

Resources on Stress for New Teachers

Baldacci, L. (2004). *Inside Mrs. B's classroom: Courage, hope, and learning on Chicago's South Side*. New York, NY: McGraw-Hill.

A respected journalist turned-teacher reveals what's really happening in America's schools. In 1999, Chicago Sun-Times veteran Leslie Baldacci left her prestigious, twenty-five year career to teach at a public school in one of Chicago's roughest South Side neighborhoods. As she later commented, "I thought I knew rough. I thought I had answers. I didn't know jack." But Baldacci never looked back, and the result is *Inside Mrs. B's Classroom*, a compelling, first-hand narrative from the trenches of the inner-city school system that addresses one of society's most critical issues from gritty, daily personal experience. An expert on Chicago's massive education reform efforts even before she turned in her press credentials, Baldacci adds an informed, intellectual layer to this insightful, engaging work. In an era in which many people talk about wanting to make a difference, Baldacci has done so. Here she shares the whole picture, from the unrealistic expectations to the surprises--good and bad--that make up education today. Above all, she shows how an individual can, did--and continues to--make a difference in the lives of American children (Retrieved from <http://www.amazon.com/Inside-Mrs-B-s-Classroom-Learning/dp/0071417354>).

Bluestein, J. (1995). *Mentors, masters, and Mrs. MacGregor: Stories of teachers making a difference*. Deerfield Beach, FL : Health Communications.

This is a collection of entertaining, inspiring, and moving stories about teachers, mentors, and other special people of all ages, all professions and all backgrounds who have made positive and significant differences in the lives of others. Some are famous—Jimmy Carter, Les Brown, Dave Barry, Shari Lewis, Steve Allen, Joe Paterno, Zig Ziglar, Bernie Siegel, Leo Buscaglia and many well-known educators and authors—while others are ordinary people with extraordinary stories. The book includes delightful comments from kids around the world with their ideas about what makes a really great teacher (Retrieved from <http://www.amazon.com/Mentors-Masters-Mrs-MacGregor-Difference/dp/1558743375>).

Brescher, Kyle. *Trials of a First Year Math Teacher*. (2008). Web. 21 June 2010.
<http://blog.brescher.net/>

This website features the blog of Kyle Brescher, a 22 year old Math Teacher from northern New Jersey. He went to college at Rutgers, and in his Junior year, decided upon teaching in independent schools as a career. He found a formal job at a school in Northern New Jersey in April, and has been working there in various capacities since then. This is a chronicle of his first year as a math teacher. With no previous experience as a full time teacher, he hopes to capture the essence of his challenges and experiences in his blog (Retrieved from <http://blog.brescher.net/>).

Caruana, V. (2008). *Apples and chalkdust: 180 inspirational stories and encouragement for teachers*. New York, NY : Howard Books.

You probably don't have to think very hard to recall a dedicated teacher who touched your life in a lasting way with encouragement and inspiration...teachers just have a way of knowing exactly what to do or say to help children and teens reach their highest potential. No wonder so many parents and kids are looking for a way to say thank you and return some of that

inspiration. In this delightful, revised and updated, 10th Anniversary Edition, veteran educator Vicki Caruana meets teacher's right where they are, in the midst of flying chalkdust and papers to be graded. She provides refreshment and practical insights for embracing the challenges of teaching with renewed vigor and creativity (Retrieved from <http://search.barnesandnoble.com/Apples-and-Chalkdust/Vicki-Caruana/e/9781416564980>).

Clark, R. (2004). *The essential 55: An award-winning educator's rules for discovering the successful student in every child*. New York, NY: Turnaround.

