

Maintaining Your Balance

An Electronic Guide to The First Year Matters





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Maintaining Your Balance

Introduction

An e-book guide to understanding and using [The First Year Matters: Being Mentored in Action](#)

Links:

[Using The First Year Matters](#)

[Maintaining Your Balance Journal](#)

[E-Book Checklist](#)

Introduction:

The [Maintaining Your Balance](#) e-book has been created to support you in using [The First Year Matters: Being Mentored In Action!](#)

Even though the title says the *first* year matters, we all know that beginning teachers need support for at least their *first three years*. It takes that long for you as a beginner to learn how to “maintain your balance” in the hectic world of teaching. Many teachers use this book as evidence and documentation for teacher evaluation and professional license requirements.

Directions:

Before beginning this e-book program, you will need to view “Using the First Year Matters” by [clicking here](#). This was an interview done with author Carol Pelletier Radford and life coach Dolores Hirschmann for Springfield’s New Teacher Support Program, but you can relate the conversation to your own district!

Also download the [Journal](#) and [Checklist](#), which are Microsoft Word documents. You may be asked to share your responses with your mentor.

If you are completing this e-book as part of a required district induction program or for graduate credit send your journal reflections to your evaluator.

Reflection Prompt:

How can this [Maintaining Your Balance](#) e-book for [The First Year Matters](#) support you in becoming a more effective teacher?

Type your responses in the [Maintaining Your Balance Journal](#) and save to your desktop. Use the [E-Book Checklist](#) to mark off this chapter is complete.





Maintaining Your Balance

Chapter 1

What Does it Mean to Be Mentored in Action?

Links:

[The First Year Matters](#)

About this Chapter:

You will be so busy this year. In fact you might say, “I don’t have time to read this book and watch these videos, I have to prepare my lessons! I want to focus on my students, not myself”. Being mentoring while you are in “the act’ of teaching is not easy, but it is necessary if you want to learn how to teach effectively and to make adjustments as you go. You can’t afford not to be mentored or to reflect on your practice!

Act: Watch [“The First Year Matters”](#) to hear how novice teachers have used the curriculum to support their growth and development and proficiency on the teacher evaluation.



Reflection Prompt:

List three things that stood out to you in the video that could be useful and why they are important to you as a novice teacher.

Type your responses in the [Maintaining Your Balance Journal](#) and save. Use the [E-Book Checklist](#) to mark off this chapter is complete.



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Chapter 2

Mentoring in Action: Your Mentor's Role in Supporting You!

Links:

[Mentor Testimonials](#)

[DH Design Alliance](#)

About this Chapter:

Many districts are using the companion book to [The First Year Matters: Being Mentored in Action](#). It is called [Mentoring in Action: A Month-By-Month Guide](#). As a novice teacher it is important to know that you have a trained mentor who is prepared to work with you.

The purpose of [Mentoring in Action: A Month-By-Month Guide](#) is to provide your mentor with a plan for the entire year from August – June. The book is aligned to yours as well as to the Massachusetts Standards for Effective Teaching Practices.

As a novice you should know and understand your mentor's role and how the two books work together to provide you with a "common language" for mentoring. This will ensure you are working together to enhance your classroom teaching practices.

Act:

Watch "[Mentor Testimonials](#)" to learn what mentors say about these books.

Watch "[Design Alliance](#)" to hear how you can design an effective relationship with your mentor.

Reflection Prompt:

Why is it important for your mentor to be trained in the role? If your mentor is using this book, discuss how it will be used.

Type your responses in the [Maintaining Your Balance Journal](#) and save. Use the E-Book Checklist to mark off this chapter is complete.





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Chapter 3

Differentiating the Mentoring Curriculum to Meet Your Needs

Tips:

Tab the book chapters and label the months so you can flip from month to month easily.

Use sticky notes to mark pages that you find most useful and want to refer to regularly.

Links:

[Asking Questions](#)

About this Chapter:

The Table of Contents is organized by months. Each month has a template using the topics Plan, Connect, Act, Reflect, and Set Goals. Resources such as reflection bubbles and tools for setting goals are included at the end of each month. Review the table of contents and read the back cover of the book to learn about the features of this book.

