring Educators is the professional organization for pre-service educators who:

- Are committed to excellence in education for every student;
- Believe that teachers can truly make a difference in a child's life;
- Want to grow as professionals to be prepared for today's classrooms.

The voice of college students preparing to be educators is more vital today than ever before. From college curricula to student loans and interest rates to what you teach in your classrooms, decisions impacting your career preparation occur every day.

Ohio's New Educators (ONE)

Ohio's New Educators (ONE) is a unique community within the Ohio Education Association supporting early career educators in their first 10 years of their career. This statewide network engages and empowers educators to become successful, active, and visible in their profession and community through collective action.



OSEA Aspiring Educators



Core Values

TEACHER QUALITY

Encompasses pre-professional development and job preparation. Our members' involvement in the Ohio Student Education Association as Aspiring Educators increases their ability to become quality teachers.

SOCIAL JUSTICE

Includes a vision of a society in which the distribution of resources is equitable and all members are physically and psychologically safe and secure.

COMMUNITY OUTREACH

Provides Aspiring Educators opportunities to work alongside peers and working professionals to make positive differences in communities across the country.

POLITICAL ACTION

Includes both the realization that political and legislative issues impact the education world and the initiative to get involved.

Preparing for Field Placement/Student Teaching

Think About Your Why

You decided to become an Aspiring Educator and begin your journey in the teaching profession because something or someone inspired you. WHY do you want to be a teacher? This is something you will reflect on good days and challenging days. Remembering WHY you chose this profession will keep you going!

Know and Follow the Code of Professional Conduct for Ohio Educators

The Code of Professional Conduct for Ohio Educators provides the framework for professional conduct for all Ohio educators, including coaches, aides, teachers (including substitutes), principals, superintendents, and other licensed individuals serving schools (e.g., school nurses, counselors, and treasurers).

**READ
MORE**

Code of Professional Conduct for Ohio Educators
<http://www.tinyurl.com/educator-conduct>

Field Placement Tips

- **Look, listen, and learn** – take stock of the learning and teaching environment.
- **Dress to impress** – make sure your attire is appropriate to the setting. Does the school or district have a dress code policy? Does your university have expectations for student teachers as a reflection of the institution of higher education that has placed them?
- **Take initiative** – how can you be helpful to others or support the school community?
- **Actively engage** – opportunities will be all around you!
- **Ask questions** – you aren't expected to know everything. Know where to go or who to go to for answers.
- **Beg and borrow** – seek out resources and materials that can support student learning.

Preparing for Student Teaching

- **Know the rules before you start:**
 - *Staff starting/ending times*
 - *Staff dress code/guidelines*
 - *Student schedules and procedures (hallway passes, restroom sign-out/use, technology use, etc.)*
 - *Read the student handbook*
 - *Procedures for school drills and emergencies (i.e. fire, tornado, active shooter/lock down)*
- **Introduce yourself** to the Association Representative in your building.
- **Get to know your fellow educators**, school staff, and key supports in the building.
- **Seek out mentor(s)** beyond your cooperating teacher.
- **Get to know the students.**
- **Engage with parents/guardians/families.**
- **With prior permission, attend IEP meetings and conferences.**
- **Attend school functions** (plays, sporting events, etc.).
- **Have conversations with administrators.**

REFLECTION QUESTIONS

Identify people with influence (e.g., cooperating teacher, Local Union President and Worksite Representative, lead teachers, superintendent, principal, school board members, etc.) I have come to know.

Where are opportunities to become professionally engaged in the school and broader community?

What do I need from them? How can I get them involved with my university/OSEA chapter?

Things Student Teachers/New Teachers Should Know about ESPs

Education Support Professionals are a vital part of the school community: office secretaries, bus drivers, food service, custodial, and maintenance workers. Take the time to get to know them as partners in the education of every student. They can often be your biggest champions and sources of information.

1. Get to know your Education Support Professionals (ESPs).
2. Be familiar with district policies for ESPs.
3. View teachers and ESPs as a team; communicate with ESPs as partners in each student's educational experience.
4. Recognize that ESPs have experience and knowledge to share.
5. Show respect for the ESPs.

Know "Who's Who"

BUILDING

Administrators, Teaching Staff, Aides/Paraprofessionals, Nurse/Clinic Aides, Guidance Staff, Administrative Staff, Custodial Staff, Cafeteria Staff, Librarian/Media Specialist, Social Worker, School Psychologist, Union/Association Worksite Representative, and Parent Teacher Association

DISTRICT

Superintendent, Central Office Administrators, Bus Drivers, Union President, and Executive Board

SCHOOL BOARD

Members, President, and Committee Chairs

READ MORE

Best Advice for Student Teachers

<http://www.tinyurl.com/best-advice-student-teachers>

- Routines and procedures
- Handling student behavioral issues
- Building relationships with kids and their families
- Organization and time management
- Getting along with your cooperating teacher and learning from him/her



Managing Your Classroom

Procedures to establish and practice with students:

Differentiate between rules and routines or procedures. Rules can be broken, but a procedure is a routine that students follow every day. To help guide students, determine if your cooperating teacher has established these procedures in the classroom and be sure to note helpful tips for when you set up your own classroom.

