

MEET THE TEACHERS WHO CONTRIBUTED TO THIS BOOK

Week 1: Give Students a Fresh Start



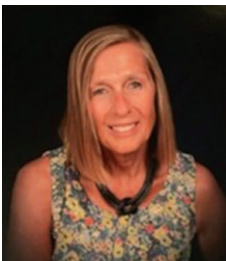
Meaghan Calkins switched careers nine years ago: she went from a pediatric dental hygienist to a high school physics and biology teacher. In fact, it was one of her college professors who suggested she become a teacher! She is so grateful to have a job that she looks forward to every day. She makes every effort to improve her teaching practices constantly and absolutely loves every student who comes into her classroom.

Week 2: Make Student Confidence Your Goal



Jessica Concha is a fifth-grade teacher in Cumming, Georgia. She graduated from Harding University in Arkansas and moved to Georgia in 2019. This year is currently her fourth year teaching fifth grade. Jessica has a passion for teaching math and stretching her students' mathematical thinking. She loves to collaborate with other teachers to promote deeper student thinking.

Week 3: Create Routines for EVERYTHING



Linda Howard was in education for thirty years as an elementary teacher and a literacy coach. She mostly taught second and third grade but took a hiatus from the classroom to work as a district literacy coach. Her undergraduate work was in marketing, but after getting married and starting a family, she realized her true passion was working with kids. She eventually received a teaching certification as well as a master's in education. Along the way, she went to Lesley College in Cambridge, Massachusetts, to train as a literacy coach. Even though she's retired, she continues to work with students by tutoring in reading and math.

Week 4: Learn About Your Students' Families



Adam Pelletier is a high school television production teacher in Middleborough, Massachusetts. He graduated from Boston College before returning to his hometown of Middleborough to begin teaching in 2004. Adam is grateful for helping the next generation of students discover their passion for television production.

Week 5: Trust Your Ideas



Lisa Dix is currently the elementary curriculum director for preK to Grade 5 at Bourne Public Schools in Massachusetts. She has seventeen years of elementary teaching experience, including in Grade 1, 2, and 4. Lisa wears many hats since crossing over from the classroom into administration, including spearheading a new family engagement program called Building Bridges, working with and mentoring new teachers throughout the district, and training mentors. She is grateful for the opportunities she gets to work with staff, students, colleagues, and families.

Week 6: Be a Team Player



Jennifer Barrientos is currently a supervisor in the Teacher Residency and Induction Program at CUSD 187, North Chicago. She has taught in special education and served as an administrator in several different positions in Indiana, Illinois, and in New Jersey. Jennifer went to Rutgers University in New Jersey, where she is from originally, and to Taylor University in Indiana for her teaching program. She is currently half way through her doctorate in special education and her director of special education program at Illinois State University. Jennifer believes that to be a great leader, you have to be a really good follower, which she learned the hard way when she was in the army. She continues to learn this lesson every day! She also believes that leaders should be lead learners, finding wisdom and lessons in all relationships. Mentorship is not for everyone, and the best mentors are those that find joy in seeing their mentees grow and find success!

Week 7: Embrace Your Mistakes



John Radosta has been teaching high school English in Milton, Massachusetts, for more than thirty years. Always remembering what his first years were like, he became a mentor for many novice teachers, and is now one of his district's mentor leaders. He has also acted as an online mentor for Mentoring in Action, where he was able to learn as much as he guided others. He lives in Boston with his wife, son, and rescue dog.

Week 8: Find a Mentor



Kathi Rogers earned her undergraduate degree at Boston College School of Education and followed by earning two master's degrees from Bridgewater State University and Providence College, respectively. She taught in the public schools of Norton, Massachusetts, as an English teacher, reading teacher, and special education teacher for thirty-six years. While working in public education, Kathi was elected to serve on the Massachusetts Teacher's Association Board of Directors and Executive Committee. She has taught undergraduate education classes at Wheaton College and graduate level courses at the University of Massachusetts, Dartmouth, as well as at Lesley College. In addition, she has worked for the Massachusetts Department of Education as an evaluator for licensing programs and for ELL instructors. Her current position as an online mentor with Mentoring in Action affords her the opportunity to support teachers of all grade levels and disciplines in many local and distant school districts. She believes that through effective mentoring, teachers learn from each other, feel supported, and most important, transfer their success to the students they teach. In this way, she continues to pay back the many colleagues who worked with her, as well as to pay it forward to a newer generation of teachers.