Act:

Watch Video "[Asking Questions](#)".

Review the Table of Contents in [The First Year Matters](#) book. Check off those activities you will consider using this year that stand out to you as important.



Reflection Prompt:

How will asking questions help you (and your mentor) differentiate the chapters of this book to meet your needs?

Type your responses in the [Maintaining Your Balance Journal](#) and save. Use the [E-Book Checklist](#) to mark off this chapter is complete.





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Chapter 4

Your Induction Into the Teaching Profession

Links:

[Connecting with Your Inner Leader](#)

[Creating a Support Group](#)

Tip:

Plan to complete pages 6 and 7 with your mentor.

About this Chapter:

You face many challenges as you begin your professional career. The introductory pages of [The First Year Matters](#) provide you with the big ideas that relate to your induction.

Act:

Read pages 1-10 and highlight the key ideas for you.

Watch the two videos and think about these concepts and how they can support you.



Reflection Prompt:

List and describe three key ideas from these pages and the videos that you find essential to your professional growth as a teacher, and why they are important to you.

Type your responses in the [Maintaining Your Balance Journal](#) and save. Use the [E-Book Checklist](#) to mark off this chapter is complete.



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Chapter 5

Month-by-Month Mentoring Conversations

Links:

[Monthly Introductions](#)

[Listening 101](#)

[How Will You Receive Feedback?](#)

About this Chapter:

In this chapter you will take a closer look at the content presented each month. You need to become familiar with the entire year's topics so you can skip around and use the pages and chapters in the order that best meets your needs!

Act:

Skim through Part II of [The First Year Matters](#) curriculum September through June.

Focus on pages 188 and 190. You will be receiving feedback all year so it is important to be familiar with this topic early.

Select two "[Monthly Introduction](#)" videos to watch now. Plan to watch a video each month throughout the school year to keep you focused.

Watch "[Listening 101](#)" and "[How Will You Receive Feedback?](#)"



Reflection Prompt:

How does your "listening" relate to your ability to receive feedback from your mentor or evaluators?

Type your responses in the [Maintaining Your Balance Journal](#) and save. Use the [E-Book Checklist](#) to mark off this chapter is complete.



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Chapter 6

PLAN- CONNECT- ACT- REFLECT- and SET GOALS!

Link:

[Mentoring Conversations](#)

Tips:

Watch all the videos as you move through the school year.

Consider watching the videos with your mentor or a group of novice teachers so you can discuss after viewing

About this Chapter:

Each month of the [The First Year Matters](#) guidebook is organized by sections titled **PLAN, CONNECT, ACT, REFLECT, and SET GOALS**. This structure creates a routine for you and your mentor each month.

Act:

Review each section of the monthly chapters and read what *the purpose* is for each section.

Watch “*Creating a Survival Packet and Seeking Additional Support*” videos from the [Mentoring Conversations Series](#) to see models of mentoring conversations.



Reflection Prompt:

How do these videos model effective mentoring conversations for you?

Type your response in the [Maintaining Your Balance Journal](#) and save. Use the [E-Book Checklist](#) to mark off this chapter is complete.





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Chapter 7

Important Recurring Topics

Links:

[Are You a Victim Or a Victor?](#)

Tip:

Tag important pages and consider reviewing several of them with your mentor.

About this Chapter:

Take a closer look at the three recurring topics at the end of each chapter. These topics need to be discussed and reviewed each month to ensure you pay attention to them all year. How you approach your professional responsibilities influences your attitude and performance in the classroom and in the school. These videos will help you to clarify your values and disposition.

Act:

Review the recurring activity topics. Watch "[Are You a Victim or a Victor?](#)".



Reflection Prompt:

What are the three reoccurring ACTivities and how do your values and disposition influence how you carry these out?

Type your responses in the [Maintaining Your Balance Journal](#) and save. Use the E-Book Checklist to mark off this chapter is complete.



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Chapter 8

Reflecting to Improve Practice

About this Chapter:

Reflection is a skill that will help you improve your teaching practice. This chapter focuses on the importance of reflection and setting goals using the pages in the book. WRITE your reflections so you can refer back to them. Sharing your reflections with your mentor will help you design more useful goals.

