

teacher's edition

Saving the world, one student at a time, may sound like a pretty lofty goal, but that's what you're doing. The organizational skills developed by having and using a good day planner are invaluable. Students will develop self-sufficiency, understand the relationship between time and accomplishment, and have more opportunity to impact the world when they understand their accountability to daily goals.

I • Us • All

REVIEW ONLY

We are each like a drop of water splashing into a pond. Our actions cause concentric ripples of actions. A helping hand or a smile from one person can ripple through their **relationships** to the **relationships** of others, and so on; until the **world** has changed. The actions of the individual may seem insignificant, but can alter the **world**.

School Datebooks



I: Every positive action begins with **Self (I)**, when we discover our ability to effect change and take the initiative to act.



Us: Our impact grows through our **Relationships (Us)** where we find encouragement as well as challenges.



All: The actions we take ripple and affect the **World (All)** around us, where we realize our greatest power and make a lasting difference.

Look for the **I, Us, and All** symbols in your planner and supplements. They mark sections and ideas to help make positive ripples in your **self, relationships, and world**.

REVIEW ONLY



**DO NOT SUBMIT
FOR PRINT**

Take *Action* in the Classroom



Your students probably already use their Action Agendas to write down assignments, quizzes, tests, project due dates, and other class items. These habits alone can lead to better grades, but they're also only the beginning. Whatever your classes, syllabi, and teaching style, it's easy to make Action Agendas a part of your curriculum. Try the following ideas to enhance learning and get your students excited about using their agendas in creative new ways.

- Suggest students use color-coding to keep tests or major events from sneaking up on them. A few days ahead of time mark test sessions in green. A week or two ahead of time before might be orange or yellow. The event itself can be red. Any colors will work, as will symbols, arrows linking steps that lead to the big day, stickers, or other eye-catchers.
- Ask students to write down one thing they learn each day, or in each class. They don't need to record profound insights or include great detail, but recognizing (and seeking) learning opportunities may become a positive habit.
- Ask students what they would like to remember about this week 10-20 years from now. Have them express that thought in a sentence or two in the weekly Journal area of their agenda. They may want to write a short note to the "future self" who might read their words a decade or more from now.
- Use the Comments, Signature, and Journal areas to communicate with parents. You can do so when the agenda is on a regular schedule. Parents will probably receive your message, but they will also likely glance over their student's agenda and be better informed about class work, school events, etc.
- Keep an Action Items area in your classroom where you can post assignments, test dates, etc. Make students responsible for checking the area daily and copying items into their agendas. This way there's no excuse for missed assignments, and it's always easy to catch up after an absence.
- Every so often give extra credit points for suggesting (or demonstrating) a new or better way to use the agenda.
- On Monday, post the weekly agenda saying in your classroom. You can use the saying as a basis for discussion, a writing prompt, or simply a positive, thought-provoking way to start the week.
- Have a student read aloud the monthly paragraph from the agenda. Use the questions to start a discussion, or let students respond freely to the ideas raised. Remember to focus on ways to take action in different areas of life. The goal is to spark new ideas and inspire positive effort.
- On the day of a test or quiz, give an extra-credit point to each student who has his/her agenda in class and wrote the test/quiz down. This encourages students to bring and use their agendas regularly.
- If appropriate, allow students to use part of their agenda reference section on tests or quizzes. Again, this encourages agenda use and increases familiarity with the academic resources inside.
- Take a few minutes in class to go over the agenda page in the agenda. Which tips have been most useful or effective? Do some suggestions seem better or worse for particular students, subjects, or situations? What methods do your students use that aren't mentioned? Try to get everyone actively thinking about the way they study, read, and learn.
- Build agenda use into group projects, reports, and longer assignments. Ask students to use their agendas to schedule project stages, document drafts, and other steps toward completing the assignment. Check their agendas on scheduled dates to verify progress and assign points.