What to do when students are:

- Entering the classroom
- Turning in work
- Absent/tardy
- Dismissing
- Getting materials
- Responding to questions
- Participating in class discussions
- Leaving the room (office, restroom, library, etc.)
- Finishing work early
- Coming to attention
- Asking a question
- Working cooperatively
- Moving around the school
- Organizing their work
- Participating in safety drills (fire, severe weather, etc.)
- In need of help
- Welcoming a visitor
- Working with a substitute
- Using electronic devices

Read More

Classroom Management Resources

<http://www.tinyurl.com/cm-tips-st>

<http://www.tinyurl.com/6-cm-tips>

<http://www.tinyurl.com/reach-difficult-students>

<http://www.tinyurl.com/ed-survival-guide>

<http://www.tinyurl.com/maintain-classroom-discipline>

<http://www.tinyurl.com/order-in-classroom>

REFLECTION QUESTIONS

Which procedures are well established in the classroom?

Which procedures might I need to reinforce/develop with students?

Which procedures do I want to discuss with my cooperating teacher?

Top Five Classroom Management Tips

1. Build Movement Into the Day

This keeps students engaged and increases blood flow to the brain. Check out *GoNoodle* or *Action for Healthy Kids* for resources to get kids moving.

2. Create Positive Rules

Have your students help you establish the rules for your classroom. Guide them to word these rules in a positive manner. Instead of saying, "No blurting out," try saying, "Raise your hand before speaking." Involving students in writing the rules creates a sense of ownership and commitment to adhering to them.

3. Develop Engaging Lessons

Develop lessons that are engaging and involve the students in their learning. Try including hands-on, student-led, and group activities in as many lessons as possible.

4. Be Prepared

Know what you're going to teach well before class begins. Have all materials prepped and organized to eliminate down time during the lesson.

5. Limit Transitions

Limit the number of transitions between lessons and topics in your classroom. When you do have a transition, make it active and engage the students to avoid non-instructional time.

REFLECTION QUESTION

How will I develop and support the relationships I will build with students, families, and colleagues?

Building Relationships: Students, Families, and Colleagues

Build Positive Relationships with Students

- Talk to kids about their families at lunch, recess, or after school.
- Constructively correct your students without sarcasm.
- Use wait times and cues to assist struggling learners.
- Celebrate both excellence AND improvement.
- Communicate positive expectations to ALL students.
- Apologize for mistakes.

Welcome Families as Your Biggest Supporters

- Welcome families in a warm, positive environment as visitors or volunteers.
- Make first communications positive!
- Communicate regularly through newsletters, a web page, or group communication tools.
- Communicate without jargon or acronyms.
- Know families' home languages and whether translators are necessary.
- Celebrate diversity and invite families to speak on topics related to culture and community.
- If you need to make a "negative" contact with a family, always follow up with something positive within a week. Families need to know you see the good as well as the areas for improvement.

Engage Collegial Resources as Expert Support

- Find a teaching buddy in the local Union/Association in addition to your school.
- Discover what works with your colleagues: Professional Learning Communities, grade level meetings, or hallway chats.
- Connect with colleagues and buddies outside of school.
- Custodians, receptionists, secretaries, and other support professionals are vital! Friend them!
- Be nice, use your manners, and SMILE!

READ MORE

Teaching Teachers to Reflect on Race

<http://www.tinyurl.com/reflect-on-race>

The Making of a Master Educator

<http://www.tinyurl.com/making-of-master-educator>

Planning for Success:

Lesson Planning 101

LEARNING OUTCOMES

What do students need to be able to do and know by the end of your lesson?

ESSENTIAL AND CURRICULAR STANDARDS

These should drive instructional content and methods.

CLASSROOM TIME

The amount required for each lesson segment - pace yourself to meet the time constraints.

PRE-ACTIVITIES

Activate prior knowledge to previous class ideas.

CRITICAL VOCABULARY

Are there any critical or important words/terms you need to pre-teach?

ACTIVITIES

What the teacher and students do: instructional best practices and differentiation.

MODIFICATIONS

How to change delivery instruction to meet the needs of the ELL's and Exceptional Children?

ASSESSMENT

How do you determine whether, or to what extent, students met the learning outcomes at the beginning of the plan?