The winner of the 2001 Disney Teacher of the Year Award presents some revolutionary ideas for the classroom: manners, industriousness and accountability. Many of the 55 rules Clark outlines read, at first, like excerpts from a 1950's primer: "If you are asked a question in conversation, you should ask a question in return," says Rule 6; stand to the right on escalators, insists Rule 43; and rule 29 includes 26 sub-rules about polite eating. Clark may seem like a bit of a fussbudget, but closer examination shows his rules go beyond simple politeness: they promote respect for self and others, and help foster a mature and responsible way of living in the world. As Clark explains each rule, he weaves in anecdotes of student projects, class trips (including one to Washington, D.C., where his students sang Christmas carols with the Clintons) and instances in which the particular rule proved invaluable. Clark, a North Carolina native, writes with a warm, Southern friendliness, and his cogent explanations about why he created his rules and his closing tips on dealing with parents and children offer plenty of ideas and much-needed support. Teachers will have to be determined to succeed before any set of guidelines will have an effect in the classroom, he warns—and indeed, Clark's tireless dedication might be daunting to some. And while the content of his lessons is presented only vaguely, for inspiration, this book is a definite winner; it also makes a strong case that students lack only good teachers to achieve great things. Clark's slim but valuable volume will make a welcome addition to any teacher's library (Retrieved from <http://search.barnesandnoble.com/The-Essential-55/Ron-Clark/e/9780786888160>).

Codell, E. R. (1999). *Educating Esmé: Diary of a teacher's first year*. Chapel Hill, NC : Algonquin Books of Chapel Hill.

A must-read for parents, new teachers, and classroom veterans, *Educating Esmé* is the exuberant diary of Esmé Raji Codell's first year teaching in a Chicago public school. Fresh-mouthed and free-spirited, the irrepressible Madame Esmé—as she prefers to be called—does the cha-cha during multiplication tables, roller-skates down the hallways, and puts on rousing performances with at-risk students in the library. Her diary opens a window into a real-life classroom from a teacher's perspective. While battling bureaucrats, gang members, abusive parents, and her own insecurities, this gifted young woman reveals what it takes to be an exceptional teacher. Heroine to thousands of parents and educators, Esmé now shares more of her ingenious and yet down-to-earth approaches to the classroom in a supplementary guide to help new teachers hit the ground running. As relevant and iconoclastic as when it was first published, *Educating Esmé* is a classic, as is Madame Esmé herself (Retrieved from <http://search.barnesandnoble.com/Educating-Esme/Esme-Raji-Codell/e/9781565129351>).

Diener, E., & Biswas Diener, R. (2008). *Happiness: Unlocking the mysteries of psychological wealth*. Blackwell.

This book is written by a father-son team, Ed Diener and Robert Biswas-Diener. Both have done extensive research in the happiness field, with latter collecting data--often in a fairly unconventional manner--from around the world. They chose to focus their book on the concept of psychological wealth, which includes not only happiness but also additional factors such as one's attitude towards life, social support, material resources, and other influences. The authors lay out their book in several parts. Part I simply expands on the concept of psychological wealth and the principles that define it. Parts II and III form the core of the book: in Part II, the authors make the case that happy people function better, particularly in the areas of health, social relationships, and work, and in Part III, they examine the specific causes of happiness. Finally, the last section of the book, Part IV, involves putting everything together, including summarizing the previous concepts and providing various measures of psychological wealth.(Retrieved from http://www.amazon.com/Happiness-Unlocking-Mysteries-Psychological-Wealth/dp/1405146613/ref=sr_1_1?ie=UTF8&s=books&qid=1278532804&sr=1-1)

Draper, S. M. (2001). Not quite burned out, but crispy around the edges: Inspiration, laughter, and encouragement for teachers. Portsmouth, NH: Heinemann.

This book of inspirational stories and essays is designed for any teacher who has survived the first week of the first year of teaching. It offers memories of the joy of teaching, tells compelling tales of tragedy as well as survival, and provides opportunities for laughter, which is sometimes the only remedy for difficult situations. Faced with low salaries, overcrowded classrooms, and dwindling public support, teachers are expected to improve student performance, answer public scrutiny, and solve society's problems - with just a stroke of chalk across a blackboard. It is easy to become discouraged, and many do. Not Quite Burned Out helps remind teachers of the reasons they entered the profession in the first place. Without disguising the heart-breaking realities, Draper nonetheless celebrates the joys and very real rewards of teaching. Her clear-eyed compassion and wry humor will offer inspiration to novice and longtime teachers alike (Retrieved from <http://search.barnesandnoble.com/Not-Quite-Burned-Out-but-Crispy-Around-the-Edges/Sharon-M-Draper/e/9780325003658>).

Draper, S. M. (1999). Teaching from the heart: Reflections, Encouragement, and Inspiration. Portsmouth, NH: Heinemann.

