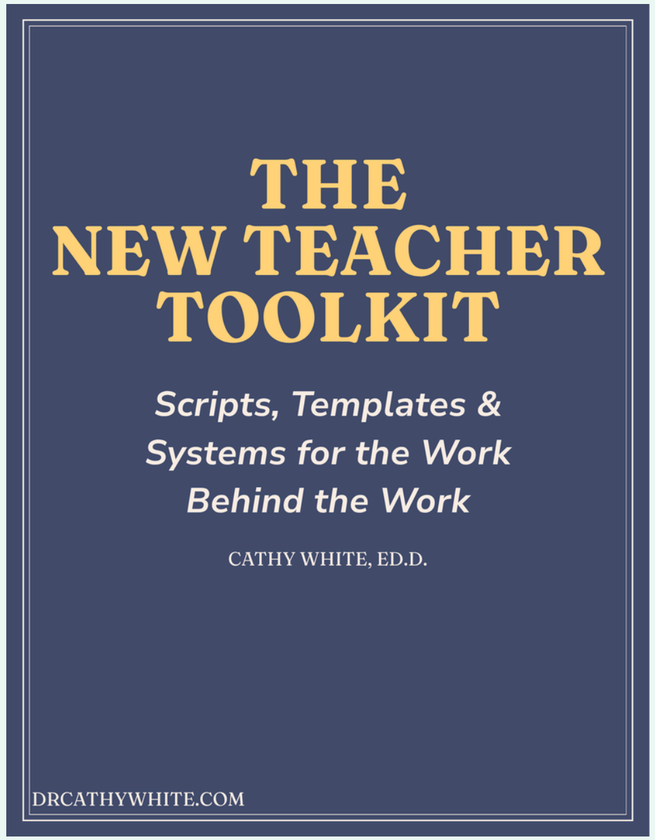


4 THINKING TOOLS

3 SITUATION PLAYBOOKS

4 FILLABLE PDFS

9 EMAIL TEMPLATES

7 DOCS

1 MENTOR GUIDE

MANAGE THE WORK BEHIND THE WORK

Thinking Tool 1: Should I Document This?

START: A conversation, ar

Q1: Was anyth
expectation, a dea

YES → Docu

Q2: Was the messa

Objective vs. Emotional Language

The single most important documentation skill: sep
Record what was said and what happened, not ho

Instead of emotional/interpretive	V
The meeting was confusing and unfair.	Three d discuss decisior
Jayden was defiant and disrespectful all morning.	Betwee seat fou twice a

BOUNDARY SCRIPTS

As a new teacher, it is hard to say no to requests. There will be ple
work that you actually want to do - that's great! These boundaries
making sure you have clarity about what you're supposed to do ar
energy so you can do your job well.

Effective boundaries look like clarifying before committing, narrowi
what you take on, and documenting so expectations do not expan

Scripts:

- When asked to take on something new: "I want to do this well.
  deprioritize to make room for it?"
- When a task is unclear: "Before I commit, can we define what
- When the ask is open-ended: "I can commit to [specific scope]
  Anything beyond that, let's talk again."
- When you need time: "I'm not able to give you a good answer
  follow up by tomorrow."

BE PREPARED FOR TOUGH SITUATIONS

Common situations...

PLAYBOOK 1: AN ANGRY PARENT EMAIL LANDS IN YOUR INBOX

How to think about it: Anger in a parent email is almost always fear wearing armor, fear that their child is struggling, being treated unfairly, or being overlooked You do not have to absorb the tone to address the concern. Separate the two on purpose: **tone** is how it was delivered; **task** is what actually needs a response. Onl

Sample Parent Emails

Full editable versions of these emails are in Part 3. This section gives you the "why" behind the structure.

Example A: Responding to an Upset Parent (annotated)

Ms. Bell emai
the teacher di
acknowledgm

Guides when you need them

Subject: Re: What happened to Kai today

Dear Ms. Bell,
Thank you for reaching out and for telling me how upset Kai was when he got home. I can hear how concerned you are, and I want to make sure we address this together. ①
Here is what I can share about what happened

① **Open with partnership.** Acknowledges her concern without agreeing with her version of events and without defending yourself. Notice what's not here: no "I'm sorry you feel that way," no correction of "attacked."