INTERVENTION AND ENRICHMENT

Materials for those who perform below expectations and for those who show an interest for further investigation.

REFLECTION QUESTION

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If I had the opportunity to teach a particular lesson again to the same group of students, what would I do differently?



READ
MORE

The Master Teacher Project

<http://www.tinyurl.com/master-teacher-better-lessons>

5 Tips to Improve Your Lesson Plan

<http://www.tinyurl.com/5-tips-better-lesson-plans>

REFLECTION QUESTION

*How can I make assessments valuable
(and even fun) for both my students and me?*

Tips for Good Assessment and Data Collection

Questions to Ask Yourself

- What is really important for the students to know and be able to do?
- What evidence is necessary and sufficient to prove this learning has occurred?
- What will you do with the data you gather from this assessment?
- What is the learning goal, and is that really what you are assessing?
- What accommodations or differentiation might you need to make for various students?
- What will you do to remediate students who don't show proficiency?
- What will you do to challenge students who are beyond proficiency?
- What could you do differently in your lesson to better reach your students?

Good Assessments...

- Are directly connected to the learning goal.
- Allow students to show what they know.
- Provide good information about what students can do and what they do need.
- Don't take too much time away from learning.
- Are rigorous yet accessible.
- Correlate with student proficiency, not effort.
- Use rubrics effectively—student-friendly, goal-oriented, rigorous.
- Are varied in question type—Aren't always multiple choice. Consider exit tickets.



**READ
MORE**

Types of Assessments

<http://www.tinyurl.com/ed-assessment-guide>



Recognizing Trauma Impact on Student Learning

"Trauma can impact an individual in many ways, and an individual's response to a traumatic event can vary. Circumstances of the event such as when, how, where, how often, and the responses of others can impact an individual's response. Children may experience symptoms related to brain development, learning, and behavior — all of which impact academic success." – Ohio Department of Education

According to 2015-2016 data from the Kids Count Data Center, 27% of Ohio's children have experienced two or more adverse childhood experiences, or ACEs.

Those adverse experiences are defined as:

- Frequent socioeconomic hardship
- Parental divorce or separation
- Parental death
- Parental incarceration
- Family violence
- Neighborhood violence
- Living with someone who was mentally ill or suicidal
- Living with someone who had a substance abuse problem
- Racial bias

The national average for all children experiencing adverse childhood experiences is 22%. Ohio's percentage places the states' children in the top quartile of all states when measuring for adverse childhood experiences; only five states have higher rates of adverse incidences for their children.

According to the National Child Traumatic Stress Network, when children do not have consistent safety, comfort, and protection in their homes and communities they often develop coping mechanisms that help them to survive in stressful and traumatic environments. Should the stress and trauma continue for extended periods of time, these coping mechanisms can inhibit a child's ability to develop cognitively, socially, and physically. Ohio's professional educators are reporting that they see more children each year who exhibit stress and behaviors in their school communities. Without adequate training in trauma and its effects on children, these dedicated teachers and educational aides are seeking support and assistance for their students.

Major symptoms of trauma include:

Cognitive delays

A delay in normal brain development process

Inability to predict and make inferences

Difficulty understanding cause and effect

Inability to process relationships and emotions

Difficulty forming or maintaining relationships

Wariness of the future

The future feels unpredictable and out of control

Trauma-Informed Support for Students

We believe that all schools can benefit from a trauma informed model of education, and that all schools should have state and local funding to support this school reform effort. Safe and supportive schools are healthy learning and working environments, and educators must be empowered to create and implement dynamic trauma informed schools where all students, including those who have been affected by traumatic events can learn and thrive.

Educator objectives to support students who have/may be experiencing trauma include:

- Creating a safe space and nurturing healthy relationships for students
- Helping kids identify their emotions as a first step toward getting calm and centered
- Using exercises that help mind-body connections to help kids manage their emotions
- Helping students learn self-regulation strategies to help them calm down during a trigger experience
- Noticing changes in student behavior and working with a guidance counselor or school social worker to bring in additional support
- Championing healthy, trusting relationships by connecting each student with at least two other caring adults
- Helping students understand how their brains work so they can be aware of how they learn
- Helping students build a vocabulary for the emotions they feel themselves and observe in others

Fortunately, there are resources available in Ohio for our educators. The Ohio Mental Health and Addiction Services Trauma-Informed Care Initiative is working state-wide to deliver professional development for those who are in contact with children who have experienced trauma. The Ohio Department of Education website references the effects of trauma and offers resources that describe Trauma Informed Schools as places where students and staff feel safe, welcome, and supported, and where the impact of trauma is at the center of the mission of delivering education content and policy development for the functioning of the school.