The best teaching moments often arise spontaneously, combining the inspiration of the moment, the wisdom of experience, and, sometimes, frustration with traditional methods that just aren't working. While nothing can guarantee this kind of "magic connection" with eager young minds, it is possible to better your odds. The following 50 ideas may help you get students' attention, defy their expectations, and turn an ordinary lesson into a memorable—and effective—departure from the routine.

50 IDEAS YOU CAN USE TODAY!



REVIEW ONLY

School Datebooks

1. Early in the year, have students fill out information cards with contact info, hobbies, pet peeves, or other unique details to help you get to know them and remember names.

2. Instead of a "What I Did..." essay, ask students to draw a favorite summer memory and present it to the class.

3. Encourage trust and cooperation by pairing students to interview one another, learn unique and positive details about the person, and introduce him/her to the class.

4. Outlaw the word "can't." Have students list things they "can't" do, then have them tear up the lists and throw them away. Explain that now everyone is free to concentrate on what they'd like to do, but just "aren't" at.

5. Keep a dictionary, thesaurus, and other reference books in class. Rather than giving students every answer, ask them to visit the reference shelf, find the information, and share it with the class.

6. Ask students to set a goal for the year, and encourage them to write it in their planners and brainstorm actions to take toward reaching their goal. At the end of the year, return the original goal notes and discuss students' experiences.

7. Invite teachers, parents, and community members to conduct practice interviews with students. The results can determine a grade, scholarship awards, or other recognition, or you can simply discuss the interview process based on the student's actual experience.

8. A field trip to a local college (attending a class or meeting with professors, students, and financial aid reps) can inspire students who otherwise may not have considered higher education a worthwhile or attainable goal.

9. Using regular course material, occasionally present a few questions in standardized test format. A quiz or test section can also be formatted this way for extra practice.

10. Start each class with a trivia question, brain teaser, or another type of fun thinking puzzle to engage students' attention and stimulate thinking.

11. Teach checkbook use and accountability by giving "dollars" instead of grades. One grade or percentage point equals one dollar, students need to track and balance their "accounts," and they may spend bonus bucks to buy privileges such as small tests, boost assignment or quiz grades, or enjoy a fantasy shopping spree at the end of the semester.

12. After each lesson or unit, ask students what jobs would require the knowledge/skills explored and how class material might be applied in real life situations.

13. Use an agenda to track class days, then have a celebration on the 50th or 100th day of class. As in a presidential term, look back over the class's accomplishments, challenges faced, knowledge gained, etc., and plan for the future.

14. Before an important standardized test, consider holding a day-long help session instead of regular class. Students can drop by during free periods, lunch hour, or with teacher permission to ask questions or get individual help.

15. Play Memory using class material as a fun alternative review. Matching cards could be equal to class dates, words and definitions, events and dates, novel characters and quotations, etc.

16. Ask students to create possible quiz/test questions and document the answer and source (textbook page number, lecture date, etc.). Create a study guide from the questions and assure students that test/quiz material will only come from the guide and that the answers are all available in class materials.

17. Your local chamber of commerce, state tourism office, military recruiting office, and some businesses are great sources of free supplies or material you can use in class for a change of pace.

18. Assign monthly book reports to be presented as an informative two-minute "sales pitch" for the book. Then ask students to decide which book they would buy and give the winning "salesperson" bonus points.

DO NOT SUBMIT FOR PRINT

19. Have students make posters to advertise books they read, then post them in the hallways to add color and encourage further reading.

20. For complex novels, historic events, or evolving scientific/ philosophical concepts, have students create a “map” of characters or important figures. Use lines and symbols to show relationships, chronology, or other connections.

21. Post a newspaper outside your classroom to encourage reading, and consider having a newspaper quiz that requires students to find answers in every section.

22. Clip (or print from the Internet) comic strips that feature word plays, history references, or other class material. Share these fun, real-life examples of how knowledge enriches one’s life.