According to Sharon Draper, 1997 Teacher of the Year, teaching is a vocation, not a job, and those who teach need to be reminded of the importance of the work they do. That is exactly what Teaching from the Heart does-offering inspiration and encouragement for anyone who may have lost sight of the rewards of the profession. Teaching from the Heart is neither a reference book nor a study guide; it is a book of gems to hold on to when a teacher's world seems to be nothing but rocks. It features uplifting essays, conversations, and poems that can provide a needed boost during a hurried lunch hour or between classes. The treatment is light, friendly, and understanding. It is the kind of book that a mentor teacher passes on to a student teacher, or a college professor assigns to his or her students as they begin their own teaching careers. It is the kind of book that will be cherished and shared by all teachers as well as anyone who has ever dreamed of becoming a teacher (Retrieved from <http://search.barnesandnoble.com/Teaching-from-the-Heart/Sharon-M-Draper/e/9780325001319>).

Dubuque Community School District. First Year Teacher. 2005. Web. 21 June 2010.
<http://www.dubuque.k12.ia.us/teachers/firstyearteacher/firstyearteacherweb/index.htm>

This website features the information and stories of the lives of two fresh-out-of-college teachers for one year to see how their careers in education met their expectations. A documentary was produced based on the events that were captured on film. These resources provide an interesting look into a novice teacher's journey into education and teaching.

Esquith, R. (2007). *Teach like your hair's on fire: The methods and madness inside room 56*. New York, NY: Viking.

In a Los Angeles neighborhood plagued by guns, gangs, and drugs, there is an exceptional classroom known as Room 56. The fifth graders inside are first-generation immigrants who live in poverty and speak English as a second language. They also play Vivaldi, perform Shakespeare, score in the top 1 percent on standardized tests, and go on to attend Ivy League universities. Rafe Esquith is the teacher responsible for these accomplishments. From the man whom The New York Times calls "a genius and a saint" comes a revelatory program for educating today's youth. In *Teach Like Your Hair's on Fire!*, Rafe Esquith reveals the techniques that have made him one of the most acclaimed educators of our time. The two mottoes in Esquith's classroom are "Be Nice, Work Hard," and "There Are No Shortcuts." His students voluntarily come to school at 6:30 in the morning and work until 5:00 in the afternoon. They learn to handle money responsibly, tackle algebra, and travel the country to study history. They pair Hamlet with rock and roll, and read the American classics. *Teach Like Your Hair's on Fire!* is a brilliant and inspiring road map for parents, teachers, and anyone who cares about the future success of our nation's children (Retrieved from <http://search.barnesandnoble.com/Teach-Like-Your-Hairs-on-Fire/Rafe-Esquith/e/9780670038152>).

Fay, J., & Funk, D. (1995). *Teaching with love and logic: Taking control of the classroom*. Golden, CO : Love and Logic Press.

Teachers often find themselves facing a variety of classroom situations never covered in initial training. This valuable resource helps teachers increase skills, enhance professional development and maximize classroom learning time. Discover why Love and Logic works in the school environment and understand the psychological reasons for its effectiveness. Jim Fay and David Funk's truly positive approach and time-tested ideas and strategies will empower teachers to effectively manage classroom dynamics while bringing the joy back to teaching (Retrieved from <http://search.barnesandnoble.com/Teaching-with-Love-and-Logic/Jim-Fay/e/9780944634486>).

Fields, E. A. (2004). *Leaving no child behind: My first year teaching in New York City*. Baltimore : Publish America.

New York City. The largest school district in the United States of America. An overwhelming sea of humanity. People of all cultures, races, creeds, and ethnicities come together in these five boroughs. Some have come to pursue the American dream, some are simply struggling to survive. But, the reality is, the over 1.1 million students who walk through the doors of the New York City public schools every morning are not so different from others all across the nation. This is the story of my first year teaching in New York City. Far away from the bright lights of Broadway in Manhattan, I rolled up my sleeves and began to work in the Bronx. These are my experiences and these children are our future (Retrieved from www.amazon.com/Leaving-No-Child-Behind/dp/1413720307).