Resources

Adversity in Childhood and Childhood Trauma

<http://www.tinyurl.com/adversity-in-childhood>

The Impact of Trauma on Students

<http://www.tinyurl.com/impact-of-trauma>

Ohio's Trauma-Informed Care Initiative

<http://www.tinyurl.com/care-initiative>

Understanding the Traumatized Child - OSU Opioid Overdose Family Support Toolkit

<http://www.tinyurl.com/overdose-toolkit>

Meeting Students' Diverse Academic and Individual Needs

Strategies to Support Student Comprehension

- Use peer pairs for reading and discussing.
- Provide adequate wait time for students to comprehend, process, and respond.
- Know your students' various levels of proficiency in reading, listening, speaking, and writing.
- Provide a picture-rich environment.
- Utilize rigorous academic text, but provide strategies for students to break it down and comprehend.
- Use the Speaking and Listening standards for your grade band.
- Use models and manipulatives as often as possible.
- Give immediate feedback.
- Have students verbalize their reasoning when solving math problems.
- Use multiple strategies to solve problems.

Strategies to Support Student Needs

MENTAL WELL-BEING

- Create “resilient zones” in the classroom with tools students can use to re-center themselves for learning, calming down, or taking a brain break.
- Connect students with wrap-around services through your school counselor.
- Keep your eyes open for signs of neglect, abuse, or trauma and report (to your cooperating teacher, principal, or counselor) anything that concerns you at all. Trust your instinct and remember it is better to be safe than sorry. In Ohio, educators are mandatory reporters.

SEXUAL ORIENTATION

- Keep a look out for students who are being bullied or harassed, or any mental health issues. Refer to appropriate personnel.
- Be sensitive to the LGBTQ+ community.

- Listen, reassure, and respect confidentiality when dealing with any student.

POVERTY

- Get to know your students. If you know your students, you can assess their available and needed resources.
- Connect with support professionals who can help provide resources for students.
- Teach students the difference between survival mode and how to function at school.
- Find three ways to connect to families in a positive way.

OHIO'S OPIOID CRISIS AND THE IMPACT ON EDUCATION

- Learn about the science of opioid addiction.
- Articulate the role of the teacher in fighting the opioid drug epidemic.

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Teachers, counselors, school administrators, and school nurses have a mandatory duty to report child abuse and may be found guilty of a misdemeanor if they knowingly fail to make an immediate report by telephone or other method to the proper authorities. Check your school district policy on child abuse reporting. If you are not absolutely sure what the policy requires of you, get your questions answered right away. *The Ohio abuse reporting law (ORC: 2151.421)*

For more information, go to: <http://www.codes.ohio.gov/orc/2151.421>

REFLECTION QUESTIONS

How can I build empathy for students with diverse needs in my classroom?

What can I do to ensure a trauma-informed classroom?



READ MORE

Social Media and Mental Health

<http://www.tinyurl.com/social-media-student-impact>

Ohio Opioid Crisis eLearning Module

<http://www.tinyurl.com/elearning-opioid-crisis>

REFLECTION QUESTION

How can I build a sense of empathy in my classroom to prevent bullying before it starts?

Is It Bullying?

What is bullying?

- Bullying consists of verbal or physical intimidation to influence another person.
- Bullying can be displayed in direct behaviors such as teasing, hitting, threatening, or isolation.

Types of bullying:

- Direct: occurs between the people involved (passing on insults, communicating threats, or physical aggression).
- Indirect: inflicts harm by damaging another's social reputation, peer relationships, or self-esteem.

Who displays behaviors of a bully?

- Boys engage in bullying behaviors and are victims of bullies more frequently than girls.
- Girls tend to bully in more indirect ways like manipulating friends, ostracizing classmates from a group, or spreading malicious rumors.

Why do students bully?

- Students who engage in bullying behaviors seem to have a need to feel powerful and in control. They often have little anxiety and possess strong self-esteem.
- Some students who have been bullied inflict the same level of harm on others to gain power.
- Victims of bullies are typically anxious, insecure, cautious, and suffer from low self-esteem. The object of bullying is most often the appearance of the victim.

Steps to take:

- Create a positive classroom environment.
- Stop name-calling when you see it.
- Utilize character-building and anti-bullying lessons when you can.
- Build your students' self-esteem.