23. Rather than correct spelling, tell students how many words are misspelled. Let them review the paper/test and give themselves a half-credit or full points for a “thrilling” score.

24. For a different approach to vocabulary building, ask students to draw a picture to represent a definition, act it out silently or with a dialogue partner, or present it in a short song or poem.

25. Use elements of mystery to engage student curiosity. Novel characters or historical figures might be suspects to identify. Math problems can yield secret codes, chemistry labs are crime scene investigations, etc.

26. Ask students to bring in news articles on international, national, state, and local events of importance. Each month, vote on one article at each level to keep, and add them to an ongoing “class chronicle.”

27. Requiring students to write a letter to the editor can encourage their civic involvement, awareness of current events, and recognition of one person’s power to make a difference.

28. For a unique review session, have students write study questions, vocab words, math problems, etc. on pieces of paper, paper wads, then roll them up and have a brief, controlled paper fight. Have each student claim a paper wad, read his/her question aloud, and try to answer.

29. Assign each class a different color, then use a marker to label manila folders; or use colored paper, sticky notes, or paper clips to keep your materials organized and separate.

30. If you have voicemail, update your message each day with the latest homework, quiz reminders, or other class information for students and parents.

31. Send home a “homework pass” parents can sign for students to use on one occasion when family events interfere with homework time.

32. Ask students to place late assignments

in a portfolio. Every 5 or 10 weeks, review the portfolio, ask students for an essay or explanation of what they learned through the make-up work, and assign any extra points all at once.

33. On the due date, briefly review each paper and discuss potential problems/weaknesses with the student. Give students an extra day to correct or improve their work, and accept the new version for full credit (but only if an initial, complete draft was ready on the due date).

34. Divide your class into “teams” of 4-5 students and keep track of homework turned in, attendance, participation, etc. At the end of the week, give the winning team bonus points or other recognition.

35. If someone writes on a dry erase board with a permanent marker, go over the marks with a dry erase marker. The whole mess should wipe away easily after a few minutes.

36. Use index sheets of shower board or plastic make great displays or tabletops students can write on with dry erase markers to show work or manage group projects.

37. Use label sheets to print positive messages for student papers, tests, etc. You can also order address labels with a personalized pre-printed message.

38. Use a digital or instant camera to take student photos for a visual seating chart. You can also use sticky notes or Velcro to make an easily adjustable chart.

39. Cut down on hall traffic by allowing each student a set number of passes per semester. After this limit, students must make up missed class time during lunch.

40. If you assign many group projects, give each student a roster to keep track of his/her participation. Make sure everyone eventually gets to write to someone else.

41. Bring a gong, rain stick, or other unique instrument to class. Explain that the universal sound means everyone needs to stop, quiet down, and listen up.

42. Require misbehaving students to document their own discipline problems, including the infraction/issue, why the behavior is not acceptable, and how they will improve in the future. You may want to send this document home for a parent signature.

43. Have students write one thing they appreciate about each student in class. Compile a page for each student with all the (anonymous) comments, then share them to spread good feelings and encourage everyone’s best.

44. Stand across the room from a student who is answering or asking a question. This places other students between and encourages everyone to pay attention.

REVIEW ONLY

School Datebooks

DO NOT SUBMIT FOR PRINT

45. Call parents to personally invite them to open houses or conference days.
46. Before conferences, send parents a postcard detailing positive qualities or achievements of their student.
47. E-mail is a great way to contact many parents, distribute a class newsletter to students, or send in lesson plans or notes that a co-worker can provide your substitute.
48. Use a creative screensaver message (e.g., "More computing, less visiting!") to remind students to stay focused on their work.
49. Ask students to interview a parent or other adult about how he/she uses course material (math, language skills, knowledge of scientific principles or reasoning, etc.) in the workplace.
50. Have students choose an older library book, read/research it, and design an attractive and durable cover to present to the teacher to enhance its appeal.