Week 9: Share Your Love of Content



Brooke Traverso has been teaching for twenty-two years. She began teaching pre-school and then early elementary. For the past thirteen years, she has been teaching fourth grade math and science at Elizabeth S. Brown Elementary School in the Swansea Public School District. She completed the Mentoring in Action mentor training courses and learned how to lead a purposeful mentoring program in 2013. Brooke chose to be a mentor leader for her district because she believes in the importance of a solid mentoring program!

Week 10: Introduce Yourself and Say Something Positive



Sam Rhode has been teaching high school for the last ten years in Clinton, Massachusetts. He came to the teaching profession after working in the private sector for a number of years and enjoys the challenges that come with the education world. Sam has been a part of a number of committees, has introduced new courses to the school's program of studies, and is currently the science department chair. He likes to show students that science can be accessible and fun, and he can be found performing demonstrations and doing hands-on activities throughout the year.

Week 11: Make a Human Connection With Each Student



Meghan Raftery is a freelance educator in Virginia Beach, Virginia, currently supporting teachers, schools, districts, and organizations on innovative projects; building teacher agency and sustainability education; and developing curriculum. A generalist at heart, Meghan cultivates a breadth and depth of experience both inside and outside of education.

She currently serves as a part-time trainer and curriculum developer for Defined Learning, a program director for the CROP Foundation, and the micro-credential project lead for the Virginia Association of Supervision and Curriculum Development (VASCD). She is coauthor of the ASCD book, *Building Educator Capacity Through Micro-Credentials*.

Through her work with a variety of educators across the country, Meghan developed the initial concept of Edjacent, the educator design collaborative she hosts, with the help of many educators and great thinkers from a variety of fields who have great faith in and great fears for the future of American public education.

Week 12: Discover Your Students' Hidden Talents



Mia Pumo is a program manager at Ed Direction working with leaders to create environments where educators and students can thrive. With over twenty-five years in education, she taught at the elementary level, became an instructional coach and leader, and cofounded a company that trained instructional coaches. Mia graduated from the University of North Carolina at Chapel Hill and is a National Board-Certified Teacher.

Week 13: Accept Advice Gracefully



Diane Mackie is a retired English teacher. She taught at Springfield Central High in Springfield, Massachusetts, for thirty-three years, teaching in various places before Central. During her tenure at Central, Diane also mentored many student teachers for the 180-Day Program at University of Massachusetts Amherst. She received her BA from Wheaton College, Norton, Massachusetts, in 1979 and her PhD in American studies from UMASS Amherst in 2009. Among her favorite parts of the teaching day were the conversations with students before and after class. Those conversations were especially meaningful for getting to know the students and establishing personal connections.

Week 14: Be Compassionate



Mary-Margaret Mara is a preschool teacher for Worcester Public Schools and has been in the field of education for thirty years. Teaching preschool is her passion and brings her great joy. She has been recognized for her efforts as Worcester Public Schools 2014 Teacher of the Year and a 2017 Massachusetts Teacher of the Year finalist. Mary-Margaret is certified in both early childhood and special education from Fitchburg State and Worcester State University, respectively. She is also an adjunct professor at Worcester State University in the education department and was excited to receive the WSU's 2021 Adjunct Excellence in Teaching Award after being nominated by her students. She believes early childhood education is a cornerstone in building a child's love for learning.

Week 15: Remember It Takes a Village



Alicia Desrochers is a middle school teacher in Brockton, Massachusetts, and has been teaching there for six years. She teaches at an early college school, where 100 percent of students have the opportunity to take at least twelve college credits while in middle and high school. Her goal is to help all students reach their college and professional goals.