READ MORE

NEA's Bully Free: It Starts With Me

<http://www.tinyurl.com/nea-bully-free>

Stop Bullying – U.S. Department of Health and Human Service

<http://www.stopbullying.gov>

Anti-Cyberbullying Toolkit for Educators

<http://www.tinyurl.com/anti-cyberbully-toolkit>

Cyberbullying: The 24/7 Problem You Can Help Solve

<http://www.tinyurl.com/24-7-cyberbullying>

Use Technology Wisely

DO

- **Use school computers only for school-related work.**
- **Read your district's acceptable use policy (AUP)** for Internet and email use. This policy defines where, when, and how long school employees may use school computers and network services.
- **Keep data secure.** This includes grades, IEPs, and all other private data.
- **Ask if your school placement site allows you to display photos or work samples** of students or send home videos of students. (This will probably require a permission form.)

DON'T

- **Expect your email to be private.** Remember that once you are employed by a school district, the school district—your new employer—owns and controls the email system. Even deleted emails can be retrieved and used against you.
- **Access, receive, or transmit anything that can be interpreted as obscene or pornographic.** It is good practice to notify the technology coordinator if you receive an unsolicited, inappropriate email and delete it right away.
- **Use school technology for commercial purposes** such as promoting a summer business you operate or selling items on Craigslist or eBay.

TECHNOLOGY 24/7/365

- **Use the appropriate platform at the appropriate time** (no late night emails).
- **Carry NO expectations of privacy**, especially on school/employer network services (such as Internet access or emails).
- **Electronic communications, even though intended to be private, can be:**
 - *Discoverable in litigation processes*
 - *Recovered through forensic techniques*
 - *Obtained from archived and cached pages*
 - *Exposed by spyware*

**READ
MORE**

**Ohio Department of Education
Tip Sheets for Code of Conduct**

<http://www.tinyurl.com/ODE-Conduct>

Be Responsible on Social Media

DO

- **Be aware that students sometimes target teachers** via social networking websites such as Facebook, Twitter, Instagram, and Snapchat. Report such pages to your administrator.
- **Be extremely careful about what you post** on personal blogs and online profiles outside of school. Inappropriate photos and comments could be considered detrimental to your school and could jeopardize your job. It never truly disappears or gets completely deleted.
- **Restrict access** to “friends only” on social media.
- **Monitor who posts** comments and what they say.
- **Request/ask for inappropriate pictures/posts/tags to be removed.**
- **Use common sense.** Not sure? Don't post.

DON'T

- **Post anything you would not want viewed** by your students, their families, your colleagues, and your employer.
- **Engage online with students or parents/guardians/families.**
- **Describe unprofessional or illegal behaviors.**
- **Reveal confidential student or employer information.**
- **Discuss school site/workplace issues.**
- **Comment about students.**

POOR SOCIAL MEDIA CHOICES CAN...

- **Prevent employment**
- **Lead to discipline**
 - *Personnel file documents*
 - *Suspension*
 - *Termination*
 - *Loss of certification*
 - *Civil/legal action*
- **Damage reputations**

KEEP IT PROFESSIONAL

- **DO NOT** accept parent/guardian/family member or student friend requests.
- **DO NOT** respond to student texts, tweets, emails to your personal email address, etc. Report these communications to your supervisor if they are troubling or ongoing.
- **REMEMBER** that just because you are “off the clock” or off school grounds does not mean you can post/tweet/snap/'gram anything you want.

REFLECTION QUESTIONS

What do I need to do to clean up my digital footprint?

How can I put technology to work for me as an educator?

Digital Footprint of Your Professional Profile

Walk through your social media sites to take a fresh look at how you appear to the world and potential employers including, but not limited to:

- LinkedIn
- Facebook
- Twitter
- Instagram
- Snapchat
- Blogs

As you trace your digital footprint, consider the following:

- Does your online profile mesh with your resume?
- Do you want potential employers to know:
 - *Your relationship status?*
 - *Your political views?*
 - *Your religious views?*
 - *Your sexual orientation?*

REMEMBER: Anytime someone who can hire or influence a hiring choice is present or is accessing data or posts about you, you are being interviewed!

**READ
MORE**

Cyber Speak No Evil

<http://www.tinyurl.com/cyber-speak-no-evil>

Professional Communications

First Amendment Rules

- Educators are held to higher standards because we are role models for developing impressionable students!
- Public employee speech **IS NOT** protected if:
 - *It is spoken within job duties.*
 - *It deals with private, personal matters.*
 - *It causes disruption in the workplace.*
 - *It is unlawful or untrue.*
- Public employee speech **IS** protected if it is spoken as a private citizen on matters of public concern.

Communication Tips

- **DO NOT** give your personal phone number or email to students or parents/guardians/families.
- **DO NOT** use personal email or phones for professional business.
- **DO NOT** put sensitive information in an email or on a phone message.
- **DO NOT** discuss students with staff or others who do not see those students and do not need to know about them.
- **DO NOT** post student scores in any format that allows individuals to be identified.



A Caring Profession

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*From The Heart
of Teaching
and Learning,*
Wolpow et al.