Gallagher, Colleen. Teaching Heart. July 2004. Web. 21 June 2010.
<http://www.teachingheart.net/newteacher.html>

Being a first year teacher is a time of more professional growth than can ever be imagined! This webpage will prove to be a huge resource for new teachers. Many teachers have worked together to put helpful tips in order to aid others in search for useful information and answers to teaching and educational queries.

Goodnough, A. (2004). Ms. Moffett's first year: Becoming a teacher in America. New York, NY: Public Affairs.

When schools chancellor Harold Levy challenged his fellow New Yorkers to "Take [their] next business trip on a big yellow bus" by becoming teachers in the public schools, Donna Moffett, a hardworking legal secretary looking for a way to make a difference, was one of the first to sign on. This unforgettable account of her first year as a first-grade teacher in an underperforming Brooklyn school brings Moffett, her students and her struggles to life. Goodnough's even-handed examination reaches beyond Room 218 in Flatbush's P.S. 92, however: some of the book's most striking pages cover the inspired but hasty inception of the New York City Teaching Fellows program, designed in the spring of 2000 to recruit professionals from other careers to work in the city's most troubled schools. After intense but unavoidably inadequate training in that program, Moffett is given her own classroom full of frustrating, endearing six-year-olds sullen Curtis, unresponsive Melissa and charged with teaching them to read, do math and simply behave. With a keen journalist's eye, Goodnough, a former New York Times education reporter who originally wrote about Moffett for the Metro section (she's now the paper's Miami bureau chief), follows Moffett as she copes with difficult students, ineffective standardized curricula, passive parents, a resentful administration and a host of other problems. This is no *Dangerous Minds*: the story Goodnough tells is far too complicated for a happy ending, though Moffett does experience success. Rather, it stands as a vital portrait of a dedicated, imperfect woman struggling in an inefficient and underfunded system (Retrieved from <http://search.barnesandnoble.com/Ms-Moffetts-First-Year/Abby-Goodnough/e/9781586483807>).

Gussin Paley, V. (1979). *White teacher*. Cambridge : Harvard University Press.

Vivian Paley presents a moving personal account of her experiences teaching kindergarten in an integrated school within a predominantly white, middle-class neighborhood. In a new preface, she reflects on the way that even simple terminology can convey unintended meanings and show a speaker's blind spots. She also vividly describes what her readers have taught her over the years about herself as a "white teacher" (Retrieved from <http://search.barnesandnoble.com/White-Teacher/Vivian-Gussin-Paley/e/9780674002739>).

Halpin, B. (2004). *Losing my faculties: A teacher's story*. New York, NY : Villard Books.

Losing My Faculties follows Halpin through teaching jobs in an economically depressed white ethnic town, a middle-class suburb, a last-chance truancy prevention program in the inner city, and an ambitious college-prep urban charter school. In the same cuttingly observant voice that marked *It Takes a Worried Man*, Halpin tells us what it really means to be a teacher—the ups and downs in the classroom, the battles with administrators and colleagues, and the joy of doing a job that matters. Not the tale of a hero who changes his troubled students' lives in one year, *Losing My Faculties* is, rather, the story of an all-too-fallible teacher who persists in spite

of the frustrations that have driven so many others from the profession. After nine years of teaching, Halpin finds his idealism in shreds but his sense of humor and love for his work blessedly intact (Retrieved from <http://www.powells.com/biblio/9780812969511?&PID=32442>).

Harper, K. & Cox, J. (1992). *Zapp! in education: How empowerment can improve the quality of instruction, and student and teacher satisfaction*. Toronto, Canada: Ballantine Books.

In this dynamic, helpful, guide William C. Byham takes his Zapp! empowerment principles and adapts it for the classroom with workable, hands-on advice for how educators can get their students (and themselves) excited about education again. He shows how to get students to take responsibility for their own progress by involving them in decision-making; encouraging them to think for themselves; and fostering trust, creativity, and hunger for new challenges. Innovative, accessible, and fun to read, ZAPP! IN EDUCATION offers essential guidance for teachers, school administrators, school board members, and support staff (Retrieved from <http://www.randomhouse.com/catalog/display.pperl?isbn=9780449907962>).

Katz, R. A. (2005). *Elaine's circle: A teacher, a student, a classroom and one unforgettable year*. New York, NY: Marlowe & Co.