Week 16: When You Fall Down, Get Back Up!



Melissa Carr began teaching English and reading in 1990 at Mainland High School, Daytona Beach, Florida. Her career in Volusia County schools sees her continuing to morph into different roles as she continues to learn and grow. Melissa has held the position of teacher, reading coach, assistant principal, principal, and educational technology leader. In this last role, she has been a virtual school coordinator, a professional learning specialist, and the director of technology and innovation. Melissa has been recognized as a Florida finalist for Innovative Principal of the Year, Secondary Principal of the Year, District Administrator of the Year, and PDK Researcher of the Year. She is constantly looking for ways to improve teaching and learning through innovative learning technologies and by coaching new leaders who will prepare students for a brave new world! Melissa lives in Daytona Beach, Florida, with her husband and two fur babies.

Week 17: Give Students the Tools to Shine



Sandra J. Brower is a graduate of The Flourishing Center's certification in applied positive psychology. She has earned a positive education certification provided through the Center for Positive Education and works as a K-12 well-being coordinator. Previously affiliated with the Academy for Character Education in Troy, New York, she enjoyed coordinating Youth Leadership Summits and Champion of Character Banquets to promote and support character education in area schools. Sandra facilitates flourishing and resiliency skills workshops for adolescents and adults and currently serves on the executive committee of the Positive Education Consortium, an international agency supporting students to flourish and become the best versions of themselves.

Week 18: Get Help When You Need It



Traci Rizzo has enjoyed teaching for twenty-five years. She began her career in Hesperia, California, teaching first- and second-grade students. Upon returning to New York, Traci earned her master's in literacy at SUNY Albany while teaching fifth grade in Glens Falls, New York. She currently is a literacy specialist in Niskayuna, New York, where she has been for the past twenty-one years. Traci continues to be grateful for a career that allows her to grow and learn, as children teach her new lessons every day. Traci lives in Latham, New York, with her children, Max and Cate.

Week 19: Use Relevance to Engage Students



Serena Pariser has been in education for sixteen years. She was recognized as Teacher of the Year at Gompers Preparatory Academy in San Diego, where she taught eighth grade. Serena is the bestselling author of *Real Talk About Classroom Management*, *Real Talk About Time Management*, and *Five to Thrive: Answers to Your Biggest Questions About Creating a Dynamic Classroom*. She believes the classroom should be a place where there is a constant buzz of excitement in the air.

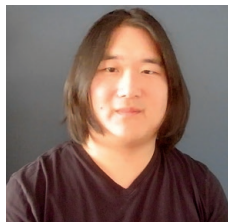
Week 20: Give Feedback to Support Student Growth



Jenna Monahan has been in education for nineteen years, spending the majority as a seventh-grade ELA teacher and mentor facilitator in Newton Public Schools. Monahan initially became involved in mentoring because she knew what it felt like to be a new teacher and wanted to support those who came after her. She has continued her work with new teachers because she sees how important the transition into teaching is when it comes to retaining good teachers in her building. Monahan currently lives in Westwood, Massachusetts, with her husband and two children.

She currently teaches English at Monument Mountain Regional High School in western Massachusetts, the same school that all three of her now grown children attended. In this position, she has taught sophomore English, journalism, film, media and drama, and nonfiction. She graduated from the University of Rochester with a degree in English and received a master's of education from the University of Massachusetts. She is one of the senior class advisors as well as the advisor to her school's newspaper and a second-year mentor teacher. As a member of the Ready for Rigor professional group at her school, she has been part of the transformative work promoting equity in education.