② **State the facts.** Pure camera

- Chronic Issue Follow-Up
- Grade or Consequence Dispute
- Positive First Contact
- Raising a Concern About a Student
- The Two-Line Acknowledgment

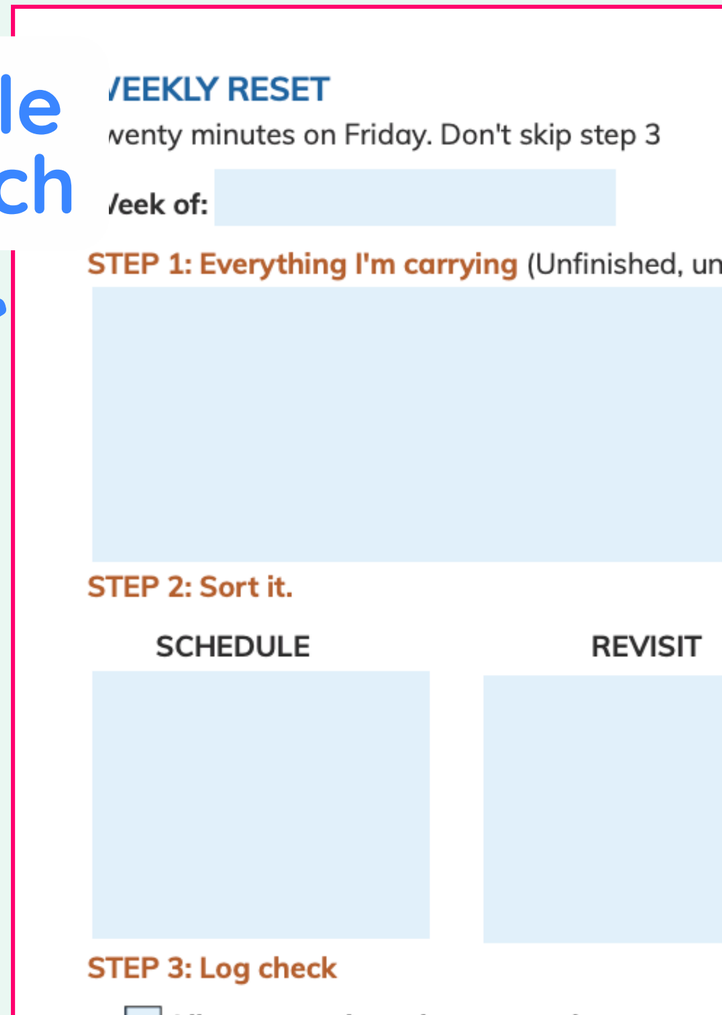
and the tools to handle them.

DEVELOP HABITS TO KEEP THE WORKLOAD FROM EXPANDING



Identify what's actually important

Fillable/Printable PDF to reset each week



QUICK LOGS & TRACKERS

Communication Tracker

Parent / guardian contact master log. One row per contact, newest entries added at the bottom (or top, if you prefer working newest-first).

How to use this doc: capture fast in the moment using the long-term here during your Friday reset. Keep entries to below is a blank template row: copy it each time you add

Date	Student	Family Contact	Method	Topic	Summ
9/12	Priya Anand	Mr. Anand (father)	In	Positive	Share
10/16	Dani Rivera	Ms. Rivera (mother)			

Decision Tracker

The quiet power tool. Log every decision that affects your work whether made by you, or handed to you. When expectations sh

How to use this doc: add a row anytime a decision or expectation is set, confirmed, or changed: a due date, a procedure, a directive, an agre entry takes under a minute. The pattern it reveals over a semester is what makes it worth keeping.

Date	Decision / Expectation	Who Decided /	What It Replaced (if anything)	Confirmed in Writing? (Y/N + date)
			ersion of this	No — verbal only
			es version	Yes — confirmation email sent to self, 9/26, 3:40 p.m.

Documentation Log

Your running master record, one row per event worth recording, newest entries at the top.

How to use this doc: add a row anytime something meets the bar in the Should I Document This? flowchart (Section 2): vague feedback, a verbal agreement, a recurring pattern, a decision made without full information, or a difficult meeting. Facts only, camera language. For anything high-stakes, email yourself a copy of the entry the same day so you have a timestamped record beyond this doc.

Date	Type	Who	What happened / was decided (facts)	My action / next step	Recorded elsewhere

GUARDIAN CONTACT LIST & COMMUNICATION LOG

Guardian Contact List

Enter each family once. These names feed the dropdowns on the other tabs — no retyping. Fill the shaded cells.