As Aspiring Educators, we encounter not only the stress of our own lives but also those of our students and their families. We can be vulnerable to what is known as “compassion fatigue.”

One way to avoid compassion fatigue is the idea of simply “holding space” for our students and those we care about.

What does it mean to hold space for someone else?

It means that we are willing to walk alongside another person in whatever journey they’re on without judging them, making them feel inadequate, trying to fix them, or trying to impact the outcome.

When we hold space for other people, we open our hearts, offer unconditional support, and let go of judgment and control. Our job is not to immerse ourselves in the lives of our students, but to hold space for them.

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Top 10 Suggestions for Stress-Free Teaching

- 1 Keep things in perspective. It will be okay.
- 2 Learn to say “no” without guilt.
- 3 Borrow and share with colleagues. No need to reinvent the wheel.
- 4 Students should be the hardest workers in your classroom. Ask “what are students going to do today” instead of “what am I going to do today.”
- 5 Spend time planning well. It will save you time later.
- 6 Make parents your allies and ask for what you need in the classroom.
- 7 Keep a sense of humor. Smile. Breathe.
- 8 Take time to reflect. What went well? What factors can you control?
- 9 Ask for help. You can’t do it all alone, all the time.
- 10 Take time for self-care: sleep, eat, exercise, enjoy a social life.

REFLECTION QUESTION

What is my plan for self-care? How am I going to reinvigorate myself for another day of teaching?

Time-Saving Tips to Reduce Stress

- **Put down your phone.** Alerts to emails, texts, and social media sites are huge distractions. Set aside one short time period to interact digitally and leave it at that.
- **Work with your Professional Learning Community** to divide and conquer the work of planning, creating assessments, and gathering materials.
- **Take pictures** of anything that went well so you can easily recreate it next time. Plus, you can post it to your classroom web page or social media.
- **Put all your keys, papers, and other belongings at the door** before going to bed, it will save time looking for them in the morning.
- **Plan your professional outfit the night before** after checking the hourly forecast and considering the activities planned for the next day.
- **Exercise in the morning, or keep an exercise bag in your car** so you don't have an excuse to not work out. You will have MORE energy when you exercise.
- **Leave the lights out in your classroom** when you want to work undisturbed.
- **Deal with papers only once.** Toss unneeded materials while you are still at your mailbox, discard unnecessary materials from workshops as you leave, and just take pictures of what you want to keep (then toss).

Self-Care Tips to Help You Stay Organized

- **Designate special places.** Put the things you always misplace, like car keys, pens, and glasses, in a special place. Learn to automatically put them there.
- **Ask if this trip is necessary?** Do you have to make the trip, or could you use the telephone or mail? Consolidate trips—do the bank, store, and gas station all in the same trip.
- **Streamline correspondence.** Think technology! Reflect – do you need to respond to EVERY email or text?
- **Save time with appointments.** If you call to confirm appointments, you will not get caught wasting time waiting. Take papers or other school materials with you to appointments.
- **Do things one step at a time.** When you find you are overwhelmed with things to do, divide each activity into logical parts and do one at a time. This does not mean you will not have several things in the air at once, but even the juggler, who might have you think otherwise, always concentrates on one ball at a time.
- **Batch tasks.** Group items together that can best be done as a unit. Make all phone calls when you have time to make them all. Go to the copy machine once with everything you have to copy.
- **Organize your contacts.** Make a list of go-to OSEA members, such as your Regional Representative and your OSEA state executive board.

REFLECTION QUESTIONS

How am I going to set up a space to keep all of my documents organized?

Where will I keep these documents?

Keeping Organized is Critical

Maintaining your own up-to-date personal and professional records is just as important as keeping your lesson plans and gradebook organized. This information could be physical documents in a file or could be kept electronically (or a combination of the two).

The aspiring educator should have files containing the following information:

- Record of college attendance, dates, degrees
- Transcripts of undergraduate and graduate credits and degrees
- Copies of any observation/evaluation reports and feedback from classroom placements
- Documentation of all parent communications
- Affirmations for reflection on "one of those bad days"
- Proof of Ohio Student Education Association (OSEA) membership

Once employed as a professional educator you should also maintain copies of the following:

- Proof of Union/Association membership
- Teaching license(s)
- Certificates
- Supplemental contract(s)
- Annual salary schedule
- Copy of all documents in personnel file
- Monthly payroll stubs
- Personal record of all leave (sick, personal, annual, professional)
- Records pertaining to retirement
- All evaluations and growth plans
- Documentations of commendations, awards, and honors
- Records of personally sponsored student programs, extracurricular projects, etc.
- Records of job-related seminars, workshops and conferences, and continuing education units (CEUs)
- Log of tax-deductible, job-related expenses
- Student discipline records
- Receipts for classroom resources purchased with your personal funds like books, rugs, markers, paper, bulletin board supplies, bookshelves, and any other furnishings.