Week 21: Use Student Surveys to Assess Your Teaching



Tyler Brundage has been teaching music and band in the Dighton Rehoboth Regional School District for six years. During this time, he has taken on leadership roles including mentoring new teachers and leading and facilitating curriculum alignment and development with his district's unified arts team. By working in these roles, Tyler has discovered a passion for guiding and supporting his fellow educators

Week 22: Be Your Authentic Self



Chandra Joseph-Lacet has spent twenty-eight years working in the field of education. She began her career in higher education working in various student affairs departments and later transitioned to K-12 education, beginning her teaching career as an elementary school teacher within Boston Public Schools. In addition to working as an elementary teacher, Chandra has also served as a special education teacher, reading specialist, literacy coach, special education coordinator, assistant principal, and new teacher developer. Currently, Chandra serves as a coach for novice teachers across the district of Boston. In this capacity, Chandra works with teachers and teacher mentors to elevate instructional practices and create highly engaging, student-

centered environments focused on strengthening student learning outcomes. Chandra is most proud of her journey towards inner wholeness and of helping to provide brave spaces where fellow educators are able to do the same. Chandra is currently participating in the Courage and Renewal Practicum Program to further this work.

Week 23: See Kindness in Action



Sarah Berger is in her tenth year of teaching. She began her teaching journey studying at Valdosta State University where she learned the importance of relationships with students and their families. Throughout her career, she has served students as a special education teacher and a general education teacher, and she is currently an early intervention specialist in Cumming, Georgia. She believes that creating an environment where students feel loved, safe, and valued is vital to the success of all students.

Week 24: Get to the Root Cause



Stacey Hervey has been a teacher for twenty-four years, teaching elementary and middle school before finding her calling as a high school and college instructor. She is certified in English, social studies, and CTE education and has won several teaching awards. She looks forward to every day in the classroom.

Week 25: Change the Way You Look at Your Failures



Maryanne Margiotta has worked at Southwick Regional School in Southwick, Massachusetts, for twenty-three years. She has taught high school English language arts and serves as the district mentor coordinator. In this latter position, she channels Carol's passion and inspiration to guide her in her work with mentors and new teachers.

Whether teaching a writing lesson as a classroom teacher or guiding students as they explore career paths in her present role as the school's career facilitator, she continues to find that helping students create those "aha moments" is the true joy of this profession.

Week 26: Honor Your Teaching Style



Erin Jacobson is the coordinator of the North Dakota Teacher Support System (NDTSS) in Bismarck, North Dakota. She worked as a classroom teacher and an instructional coach prior to her current role with NDTSS. Erin loves to be continually challenged by this complex and rewarding profession. She encourages teachers to be who they are, as it is this authenticity that makes teaching magical and helps to form true relationships.

Week 27: Gain Trust Through Sharing



Nicole Forinash has been teaching for ten years and has held several different positions. She has taught preschool, middle and high school social studies, and special education in the elementary setting. Special education has been her calling, though, and she has learned so much from being in a profession that is all about patience and resilience. Nicole currently resides in Burgaw, North Carolina with her husband and daughter. She received her bachelor of science from Framingham State University in Massachusetts, and her master's in special education from Grand Canyon University in Arizona. Teaching is challenging yet rewarding, and making a difference in a child's life and helping that child overcome obstacles is what she looks forward to every day.

Week 28: Expect the Unexpected



Pam King is a second-career teacher who began her work in the classroom at the age of thirty-six. After working in the yearbook publishing industry for several years, she decided she wanted to spend her days doing the best part of that job, which was working with students. Over the years, she has taught English language arts from the fifth to the twelfth grades, with teaching middle school being her favorite experience. She worked in a large suburban school district in Texas but has spent most of her career in a small, rural district in upstate New York. She has learned that the key components of teaching apply to students of any age, in any school: give grace, let them know you care, and bring your sense of humor.

Week 29: Apologize When You Make a Mistake



Jaclyn Lekwa is a K-3 reading interventionist and mentor teacher in North Chicago, Illinois. She has been teaching for eight years. Jaclyn is a native Texan and moved to Chicago, where she taught preK, as a Teach for America Corp member. Due to her love of literacy development, she has focused her career on becoming a reading specialist to better support young learners and teachers. Jaclyn is dedicated to helping others become successful and confident teachers and hopes to provide continued coaching and mentoring for others.

