

100 Things I difficult to do were...



1. Adjust to class sizes and adjust to grading so many student assignments
2. Check my mailbox daily and respond to all e-mails
3. Staying organized and manage my time
4. Let it go! Realizing it's OK to let go of some papers, ideas, and procedures
5. Get enough sleep and find technology resources
6. Leaving work at work
7. Sit down to lunch every day
8. New Math TEKS
9. Stay positive about the profession with all the changes and demands placed on us this year
10. Plan small group instruction on top of all the other things that have to be planned
11. Align my resource schedule with incoming students
12. Manage time and teaching in such a short time in Pre-K
13. Attendance without a bell schedule, grading papers at a good pace
14. Finding time to do things I wanted and getting up
15. Taking on new things during the middle of a school year—I feel like any changes should be discussed and planned to take effect the next following year, after proper training and or tutorial
16. Skyward at first and putting discipline in computer
17. Adapting to different attitudes, technology, intervention, writing a referral, DMAC navigation
18. Creation labs, ARD meetings, collecting progress data, live a balanced life, classroom management
19. Set up expectations while starting mid-year, classroom management mid-year
20. Incorporating I-Pad activities, transition from substitute to teacher in the middle of semester
21. Stay ahead of the paperwork (ARD, etc.)
22. Get involved in my department; get to know other teachers and staff in my building
23. Testing, time management between teaching/coaching, dealing/explaining to parents' their child's progress in class
24. Managing BIC & Homebound students, motivating students who don't care about their grades
25. Figuring out which administrators or counselors to go to for odd questions
26. Teach algebra to true freshman and upper classmen in the same classroom setting
27. Some of the TEKS seem very wordy and hard to understand
28. To be as efficient as I would prefer and meeting personal deadlines I set
29. Station teaching, learning how to be a co-teach teacher
30. Differentiate my instruction
31. Tell a parent that retention would benefit their child
32. Get all of my plans finished during the school day
33. Bus duty and think tanks
34. Adapt to the dual language program at first

35. Fit everything into one day
36. Remember to let kids be kids
37. Spiral 3rd and 4th TEKS
38. Planning for intervention, contributing to multiple clubs
39. Contacting parents
40. Keeping pencils sharpened, lining up students
41. I found it difficult to use SPED online website (Success Ed)
42. Make time to plan together and collaborate
43. Be patient and take care of new behavior issues that were moved to my classroom
44. Google drive
45. Working with the team, dealing with overbearing personalities
46. Remember to send kids to nurse for meds, remember appointments, meetings, ARDS, etc.
47. Parent communication, get help from my mentor
48. Remember to take roll accurately, quit work and go home
49. Getting grades in on time; get Braille in on time (2 weeks in advance!)
50. Keeping up with paperwork deadlines
51. Getting used to being a teacher and not a para anymore
52. Not count everything as a grade
53. Collecting data for RTI, dealing with angry parents
54. Finding a balance between making the kids feel comfortable and too comfortable
55. Adjusting to the younger kids mentality, adjusting to new way of doing lesson planning
56. Managing workstations for this specific age group
57. Stop checking e-mails at home and keeping up with daily e-mails
58. I had a difficult time understanding I wouldn't be able to save EVERY student
59. Document my experiences from this year for reflection later
60. Starting two weeks into the year, coming up with different strategies for behavior
61. De-stress and know when to walk away
62. Make time for myself at the end of the day
63. Get to my team quickly due to being on a separate hall. Get more parents involved
64. Knowing what certain e-mails are asking for
65. Coordinate with my team on special events and coordinate with grade levels
66. Manage RTI time. Partner teacher and I needed to meet with the same kids
67. Parent conferences
68. Keep disruptive students from distracting everyone in the room and around us
69. Being ok with not being perfect all the time
70. Find time to de-clutter a room inherited
71. Entering RTI info on DMAC, be as good as experienced teachers
72. Plan for K-4, be consistent with discipline – all kids are different and sometimes need different approaches to discipline
73. Guided Reading
74. To be as strict as I needed to be at times
75. Get control once I lost it

76. Don't take things personally
77. Process difference between AISD & MISD
78. Cope with changing jobs
79. Lack of professionalism in some co-workers
80. Connecting with other campuses with people in my field (enrichment)
81. Using the right questioning, language arts changes
82. Find the time to do all of the SPED paperwork
83. Find the time to do STAAR, ALT, develop, write, administer, score and submit
84. Staying healthy
85. Analyzing data from I Station, MobyMax, DMAC and etc.
86. Trying to anticipate expectations
87. Keep all students accountable during centers
88. Class sizes (largest class was 33) and number of hours
89. Work with shorter classes and plan for subs
90. More challenging projects for Pre-AP when some students should be in regular class
91. Enforce appropriate behavior in common areas when rules/expectations are inconsistent across school
92. Help all my tier 3 students all at the same time
93. Speak up to noticeable problems
94. Throwing unwanted and unneeded papers away
95. Teaching writing
96. Input transfer grades in skyward. Knowing ins and outs of the school details
97. Keeping track of all absent paperwork
98. I found it very difficult not to worry about my kids that had issues at home
99. Guided reading – planning for it
100. Finding various engaging lessons with appropriate manipulatives to help the students perceive mathematical concepts