Elaine Moore, a veteran teacher in Eagle River, Alaska, is a firm believer that the classroom is, first and foremost, a community—and that learning is best when shared in a circle of peers. When one of her students, ten-year-old Seamus Farrell, is diagnosed with terminal brain cancer, Elaine, her students, and her innovative methods of teaching are put to their most severe test. Elaine's Circle is the true account of this small-town teacher who led her fourth-grade students through the biggest challenge of their young lives. This book provides a heart-wrenching, intimate look at the utterly remarkable achievements of this dedicated teacher, a supportive community, and a group of children who rallied to make Seamus Farrell's impending death an unforgettable lesson about life (Retrieved from <http://search.barnesandnoble.com/Elaines-Circle/Bob-Katz/e/9781569243848>).

Kaufman, B. (1991). *Up the down staircase*. Englewood Cliffs, NJ: Prentice-Hall.

Bel Kaufman's *Up the Down Staircase* is one of the best-loved novels of our time. It has been translated into sixteen languages, made into a prize-winning motion picture, and staged as a play at high schools all over the United States; its very title has become part of the American idiom. Never before has a novel so compellingly laid bare the inner workings of a metropolitan high school. *Up the Down Staircase* is the funny and touching story of a committed, idealistic teacher whose dash with school bureaucracy is a timeless lesson for students, teachers, parents-- anyone concerned about public education. Bel Kaufman lets her characters speak for themselves through memos, letters, directives from the principal, comments by students, notes between teachers, and papers from desk drawers and wastebaskets, evoking a vivid picture of teachers fighting the good fight against all that stands in the way of good teaching (Retrieved from <http://search.barnesandnoble.com/Up-the-down-Staircase/Bel-Kaufman/e/9780060973612>).

Kaye, C. (2010). *Inspirational reflections in teaching today's kids: Diary of a teacher*. Bloomington, IN: AuthorHouse.

A successful, everyday teacher shares real life stories that you can use to validate and energize your love of teaching today's kids. This collection of poems and stories is meant to be enjoyed and shared with others. The warm, funny and heart felt experiences of Cheryl Kaye and

her students will bring a smile or a tear to your eyes, regardless of your age. Whether you are a student, a parent, an educator or a person who would like to teach students, this collection will invite you to read, reflect and embrace the profession of teaching today's kids (Retrieved from <http://www.authorhouse.com/BookStore/ItemDetail.aspx?bookid=71394>).

Keller, J. (2007). *Attitude is everything: Change your attitude...and you change your life!* Tampa, FL: INTI Publishing & Resource Books, Inc.

This is an enlightening, inspiring and practical guide for gaining control of your career and your life by ridding yourself of negative attitudinal baggage, building positive attitudes, and then turning them into actions to help you achieve your dreams. Sound, basic principles for anyone interested in the how-to's of developing a positive attitude and achieving more in life from a structured program of setting and reaching goals (Retrieved from <http://www.harpercollins.com/books/Attitude-Everything-Keith-Harrell/?isbn=9780060779726>).

Kidder, T. (1989). *Among schoolchildren*. Boston, MA : Houghton Mifflin Co.

Among Schoolchildren illuminates a year in the life of a fifth-grade teacher struggling to make a positive difference in the lives of her students. In Holyoke, Massachusetts, Christine Zajac toils far from the limelight. Her story, and that of her students is heart-warming and inspiring as she helps them to become full-scale human beings. We find that some are brilliant, that others are troubled, and that Ms. Zajac never gives up. Even more novelistic and impressionistic than *House*, *Among Schoolchildren* is Kidder's best book yet. Listeners will be drawn into the lives of feisty, funny and tough Ms. Zajac and her equally endearing students (Retrieved from <http://search.barnesandnoble.com/Among-Schoolchildren/Tracy-Kidder/e/9780380710898>).

Kozol, J. (1981). *On being a teacher*. New York, NY : Continuum.

Jonathan Kozol, National Book Award-winning author and one of America's foremost writers on social issues, offers a passionate and provocative critique on the role of the teacher in America's public school system. Drawn in part from his own experienced, Kozol offers the practical strategies every reader can use for eradicating prejudices, developing young people's potential, and helping them to become warriors of social change (Retrieved from <http://search.barnesandnoble.com/On-Being-a-Teacher/Jonathan-Kozol/e/9781851686315>).