Act:

Watch "[Reflecting on Your Practice](#)".

Watch "Reflecting on Practice" and "Looking Back and Moving Forward". These videos are part of the [Mentoring Conversations Series](#).

Links:

[Reflecting on Your Practice](#)

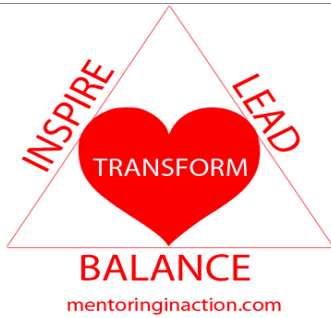
[Mentoring Conversations](#)



Reflection Prompt:

How will you use reflection and set goals pages? How can these pages support the evidence for teacher evaluation?

Type your responses in the [Maintaining Your Balance Journal](#) and save. Use the [E-Book Checklist](#) to mark off this chapter is complete.



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Chapter 9

Aligning Your Conversations to the Teacher Evaluation

Links:

[Color Coding .pdf for The First Year Matters](#)

[Chair Yoga](#)

Tip:

Have a workshop day and do this activity with a group of other novice teachers.

About this Chapter:

An important part of mentoring is preparing you to be proficient on the teacher evaluation. The evidence of effective mentoring conversations, reflections, and goal setting is important! Use the notes in your book to provide documentation and evidence of your progress over time. Do not take the pages out of the book! Keep it together to show the story of your growth. Discuss with your mentor how the pages in this book align to the state standards.

Act:

Download the [Color Coding .pdf](#) for the [The First Year Matters](#). This .pdf provides instructions for how you can highlight the page titles in [The First Year Matters ACTIVITIES](#) to align to the 4 Massachusetts Standards for Effective Educators. If you are using this e-book in another state, use your state standards to create a color code alignment chart.

We've also included a link to an optional video for you to watch on the topic of "[Chair Yoga](#)". This video is about maintaining your physical health and balance in a job where you may often spend a lot of time sitting.



Reflection Prompt:

How will you ensure your book is aligned to the Standards for Effective Teaching Practices?

Type your response in the [Maintaining Your Balance Journal](#) and save. Use the E-Book Checklist to mark off this chapter is complete.



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Chapter 10

Being Mentored in June

Links:

[Monthly Intros](#)

About this Chapter:

The last month of the school year is a critical time for you to look back and see what you have accomplished! Skim through your book and review your journals and the activities you focused on. Look at your goals each month and now look forward to next year!

Act:

Read the June chapter in [The First Year Matters](#) book.

Watch the June video introduction from the [Monthly Intros](#) page.



Reflection Prompt:

Why is it important to continue mentoring through to the end of the school year? What will you do with your mentor in June as a result of reading this chapter?

Type your responses in the [Maintaining Your Balance Journal](#) and save. Use the E-Book Checklist to mark off this chapter is complete.



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Chapter 11

Making Time for Conversations

Links:

[Clarifying Your Values](#)

[Paradigm Shift Visual](#)

About this Chapter:

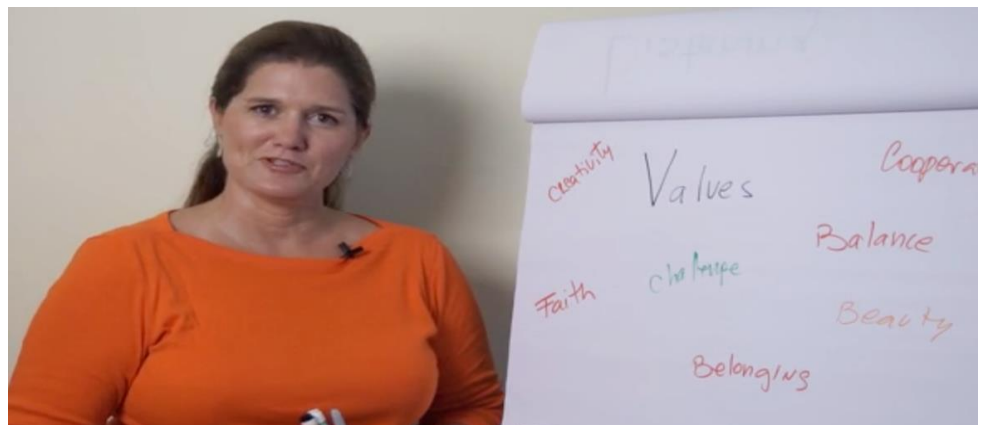
Since both you and the mentor are full time educators it can be difficult to find time to schedule those critical conversations that are the key to your development as a teacher.