The following practical strategies have been developed and used successfully by teachers across the country. They are presented as a summary with the hope of making good teachers even better.

10 PRACTICAL STRATEGIES FOR LONG-TERM SUCCESS IN TEACHING



1. Always remember you are the adult professional, especially when dealing with students and parents. If you are confident in the field of teaching, your professional training should allow you to remain calm and refrain from being drawn into confrontations.
2. Avoid making inappropriate comments likely to "bait" students, parents, or colleagues into defensive and angry behavior.
3. If a student confrontation is imminent, speak with the student privately, away from other students and teachers during an appropriate time that does not interfere with class. If this is not possible or the situation is serious, request

a colleague or administrator's assistance in establishing a time and place for the student conference, coverage of your classroom, and the involvement of appropriate adult support.

4. Make a commitment to speak with parents. Try to become acquainted with parents early in the school year by first communicating positive information and gaining their support. Remember, parents may not have formal training in education, but they know their child better than any teacher ever will. Tell parents that you value and invite their input for improving their child's school experience. Only rarely does a parent prove to be unsupportive following such a conversation.

5. Familiarize yourself with the teacher contract, master agreement, building procedures, and school district policies, as well as any laws related to your job.

6. Avoid any unprofessional demeanor that projects knowledge of the field of education and dedication to the overall growth of each student. An air of confidence and competence will help you be perceived more positively and given greater respect. It's a good idea to learn as much about your organization as possible. Introduce yourself to colleagues and ask questions when you do not understand something. Do not assume others will volunteer help or even notice your need.

7. Maintain an appropriate level of privacy concerning your life outside school, especially when you interact with students and parents.

8. Establish a balance between your professional life and your personal life to minimize stress and preserve your mental and physical health.

9. Research the various services available to you, including those by your local, state, and national teacher's association.

10. Take the time to understand the teacher employment procedure in your school and district, including professional development requirements. Call 800-229-4200 to get a free NEA Professional Library catalog of books and other resources.

Adapted from Pitfalls and Potholes: A Checklist for Avoiding Common Mistakes of Beginning Teachers. NEA Professional Library. Reprinted with permission.

REVIEW ONLY

School Datebooks

DO NOT SUBMIT FOR PRINT

A WINNING TEAM



The working relationships of today's paraeducators, teachers, and principals often fit together like pieces of a jigsaw puzzle. Unfortunately, there is no picture on the front of a box to show the "big picture" these relationships form. In today's education climate, the most successful schools operate as a team. School personnel should focus on team goals and build relationships based on communication, trust, respect, and recognition. When paraeducators, teachers, and principals team up to connect the pieces of the puzzle, every student reaps the benefits.

WHY TEAM UP?

1. Team members support and mentor one another.
2. Teams reduce the feeling of isolation that can be common in education.
3. Teams foster professional and personal growth through sharing knowledge and skills.
4. Teams often develop unique, creative, and flexible solutions to problems.
5. Teams maximize each member's potential, strengths, and contributions.

TEN CHARACTERISTICS OF AN EFFECTIVE TEAM

1. All members understand why the team formed and are committed to supporting the mission and accomplishing the goals of the team.
2. Members know what needs to be done, and by whom, to achieve the goals.
3. Members understand their roles in performing tasks and work to use each person's skills and expertise most effectively.
4. Decision-making and responsibilities are clear to all team members.
5. Members feel their unique personalities and strengths are appreciated and useful.
6. Members feel comfortable sharing ideas and participating in discussions.
7. Team meetings occur on a regular schedule and are considered efficient and productive.
8. Members recognize team success and share equally in team achievements.
9. Staff development opportunities are provided, and team members take advantage of them.
10. Feedback is provided to all team members.

Adapted from *Let's Team Up! A Checklist for Paraeducators, Teachers and Principals*. NEA Professional Library. Reprinted with permission.