Lach, M., & Goodwin, D. (2002). Everyone needs a mentor: Guiding first year teachers towards success. *The Science Teacher*, 50 – 52. Retrieved from https://secure.nsta.org/pdfs/free/tst_LachGoodwin.pdf

Mentoring is a complex role that encompasses criticism and praise, pressure and nurturing, logistics, organization, and persistence. While many school districts have specific procedures and objectives for mentoring, the common focus is to provide the best possible experience for first-year teachers. This article offers ways in which mentors can ensure the success of new teachers for years to come.

Ladson-Billings, G. (2009). *The dreamkeepers: Successful teachers of African American children* (2nd ed). San Francisco, CA: Wiley, John & Sons.

In the second edition of her critically acclaimed book *The Dreamkeepers*, Gloria Ladson-Billings revisits the eight teachers who were profiled in the first edition and introduces us to new teachers who are current exemplars of good teaching. She shows that culturally relevant teaching

is not a matter of race, gender, or teaching style. What matters most is a teacher's efforts to work with the unique strengths a child brings to the classroom. A brilliant mixture of scholarship and storytelling, *The Dreamkeepers* challenges us to envision intellectually rigorous and culturally relevant classrooms that have the power to improve the lives of not just African American students, but all children. This new edition also includes questions for reflection (Retrieved from <http://search.barnesandnoble.com/The-Dreamkeepers/Gloria-Ladson-Billings/e/9780470408155>).

Lyubomirsky, Sonya, (2008). *The how of happiness*. New York: Penguin. Dweck, C. (2006). *Mindset: The new psychology of success*. New York: Ballantine

Lyubomirsky's "happiness strategies" introduce readers to the concept of intentional activities, mindful actions that they can use to achieve a happier life. These include exercises in practicing optimism when imagining the future, instruction in how best to savor life's pleasures in the here and now, and a thoroughgoing explanation of the importance of staying active to being happy. Helping readers find the right fit between the goals they set and the activities she suggests, Lyubomirsky also helps readers understand the many obstacles to happiness as well as how to harness individual strengths to overcome them. Always emphasizing how much of our happiness is within our control, Lyubomirsky addresses the "scientific how" of her happiness research, demystifying the many myths that unnecessarily complicate its pursuit. Unlike those of many self-help books, all her recommendations are supported by scientific research.

The How of Happiness is both a powerful contribution to the field of positive psychology and a gift to all those who have questioned their own well-being and sought to take their happiness into their own hands. (Retrieved from http://www.amazon.com/How-Happiness-Scientific-Approach-Getting/dp/159420148X/ref=sr_1_1?ie=UTF8&s=books&qid=1278533595&sr=1-1-spell)

McCourt, F. (2005). *Teacher man: A memoir*. New York, NY: Scribner.

In *Teacher Man* Frank turns his attention to the subject that he most often talks about in his lectures-teaching: why it's so important, why it's so undervalued. He describes his own coming of age-as a teacher, a storyteller, and, ultimately, a writer. He is alternately humble and mischievous, downtrodden and rebellious. He instinctively identifies with the underdog; his sympathies lie more with students than administrators. It takes him almost fifteen years to find his voice in the classroom, but what's clear in the thrilling pages of *Teacher Man* is that from the beginning he seizes and holds his students' attention by telling them memorable stories. And then it takes him another fifteen years to find his voice on the page (Retrieved from <http://search.barnesandnoble.com/Teacher-Man/Frank-McCourt/e/9780743243780>).

Michie, G. (2009). *Holler if you hear me: The education of a teacher and his students* (2nd ed). New York, NY: Teachers College.

In this time of narrowed curricula and high-stakes accountability, Gregory Michie's tales of struggle and triumph are as relevant as ever. Since it was first published in 1999, *Holler* has become essential reading for new and seasoned teachers alike, and an inspiring read for many others. Weaving back and forth between Michie's awakening as a teacher and the first-person stories of his students, this highly acclaimed book paints an intimate and compassionate portrait

of teaching and learning in urban America. While the popular notion of what it's like to teach in city schools is dominated by horror stories and hero tales, Michie and his students reside somewhere in between these extremes-"between the miracles and the metal detectors" (Retrieved from <http://search.barnesandnoble.com/Holler-If-You-Hear-Me/Gregory-Michie/e/9780807749586>).