Student	Guardian Name	Relationship	Phone	Email		
Ethan Ramirez	Maria Alvarez	Mother	313-555-0142	m.alvarez@email.com	Phone Call	Best after 5pm; Spanish preferred
Sophie Chang						
Marcus Green						

Helps you remember & gives a record if you need it

mmunication Log

contact, logged the same day in camera language. Tag positives — they're your deposits. Shaded cells are yours to fill.

ate	Student	Guardian/Contact	Method	Category	Notes (what was said / decided — facts only)	Recap Email Sent	Follow-Up Needed	Follow-Up By
-10-07	Marcus Green	Rosa Martinez	In-Person	Positive	Told grandmother Marcus helped a new student find their class unprompted. She was pleased.	No	No	
-10-09	Sophie Chang	David Chang	Email	Academics	Shared 2 missing lab writeups (due 9/30,			-10-16
-10-14	Ethan Ramirez	Maria Alvarez	Phone Call	Behavior				10-21

Color-coded log

GUARDIAN CONTACT LIST & COMMUNICATION LOG

Dashboard

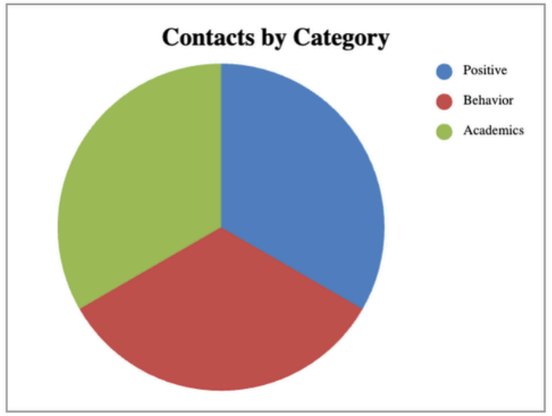
Auto-updates from the Communication Log. Watch the % Positive — it's your deposit ratio. Change the month filter to see any month.

Month Filter: All *(controls the summary boxes below)*

Total Contacts	Positive (Deposits)	Awaiting Follow-Up	Unresolved
3	1	2	2

Deposit ratio: 33% of contacts were positive

Category	Count
Positive	1
Behavior	1
Academics	1
Attendance	0
Scheduling	0
Other	0



Class dashboard

Student Lookup

Pick a student to see their deposit/withdrawal balance and full contact history. Great for conference prep or spotting a pattern.

Student: han Ramir

Total Contacts	Deposits (Positive)	Withdrawals (Concerns)
1	0	1

Running low on deposits — consider a positive contact this week.

Date	Method	Category	Notes	Follow-Up By	Resolved
2025-10-14	Phone Call	Behavior	Called re: two redirections during group work 10/13. Agreed on a check-in signal. Mother	2025-10-21	No

Individual students

FOLLOW-THROUGH & ACTION ITEMS

Follow-Through

Set the Escalate By date when you open the row, not in the panic later. Review at every Friday reset.

Date Opened	Source	Student
2025-10-09	Email	Sophie Chang
2025-10-14	Meeting	Ethan Ramirez
2025-10-15	Parent	Marcus Green

Action Items

Every commitment from a meeting or conversation — including the ones other people owe you. Give each an owner and a due date.

Date Added	Meeting / Convo	Action	Owner	Due	Done?	
	AP Daniels — data wall update	writing once AP Daniels confirms it				for written waiting
2026-10-22	Walkthrough debrief with Mr. Okafor	Build one open-ended question into each lesson plan	Me	2026-10-29	No	Confirme day — no needed u example

Free up mental space & reduce the chance of forgetting something important.