STRESS MANAGEMENT AND SELF-CARE



Keeping large classes of students productively engaged while managing paperwork, administrative tasks, and extracurricular activities can easily lead to stress. Everyone has stress, and a little is actually good for us—motivating us to stay organized and focused. Too much stress, however, is debilitating. The key is effective stress management: balancing the demands and duties in our lives and jobs.

1. The support of family, colleagues, and friends can reduce the distance, and the best way to earn their support is by being a supportive family member, colleague, and friend. Taking the time to help someone else will make you feel better and give you new enthusiasm for tackling your own tasks.

2. Assess your stress. When does your body revolt and tell you something is wrong? A constant pain in your shoulder or back, or even a recurring sore throat, may be from stress.

3. Try this time management activity: Track your time carefully for a day, noting every activity that takes fifteen minutes or more. Write your notes in your agenda, and at the end of the day, look over this record to discover where your time went. Are there any surprises? What changes could you make to improve your use of time throughout the day? For a useful visual tool, use your notes to make a pie chart of your time.

4. Use a pie chart for an entire week. Do any patterns emerge? Can you take advantage of small blocks of time between longer activities? Do your motivation and energy fluctuate at certain times of day or on different days of the week? Once you have the picture in front of you, it's easier to make positive changes.

5. List tasks you spend too much time doing at work. Then list what you need to spend more time doing. Prioritize your day based on these lists.

6. Do your toughest work when you are strongest. Decide if you will arrive at work early, stay late, or take work home, but do not try to do all three.

7. Make your workplace less stressful with a plant, a comfortable chair, a hot pot for making decaffeinated tea or coffee, a favorite photo or souvenir, or other items to help you relax.

REVIEW ONLY

School Date Books

DO NOT SUBMIT FOR PRINT

8. When the students are with another teacher, close your door and take a few minutes for yourself.

9. Exercise is a great way to relieve stress. Walk during your lunch break. Bike to work. Bowl on Thursdays. Shoot hoops with the kids.

10. Eat a balanced diet. Potato chips do not count as a vegetable.

11. Make room in your schedule for planned "down time." Stop. Rest. Watch a favorite show on TV or take a bubble bath. Set aside a little time for YOU.

12. Enjoy your weekends.

13. Practice stress management as regularly as you brush your teeth. Make a habit of de-stressing two to three times a day!

Adapted from Bright Ideas: A Pocket Mentor for Beginning Teachers.

NEA Professional Library. Reprinted with permission.



Adults in the school community (teachers, staff, administrators, and parents) need to become aware of the importance of taking teasing and bullying seriously, and they must commit themselves to doing something about it. In order to reduce teasing and bullying behavior, both adults and students need to work together to create a safe and welcoming learning environment that fosters self-respect and respect for others.

Taken from *Quit It! A Teacher's Guide on Teasing and Bullying for use with Students in Grades K-3*. Education Equity Concepts, Inc., Wellesley College Center for Research on Women, NEA Professional Library. Reprinted with permission.

• Intervene with students when an incident occurs. Be sure to include all participants in the incident: the initiators, recipients, and bystanders. Students who stand by while someone else is being bullied feel vulnerable that they might be next, and powerless if they do nothing to help.

• Integrate discussions and activities about teasing and bullying into your teaching. This enables you to address the issue in an ongoing way, not just when an incident occurs.

• Provide help for students to develop skills in empathy, problem solving, and anger management.

• Create opportunities for cooperative learning, both in your classroom and, whenever possible, across grades. Many schools have cross-grade "buddies" for reading or other subject areas. These promote better understanding and acceptance among students and may reduce the incidence of "big kids" picking on "little kids."

• Provide opportunities for boys and girls to work together. Avoid segregating students by gender for lines, seating, teams, etc.

A SCHOOL-WIDE APPROACH

Of course, you can't do it alone.