Palmer, J. P. (1997). *The courage to teach: Exploring the inner landscape of a teacher's life*. San Francisco, CA: Jossey-Bass, Inc.

Spiritual nurturing has been at the heart of both of Palmer's previous books, *The Active Life* and *To Know as We Are Known*. A teacher, speaker and writer who contends that teaching is an integral part of all his work, Palmer now explores the spirituality of teaching. He contends that the task of teaching is filled with joy and fear, success and failure, but, he says, "good teaching cannot be reduced to technique; good teaching comes from the identity and integrity of the teacher." For Palmer, such integrity comes from the inner self of the teacher, and he argues that the courage to teach involves probing the heart to find the "heart's longing to be connected with the largeness of life a longing that animates love and work." Palmer begins by arguing that many current teaching strategies, like the traditional lecture-hall setting where the teacher dispassionately dispenses knowledge, promote disconnectedness among students and teachers. He goes on to contend that teaching from a spiritually introspective position promotes a community of learning in which the teachers and students are connected in the learning process. Palmer lays bare his own struggles in engaging prose, and his book is sure to inspire the educational community to think in new ways about its tasks (Retrieved from <http://search.barnesandnoble.com/The-Courage-to-Teach/Parker-J-Palmer/e/9780787996864>).

PBS Teachers Documentary Project. *The First Year*. 2001. Web. 21 June 2010.
<http://www.pbs.org/firstyear/teachers/>

Meet George, Geneviève, Joy, Nate, Maurice and Andrew. Learn what inspired these passionate, committed and caring teachers to take the journey into the classroom. Discover what they encountered in their first year and find out what their plans are for the future. *The First Year* unflinchingly sheds light on the issues facing public schools in Los Angeles - and the nation as a whole. We see what happens when the system fails to serve, when families fail to support, and what the teachers must do when their idealism isn't enough. Intense and emotional, *The First Year* cuts through the rhetoric of the national debate about education to remind us what is real: the powerful relationship between a teacher and a student.

Quinn, G. H. (1995). *365 meditations for teachers*. New York, N.Y. : Scholastic.

An encouraging collection of meditations offers positive reinforcement for every day of the year that renews reader perspective on what teaching is really all about and provides guidance on how to cultivate a positive outlook (Retrieved from <http://www.betterworldbooks.com/365-Meditations-for-Teachers-id-0590255088.aspx>).

Ramsey, R. D. (2007). *Inspirational quotes, notes, & anecdotes that honor teachers and teaching*. Thousand Oaks, CA: Corwin Press.

The complete uplifting guide for every teacher to enrich each day and a career in teaching! All teachers need encouragement, affirmation, support, and to be reminded that they are part of a noble profession. Best-selling author Robert D. Ramsey has been an avid collector

of inspirational quotes, notes, anecdotes, reflections, testimonials, and tributes for educators, and his new collection provides potentially career-saving homework for the soul of every teacher. This easy-to-read, but hard-to-forget anthology is full of powerful reminders that there is no such thing as "only a teacher" (Retrieved from <http://search.barnesandnoble.com/Inspirational-Quotes-Notes-Anecdotes-That-Honor-Teachers-and-Teaching/Robert-D-Ramsey/e/9781412926799>).

Rock Kane, P. (1996). *My first year as a teacher*. New York, NY : Signet.

In this "training guide" teachers from across the nation reveal the expectations and experiences in educating the gifted, privileged, handicapped, and disadvantaged. Offering over 25 personal accounts and from-the-hip advice not found in typical career guides, *My First Year As a Teacher* will give reliable guidance for newcomers to the teaching field (Retrieved from <http://search.barnesandnoble.com/My-First-Year-as-a-Teacher/Pearl-Rock-Kane/e/9780451188915>).

Rominger, L., Heisinger, K., & Elkin, N. (2001). *Your first year as an elementary school teacher : Making the transition from total novice to a successful professional*. Roseville, CA : Prima Publishers.

