



Features

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Important Dates

- **December 7:** Advisory Board meeting 4-6.
- **December 15:** Mentoring paperwork due.
- **December 9-January10:** Resource Library closed.
- **January 10:** Spring Semester begins.
- January 11: Mentor Meeting (Mentors only) 4-6
- **January 17:** Martin Luther King.
- **February 2:** Field Advisory 4-4:50.
- **March 9:** Mentor Connection 4-4:50.
- April 6: Field Advisory 4-4:50.
STEP=UP Co-directors

Michelle Parker-Katz

Marie Tejero Hughes

STEP=UP Staff

Marie Earman Stetter

Elizabeth Cambray-Engstrom

Special Teachers and Exceptional Pupils = Urban Promise

Organization 1

Becoming a teacher can prove to be a stressful and challenging endeavor. Since there are multiple inputs occurring on any given day, every teacher must think of ways to organize, budget time, and get the myriad of activities completed that need attention. Each teacher must decide on his or her own routines.

Mail

Go through your school mail as soon as you get it. Deal with it in this order:

1. Put important items at the top of the pile, catalogs you would like to look at on the bottom, and throw away things of no importance immediately.

2. When you get back to your classroom, file what needs to be

filed and write down important dates on your calendar.

3. Answer anything needing a response as soon as you get it. Otherwise, it might end up lost and remain unanswered; causing extra work for the

person it comes from and perhaps giving you negative attention.

4. Fill out all forms (recommendations, referrals, work requests, lunch requests, etc.) and put them in your “Return to Office Folder”
5. After reading important mail and writing down necessary information, either file mail or throw it away.
6. Magazines and catalogs can be taken home for bedtime or even bathroom reading. Avoid the temptation of reading them as soon as you get them; this time at work could be spent better in lesson planning or preparation.
7. Don’t forget to empty your “Return to Office Folder” by returning the items in it to the office.

Day of the Week Folder: Many teachers find it helpful to have a laminated folder for each day of the week. You can put lesson plans, handouts, things that must get done that day all in the one folder. At the end of the day, you put whatever you were doing with your class that day, in the next day’s folder. Anything that did not get completed goes in the next day’s folder. Then get in the habit of checking the folder first thing every morning. It will help you prepare and plan your day. Certainly there are many other tricks to effective teacher organization, but it takes time to create your own organizational routines. Remember, teachers have lots of expectations placed upon them. Using time at work to meet those expectations allows you to use your time at home for other things; which makes for a more stress-free teacher! From the website:

<http://www.inspiringteachers.com/>

Current Research

Mentor's Musings: Spotlight on Rose Sharon

I am currently employed in a K-8 school in a Resource L.D. position. I like the challenge of greeting my pupils on a daily basis and helping them succeed. My greatest delight is when I teach literature to my pupils and their eyes light up. I enjoy developing the HOTS skills that I want them to learn from a particular story. My pupils are rarely ex-

posed to books at home and reading is not a passion. The majority of the reading they do in their classroom is from a basal reader and I feel that I am exposing them to the outside world. My goal is for my pupils to use the tools I have given them and to no longer need me. Then, I will have succeeded. The most challenging task I face, running a resource

program, is scheduling. I have multiple grades at any given time and pupils are constantly late or going on a trip or some other excuse. The classroom teachers would love for me to teach basal reading, but I refuse to do so. I need to follow my pupils' IEPs and what works for me is to teach through literature. For more see: <http://www.uic.edu/orgs/stepup/rosesharon.html>

Digital Corner

There are many ways to keep oneself organized, but most of them rely on a good calendar. Many people use the calendar on their Outlook Explorer to remind them of important events. It can be set to remind you daily about important appointments. The Outlook Explorer also works with many handheld computerized devices.

Many Internet providers offer calendars for your use. For example, AOL has one such calendar, which can be accessed from <http://www.aol.com/> once you log in, or from the section "My AOL" on your top menu in the AOL browser. When you

input your important dates, AOL will send you emails reminding you of them. The calendar on Yahoo works much the same way (<http://www.yahoo.com>). Both calendars must, however, be set with your personal preferences for notification and input with information about your important dates.

If you are more interested in using a paper calendar, there are many options available from your computer. One site is <http://www.calendar.net/> where you can make and print your own calendars. Another option for Microsoft Word users is the Calendar Wizard. Go to your "File" menu. Select "New" and then click on

the "Other Documents" tab. Here you will find your Calendar Wizard. This will allow you to create many different kinds of calendars. Calendars are also useful in teaching. They let students get "the big picture". Giving students a weekly or monthly calendar allows them to organize their time. Posting and reinforcing the use of the calendar in the classroom can help them form good organizational habits. Calendars can also be used to keep in touch with parents. Mailing home a calendar every month with classroom topics and assignment due dates can keep parents informed and involved.

Why do more children appear to be showing attention difficulties at school? Why does the American Academy of Pediatrics recommend that children under the age of two not watch television? Recent research shows a connection between television viewing and attention deficits. A recent research study² led by Dr. Dimitri Christakis looked at the connection between the amount of television that very young children watch and attention problems years later when those children are in school. Parents were asked about how much television their children watched each day at ages one and three. When those children were about seven years old, parents were asked about how well their child was able to pay attention, how well he or she was able to focus, whether they were impulsive and easily distractible. Dr. Christakis and his team found that for each additional hour of television they watched on average before age three, they were 10 percent more likely to have attentional problems by their parents' report.³ For more see: <http://www.lidaamerica.org/newsbriefs/>

Good News

Rose Sharon has recently become a Nationally Certified Special Education