You have to decide if these conversations are valuable to you. What do you value?

Act:

Watch the video "[Clarifying Your Values](#)".

When do you like to meet? Are you open to Skype? Phone appointments? Group meetings?



Reflection Prompt:

How will this paradigm shift influence how you can meet with your mentor?

Type your responses in the [Maintaining Your Balance Journal](#) and save. Use the [E-Book Checklist](#) to mark off this chapter is complete.



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Chapter 12

Assessing Your Progress

Links:

[How Do You Know You Have Been Successful?](#)

[Setting Goals and Celebrating SUCCESS](#)

Tip:

Refer back to any notes you made in your *The First Year Matters* book to assess your journey as a novice teacher.

About this Chapter:

This year you will be assessing your progress over time. Monthly meetings will focus you and keep you on track. How will you know you have been successful? How will you celebrate your successes?

Act:

Watch the two videos, "[How Do you Know You Have Been Successful?](#)" and "[Setting Goals and Celebrating SUCCESS](#)" and reflect on the messages.

Complete pages 268, 269, and 270 in your [First Year Matters](#) book.



Reflection Prompt:

How will you use pages 268-270 at the end of the school year to forward your teaching practices?

Type your responses in the [Maintaining Your Balance Journal](#) and save. Use the [E-Book Checklist](#) to mark off this chapter is complete.



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Chapter 13

The Transformation of a Teacher

Links:

[Butterfly Chart](#)

[The Transformation of a Teacher](#)

[Novice Teachers as Emerging Leaders](#)

Tip:

Go to mentoringinaction.com for more resources to support your transformation as a teacher!

About this Chapter:

You have an opportunity to witness your own transformation as a teacher by using this book consistently through the year and perhaps for your first three years of teaching. The goal is to have you emerge as a confident and competent educator.

Act:

Review the "[Butterfly Chart](#)" and see the visual metaphor that reminds us that growth is developmental. Your patience with yourself as you learn is important. You will emerge at your own pace! We know it takes at least 3 years. Use this book again and again and add your notes and reflections.

Watch "[The Transformation of a Teacher](#)" in which a mentor discusses the process of transformation in a novice. Then watch "[Novice Teachers as Emerging Leaders](#)".

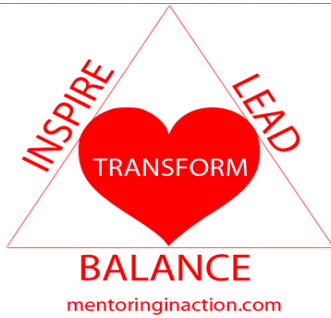


Reflection Prompt:

How has the completion of the First Year Matters e-guide helped you maintain your balance so you can be a more effective teacher?

Type your response in the [Maintaining Your Balance Journal](#) and save. Use the [E-Book Checklist](#) to mark off this chapter is complete.





Maintaining Your Balance

Closing

Wrapping Up: Completing the *Maintaining Your Balance* E-Book

Wrap Up:

Congratulations! You have successfully completed the *Maintaining Your Balance* e-book!

You have an understanding of the tools and resources available to you through [The First Year Matters: Being Mentored in Action](#) book and the MentoringinAction.com website.

Act:

1. Review your ***E-Book Checklist*** to make sure you have completed all the chapters.

***2. Email** your completed journal to your evaluator or group leader for credit

****3. Certificate of Completion** – Download the [Certificate of Completion](#) so your evaluator or group leader can sign and return it to you for your file.

**if you are not participating in a formal training program you will keep your journal as evidence of your own completion of this e-book.*

*** if you are not participating in a formal mentor training you will complete the information yourself and maintain it in your file*

Links:

[E-Book Checklist](#)

[Certificate of Completion](#)