Many begin teaching because of a desire to make a difference. But faced with everyday challenges of the classroom, this idealism is often lost. The fact is, teaching is not easy. While there are many personal rewards, teachers must satisfy many constituencies, including students, parents, and administrators. But by being prepared and organized, you can ensure that your first year is fulfilling and productive for both you and your students. *Your First Year as an Elementary School Teacher* provides practical solutions to the most common and difficult issues of teaching. Inside is everything you need to know to create an atmosphere of cooperation, learning, and respect within your classroom. Use this helpful book as your mentor and enjoy your first year as a teacher (Retrieved from <http://www.randomhouse.com/author/results.pperl?authorid=34893>).

Seligman, M. E. P. (2006). *Learned optimism: How to change your mind and your life*. New York, NY: Pocket Books.

Martin E.P. Seligman draws on more than twenty years of clinical research to demonstrate how optimism enhances the quality of life, and how anyone can learn to practice it. Offering many simple techniques, Dr. Seligman explains how to break an "I—give-up" habit, develop a more constructive explanatory style for interpreting your behavior, and experience the benefits of a more positive interior dialogue. These skills can help break up depression, boost your immune system, better develop your potential, and make you happier. With generous additional advice on how to encourage optimistic behavior at school, at work and in children, *Learned Optimism* is both profound and practical—and valuable for every phase of life (Retrieved from <http://search.barnesandnoble.com/Learned-Optimism/Martin-E-Seligman/e/9781400078394>).

So You Want to Teach. June 2010. Web. 21 June 2010. <http://www.soyouwanttoteach.com/>

My name is Joel. I began teaching in 2002. Though I had a lot of information, my classes were out of control. I was tired, frustrated, disrespected by students, lonely, and on the brink of quitting. I had had enough. I resigned from my school district right before spring break of my second year and made it my personal mission to learn to be a great teacher. *So You Want To*

Teach? is the ongoing story of my quest for educational excellence. This website offers much information, support, and access to other teachers who are looking for help on various subjects concerning education and teaching. There are various articles, blogs, and topic postings that can be accessed in order to aid teachers with any query.

Stephenson, F. (2001). *Extraordinary teachers*. Kansas City, MI: Andrews McMeel Publishing.

Extraordinary Teachers; Teaching for Success generates thoughtful reflection and discussion about how effective teachers teach and all students learn. The book is intended to help new and inexperienced teachers to find assistance within their community, within their students, and within themselves (Retrieved from <http://www.amazon.com/Extraordinary-Teachers-Teaching-Michael-White/dp/1933196920>).

Stuart, J. (1958). *The thread that runs so true: A mountain school teacher tells his story*. New York, NY: Scribner.

First published in 1949, Jesse Stuart's now classic personal account of his twenty years of teaching in the mountain region of Kentucky has enchanted and inspired generations of students and teachers. With eloquence and wit, Stuart traces his twenty-year career in education, which began, when he was only seventeen years old, with teaching grades one through eight in a one-room schoolhouse. Before long Stuart was on a path that made him principal and finally superintendent of city and county schools. The road was not smooth, however, and Stuart faced many challenges, from students who were considerably older — and bigger — than he to well-meaning but distrustful parents, uncooperative administrators and, most daunting, his own fear of failure. Through it all, Stuart never lost his abiding faith in the power of education. A graceful ode to what he considered the greatest profession there is, Jesse Stuart's *The Thread That Runs So True* is timeless proof that "good teaching is forever and the teacher is immortal" (Retrieved from <http://books.simonandschuster.com/Thread-That-Runs-So-True/Jesse-Stuart/9780684719047>).

Wright, E. (1999). *Why I teach: Inspirational true stories from teachers who make a difference*. Rocklin, CA: Prima Publishers.

There is a moment for most teachers when the lure of working with kids surpasses all logic: You know, you just know, that you are meant to teach. But in the day-to-day crush of details and bus duty, politics and paperwork, or kids without their homework for the eighth day in a row, life can erode passion and distract you from your sense of purpose. This collection of stories from teachers everywhere will remind you of those magic moments when a light goes on in the eyes of a child, when resistance breaks, when hearts connect—moments that make the challenges of teaching worth every second and remind you of why you are here in the first place (Retrieved from <http://search.barnesandnoble.com/Why-I-Teach-Inspirational-True-Stories-from-Teachers-Who-Make-a-Difference/Esther-Wright/e/9780761510994>).