Support from the school's administration is essential. A clearly stated, consistent school-wide policy, distributed to everyone in the school community, is an effective tool in combating teasing and bullying. The administration can be particularly helpful with regard to supervision during recess and lunch, times when teasing and bullying can get out of hand. Last, but not least, involving parents is a critical element in reducing teasing and bullying. Communicate with parents about what you are doing in your classroom to address teasing and bullying; hold parent conferences on the topic; and provide suggestions to help parents talk with their children on the topic.

Taken from *Quit It! A Teacher's Guide on Teasing and Bullying for use with Students in Grades K-3*. Education Equity Concepts, Inc., Wellesley College Center for Research on Women, NEA Professional Library. Reprinted with permission.

REVIEW ONLY

DO NOT SUBMIT

FOR PRINT

COMMUNITY FACILITIES AND RESOURCES



Classroom education ultimately prepares students for fulfilling and productive lives in a larger community. To this end, local people, institutions, and places can be uniquely effective—and enjoyable—teaching tools. Investigate resources in the community that can enrich your students' learning experiences. Ask fellow teachers, administrators, parents, and neighbors for suggestions, and be creative. The following sources may be a good place to start.

- Museums, historic sites, theaters, and businesses (especially those near enough to the school for a walking field trip).
- Businesses that could give interesting tours. Examples include banks, industrial companies, post offices, dairies, orchards, airports, lumberyards, grocery stores, and newspapers.
- Local colleges or universities that provide lectures, performances, or facilities.

- Organizations such as a local historical society, chamber of commerce, wilderness or botanical group, etc.
- Citizens with vocational knowledge, such as county-extension agents, mechanics, accountants, small business owners, salespersons, masons, equipment operators, meteorologists, veterinarians, law-enforcement officers, attorneys, and bankers.
- Collectors of coins, stamps, local historical artifacts, or other interesting items.
- Owners of unusual pets, old farm or industrial equipment, unusual historical items, or other objects likely to engage student curiosity and inspire learning.
- Local artists (painters, sculptors, musicians, theater workers, etc.) and crafts people (woodworkers, metal smiths, weavers/tailors, etc.).

REVIEW ONLY

- Astronomy buffs, gardeners, amateur geologists, or other people with interesting hobbies related to areas of study.

With a little effort and creativity, it should be possible to match potential classroom visitors and field trips with major curricular topics.

Taken from Countdown to the First Day of School, NEA Professional Library. Reprinted with permission.



DO NOT SUBMIT FOR PRINT

**Useful phone numbers
and web sites**

LODGING

Best Western.....(bestwestern.com)	800.780.7234
Clarion Hotels... (choicehotels.com)	800.221.2222
Comfort Inns.....(choicehotels.com)	800.221.2222
Days Inn.....(daysinn.com)	800.544.8313
Doubletree Hotels... (doubletree.com)	800.222.8733
Econo Lodge.....(choicehotels.com)	800.221.2222
Embassy Suites... (embassysuites.com)	800.362.2779
Friendship Inns... (choicehotels.com)	800.221.2222
Hampton Inns.....(hamptoninn.com)	800.426.7866
Hilton.....(hilton.com)	800.445.8667
Holiday Inn.....(holiday-inn.com)	800.465.4329
Howard Johnson.....(hojo.com)	800.406.1411
Hyatt.....(hyatt.com)	800.633.7313
Sheraton.....(sheraton.com)	800.325.3535
LaQuinta Inns.....(laquinta.com)	800.753.3757
Marriott.....(marriott.com)	888.236.2427
Quality Inns.....(choicehotels.com)	800.221.2222
Radisson.....(radisson.com)	800.777.7925
Ramada.....(ramada.com)	800.833.8295
Red Roof Inns.....(redroof.com)	800.733.7663
Rodeway Inns... (choicehotels.com)	800.221.2222
Sleep Inns.....(choicehotels.com)	800.221.2222
Super 8.....(super8.com)	800.800.8000
Travelodge.....(travelodge.com)	888.515.6375
Westin Hotels.....(westin.com)	888.625.5114