REFLECTION QUESTIONS

Who can I contact to answer questions about my contract/collective bargaining agreement?

Where can I find school board policies?

Once You Are Employed by a School District:

- **Join the UNION** and get connected with OEA's Ohio's New Educators (ONE).
- **Be active** in the UNION and ONE!
- **Know your UNION** worksite representatives, contacts, and officers.
- **Read your contract**/Collective Bargaining Agreement (CBA).
- **Review School Board Policy.**
- **Review Emergency Drills/Procedures** (fire, tornado, active shooter/lock down, early/emergency dismissals, etc.)
 - *What do you need to document as a teacher?*
 - *What do students need to know?*
- **Observe the culture of the school** and the district, then act.
- **Dress appropriately** for a professional appearance.
- **Piece together the building and district hierarchy** and be attentive to it.
- **Find out who School Board members are.**
- **ASK QUESTIONS!** Don't assume.
- **Plan for emergencies** before they occur:
 - *Who lives near you?*
 - *Who can you call for a ride?*
 - *Collect contact information/phone numbers*
- **Know the parameters and requirements of your certification area.**
- **Know the continuing education requirements** under state law for certification compliance and renewing your license.
- **Review Ohio's Code of Conduct** for education professionals and be aware of "gray" areas.

Know Your Students!

There is a wealth of information at your school building—know how and where to access:

- Cumulative files
- Guidance counselor files
- 504 plans and IEPs
- Health concerns
- WEPs for students identified as gifted
- Discipline history
- Talk to former teachers and support specialists

READ MORE

What I Didn't Learn in College... and Wish I Had!

<http://www.tinyurl.com/teaching-advice>

Profession-Ready Teachers

<http://www.tinyurl.com/profession-ready>



Planning for Your Absence

Be sure you know early on in the year how to log a potential absence during your placement. Do not wait until you are sick.

- Who do you contact? (at the placement site, at your university)
- What is a half day vs. a full day?
- Do you have an emergency plan ready?

If required to submit substitute plans, write sub plans that don't assume your sub knows your content area or students. You should include:

- Daily schedule including early release and delayed start times.
- Opening activities such as attendance and procedures.
- Seating chart for each class/section.
- Names of aides and dependable students.
- List of students with special needs (medical or behavioral).
- Classroom rules and discipline procedures (even if posted on the wall).
- Lesson materials and where to find them.
- AV instructions.
- Floor plan with restroom, main office, teammates, and vending machine.
- Phone listing with important numbers highlighted.
- Emergency procedures.
- Dismissal and lunch procedures.

All these items will be helpful when you have your own classroom and need to provide substitute plans when you are planning for your absence. Always remember to follow the appropriate procedures when planning for a substitute.

REFLECTION QUESTION

How can I minimize the negative effects of my absence on my students?

Follow the Procedures

Complete the appropriate absence forms.

Keep up with your leave hours.

Understand the rules about annual leave, personal leave, etc.

Have your lesson plans ready.

Have a “go to” teacher who will check in on your class.

Have something in place for unexpected absences.

Have a plan to make up for lost learning during your absence.

When you belong to OSEA you are part of the Ohio Education Association family.

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OEA's mission is to lead the way for continuous improvement for public education while advocating for members and the learners they serve.

Belong to OEA: The Value of Membership

Reach, teach, and inspire.

You're never on your own. Your membership gives you access to some of education's most sought-after authorities who provide new and innovative programs you can use in your classroom. With resources that cover classroom management and support, to more in-depth professional development provided by your local, state, and national affiliates—you have a team supporting you.

Make your voice heard.

As trusted professionals, educators are best equipped to make school and classroom decisions to ensure student success. It's our mission to ensure educators have a seat at the table when education policies are made. As members of the Association, educators have a powerful voice in creating the policies that affect our students, our schools, and our classrooms.

Grow your network.

We're a community of experienced professionals. Through a variety of online and off-line tools, you enjoy access to valuable resources on classroom management, lesson planning, and a host of other topics. Plus, you'll make connections with the educators at your school, in your state, and among our more than 120,000 members.

Enjoy what matters most.

Membership means less worrying for you and more action from us. With representation at the bargaining table, liability insurance, and so much more, OEA provides advice and professional advocacy on the range of issues you face as an educator: salary, working conditions, evaluation support, contract compliance and enforcement, and retirement.

Membership Benefits

When you join OSEA/OEA – we've got your back and the resources you need for success across the career continuum and the nation! As a member of OSEA/OEA and NEA you are part of a nationwide community of educators. We're so glad you're with us supporting students and their learning environments.