Week 30: Give Yourself Grace



Cassie Tabrizi is passionate about bringing classroom ideas and resources to life for elementary educators everywhere. Cassie graduated from the University of Utah in 2008. From there, she went on to teach third grade at a Title 1 elementary school. While teaching, she obtained her ESL endorsement and her master's degree in curriculum and instructional design. The endorsement and degree helped her work passionately to create materials that were differentiated, engaging, and meaningful. Today, she works with teachers all around the world as she creates curriculum resources, video training resources, and a podcast called *After the Bell*.

Week 31: Acknowledge Students Publicly



Julia Poole is the 2013 DC Teacher of the Year, a teacher at the University of Pennsylvania, and founder of Burn-in Mindset, an organization focused on reducing teacher and leader burnout. The Burn-in Mindset coaching program works with high-performing teachers and school leaders and utilizes components of positive psychology to reignite educators' passion for their work. Through one-on-one coaching, Burn-in Mindset helps schools retain their top talent, reduce symptoms of burnout, and increase teacher morale.

Week 32: Invite Your Students to Grade You



Joan Vohl Hamilton worked as a reading specialist and eighth-grade English teacher for most of her thirty-six-year career in education. She served in rural, suburban, and urban districts. She won awards for her classroom work at the local, state, and national levels, but her biggest honor was having a career that planted seeds for a better future. That's what she believes teaching is all about.

Week 33: See Your Success Through Your Students' Eyes



Nancy Legan is a former Grade 4 and 6 teacher in Middleboro, Massachusetts. She continued working with students as a principal in Weymouth, Massachusetts. During her tenure, her school was recognized by the state's education department as a Compass School—demonstrating excellence and improving student achievement.

After retiring from public schools, Nancy continued her educational service as a recruiter for the University of Massachusetts Dartmouth's program Project Success, supporting career changers who wanted to become mathematics and science teachers in urban schools.

The last stop on her forty-five-year journey was serving as an educational consultant for the Massachusetts Department of Elementary and Secondary Education, where she was tasked to collaborate with principals of schools identified as being in need of improvement.

Nancy was, and is always, amazed by the extraordinary commitment educators demonstrate on a daily basis!

Week 34: SLOW Down and Reflect



Tara M. Dexter is a "Focused Instructional Coach" for the Worcester Public Schools who works with teachers and school-based staff to develop and improve the quality of lessons and further advance teaching practices. As a coach, Tara designs and leads professional development opportunities to support the continued growth of educators' instructional practices. Tara observes lessons, provides feedback, uses data to drive co-planning with other teachers, and finds resources to support student improvement and teacher growth.

Tara believes that being reflective is not only a fundamental skill to acquire but one of the most important traits that an educator can possess. In order to support the varied learning styles and needs of all students in classrooms, reflective practice is key. It enables teachers to reach ALL learners.

In addition to being a mentor leader with her school district, Tara runs the afterschool program and leads several school-based committees (e.g., on instructional leadership and student success).

Tara holds two master's degrees in education and educational leadership (from Anna Maria College and Worcester State University, respectively), a teaching license, and an administrator license; she holds a BA in accounting and finance, also from Worcester State. Tara most recently received the Educational Leadership Graduate Medallion for Academic Excellence, which is awarded to a student in each discipline of study who maintains the highest GPA.

Week 35: Be a Leader



Megan Martens is currently a Kindergarten teacher, who has taught at that level for the past eleven years in Volusia County, Florida. For the past eight years, she has been the advisor for her school's FFEA club (Florida's Future Educators of America). Growing up, her teachers were her only constant, which led to why she became a teacher. Her goal in life is to inspire children the way she was inspired. She was Teacher of the Year for her school and was recognized as one of Volusia County's top five finalist Teacher of the Year contenders in 2021. She is one of the founding members of Volusia LEADs, which is a professional organization that mentors, inspires, and encourages teachers and teacher leaders throughout Volusia County Schools.

Week 36: Find Reasons to Celebrate



Mike Pelletier has been teaching social studies at Braintree High School in Braintree, Massachusetts, for twenty-three years. Like any teacher, he has taught many different courses, though his primary focus has been US history. Mike's amazing students are the biggest reason he feels a sense of professional fulfillment and loves coming to work every day.