TRANSPORTATION

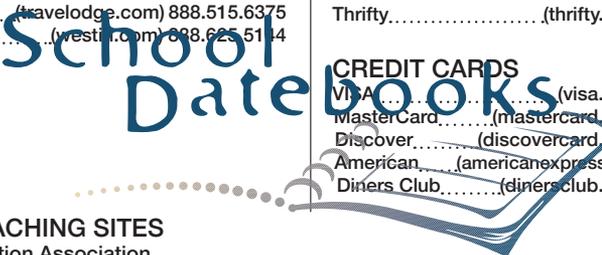
Aeromexico.....(aeromexico.com)	800.237.6639
Air Canada.....(aircanada.com)	800.776.3000
Amtrak.....(amtrak.com)	800.872.7245
Alaska Airlines... (alaskaairlines.com)	800.252.7522
American Airlines.....(aa.com)	800.433.7300
Continental Airline...(continental.com)	800.525.0280
Delta Airlines.....(delta.com)	800.221.1212
Greyhound.....(greyhound.com)	800.231.2222
Hawaiian Airlines... (hawaiianair.com)	800.367.5320
Horizon Air.....(horizonair.com)	800.547.9308
Mexicana Airlines... (mexicana.com)	800.531.7921
Northwest Airlines.....(nwa.com)	800.225.2525
Southwest Airlines (southwest.com)	800.435.9792
United Airlines.....(united.com)	800.241.6522
US Airways.....(usairways.com)	800.428.4322

CAR RENTAL

Alamo.....(alamo.com)	800.462.5266
Avis.....(avis.com)	800.331.1212
Budget.....(budget.com)	800.527.0700
Dollar.....(dollar.com)	800.800.3665
Enterprise.....(enterprise.com)	800.261.7331
Hertz.....(hertz.com)	800.654.3131
National.....(nationalcar.com)	800.222.9058
Rent-a-wreck.....(rentawreck.com)	800.367.2277
Thrifty.....(thrifty.com)	800.367.2277

CREDIT CARDS

Visa.....(visa.com)	800.847.2911
MasterCard.....(mastercard.com)	800.622.7747
Discover.....(discovercard.com)	800.347.2683
American.....(americanexpress.com)	800.528.4800
Diners Club.....(dinersclub.com)	800.234.6377



USEFUL TEACHING SITES

National Education Association.....	www.nea.org
National Science Teachers Association.....	www.nsta.org
National Parent Teacher Association.....	www.pta.org
National Council of Teachers of English.....	www.ncte.org
National Council of Teachers of Mathematics.....	www.nctm.org
National Earth Science Teachers Association.....	www.nestanet.org
American Sign Language Teachers Association.....	www.aslta.org
National Teachers Hall of Fame.....	www.nthf.org
American Association of Physics Teachers.....	www.aapt.org
American Association of Teachers of French.....	www.aatf.utsa.edu
The American Association for Higher Education.....	www.aahe.org
American Council on the Teaching of Foreign Languages.....	www.actfl.org
American Federation of Teachers.....	www.aft.org
National Association of Biology Teachers.....	www.nabt.org
The Educational Resources Information Center.....	www.eric.ed.gov
The Association of Teacher Educators.....	www.ate1.org
Carnegie Foundation for the Advancement of Teaching.....	www.carnegiefoundation.org
National Board for Professional Teaching Standards.....	www.nbpts.org
Music Teachers National Association.....	www.mtna.org
Teachers of English to Speakers of Second Languages.....	www.tesol.org
National Commission on Teaching and America's Future.....	www.nctaf.org
National Council for Accreditation of Teacher Education.....	www.ncate.org
National Council for Geographic Education.....	www.ncge.org
National Council for the Social Studies.....	www.ncss.org
Recruiting New Teachers, Inc.....	www.rnt.org
Phi Delta Kappa International.....	www.pdkintl.org

**DO NOT SUBMIT
FOR PRINT**