DEGREES NOT DEBT

Everyone deserves a fair shot at higher education. But these days college debt isn't just a burden —it's a barrier to accessing the American Dream. We understand that student loan debt can feel overwhelming, that's why your Union has put together resources to help you make the best decisions about your financial future.

NEA Degrees Not Debt - <http://www.nea.org/degreesnotdebt>

EDUCATOR EMPLOYMENT LIABILITY INSURANCE

Educators Employment Liability Insurance provides you with:

NEA provides \$1 million in professional liability coverage and offers other legal services such as will writing, consulting, etc. This coverage, provided by NEA Educators Employment Liability Program, protects you every time you step into a classroom! **Note: Terms and conditions of coverage are set forth in program documents. Contact your OEA Liaison to obtain additional information.*

LEADERSHIP

Leadership in dealing with major state and national education issues and the policies that impact our classrooms.

Ohio's New Educators - <http://www.ohea.org/one>

Ohio Student Education Association - <http://www.ohea.org/osea>

NEA Aspiring Educators - <http://www.nea.org/studentprogram>

NEA EDCOMMUNITIES

Free and open to all, NEA edCommunities is the place online where educators, school support professionals, and community members join forces to improve student success.

NEA edCommunities - <http://www.nea.org/home/edcommunities.html>

NEA EDJUSTICE

EdJustice engages educators in the fight for racial, social, and economic justice in public education through timely coverage of social justice issues and ways to advocate for our students, our schools, and our communities.

NEA edJustice - <http://www.neaedjustice.org>

NEA WORKS4ME NEWSLETTER

The free NEA Works4Me e-newsletter has been a staple of teachers' professional lives for years, providing ideas and tips for student success across all subjects.

NEA Works4Me Newsletter - <http://www.nea.org/tools/Works4Me.html>

PROFESSIONAL DEVELOPMENT

Information about your profession and the activities of your local Association through publications such as *Ohio Schools* magazine and *NEA Today*, as well as OEA and NEA websites.

Ohio Education Association - <http://www.ohea.org>

National Education Association - <http://www.nea.org>

National Education Association - Support - <http://www.support.nea.org>



We believe empowered educators spark the minds of those who will effect positive change in the world.

Ohio's New Educators (ONE) is a unique community within the Ohio Education Association (OEA) supporting early career educators in their first 10 years of their career. This statewide network engages and empowers educators to become successful, active and visible in their profession and community through collective action.

ONE Supports Early Career Educators Through:

Leadership Development

ONE cultivates leaders to collectively advocate for meaningful and positive change for students and communities by building leadership skills that equip members to inspire others, be more confident in their profession and be a strong voice for their students.

Professional Growth

ONE gives early career educators access to some of the most sought-after authorities in education who provide new and innovative programs that members can use in their classrooms. Members have access to valuable resources in classroom management, lesson planning, and other support for the skills they want to pursue.

Peer-to-Peer Support

ONE provides opportunities to connect and support one another through regional events, working with school districts and reaching out to aspiring educators at colleges and universities. Every student has the basic right to a great public education. That's why ONE supports early career educators who grow tomorrow's inventors, thinkers, artists and leaders.

Become **ONE**

Join us!

Your Voice. Our Power. *Their Future.*
Contact us to learn more.

www.ohea.org/one | one@ohea.org

@OHNewEducators   

READ
MORE

Additional Student Teaching Resources
<http://www.ohea.org>

Who We Are

The Ohio Education Association (OEA) represents over 120,000 teachers, faculty members, and support professionals who work in Ohio's schools, colleges, and universities to help improve public education and the lives of Ohio's children. OEA members provide a wide range of professional education services in communities throughout the state.

OEA Core Values

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Our Core Values represent our Association's most deeply held beliefs. They are the fundamental forces that drive us. They are what we believe, and they are why we act with passion and steady commitment. Core values give us guiding principles.

DEMOCRACY

The foundation of a strong democracy is high-quality public education, which is essential for an educated citizenry.

COLLECTIVE ACTION

When we unite as one voice, we are strong advocates for learners and our profession.

FAIRNESS

A high-quality education, accessible to all, promotes a fair and just society.

INCLUSION

We respect and embrace the diversity of all communities.

INTEGRITY

By holding ourselves to the highest standards, we promote good citizenship and maintain the public's trust.

PROFESSIONALISM

Professional judgment and the expertise of educators are critical to student success. Educators deserve the status, compensation, and respect given to all professionals.



OHIO EDUCATION ASSOCIATION

| EDUCATION POLICY RESEARCH &
MEMBER ADVOCACY DEPARTMENT

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PINTEREST
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