INCIDENT INDEX

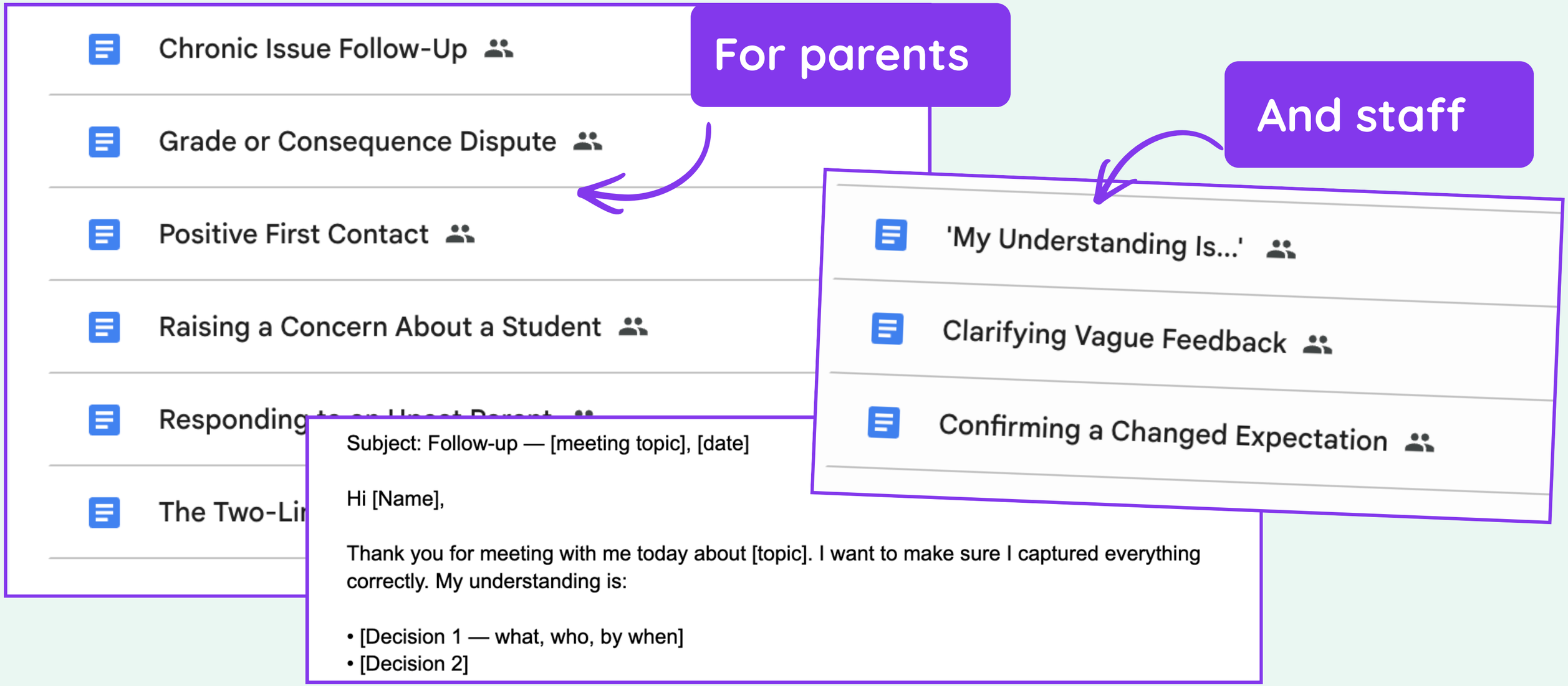
Incident Index

A one-line pointer to each full incident record — not the record itself. Use initials only. Keep the detail in your Incident Log or school system.

Date	Student Initials	Type	Full Record Location	Family Notified?	Admin Notified?	Follow-Up Done?
2026-10-21	M.T., K.B.	Peer Conflict	Incident Log PDF, filed 10/21	Yes	Yes	Yes
2026-11-04	J.R.	Disruption	Incident Log PDF, filed 11/4	Yes	No	No

Documentation & Patterns

9 EMAIL TEMPLATES



MENTOR GUIDE

Week	Theme	Toolkit Anchor
1	Landing & Orienting	*The Guide — "The Work Behind*
2	Should I Document This?	*Thinking Tool 1 + Section 3 "Wh*
3	Objective vs. Emotional Language	*Section 3 — "Objective vs. Emo*
4	Is This Actually Urgent?	*Thinking Tool 2 — the urgency*
5	Who Owns This?	*Thinking Tool 3 — the responsi*
6	Do I Need to Respond Today?	*Thinking Tool 4 — response tim*
7	The Parent Email Framework	*Section 4 — the five-part frame*
8	The Positive Deposit	*Section 4 — "parent communication like a bank account"*
9	Responding When It's Tense	*Section 4 + Playbook 1 — the angry parent email*
10	Meeting Follow-Ups	*Section 4 + Playbook 2 — the same-day summary email*
11	When Expectations Are Vague or Shift	*Playbook 3 — vague feedback & changing expectations*
12	Spotting Patterns	*Documentation Log / Decision Tracker + Section 6 warning signs*
13	Boundaries & Protecting	
14	The Weekly Reset as a '	

1. **Warm open (2 min).** Ask how the week actually felt before talking tools. Let them land befor begin.
2. **What's working (3 min).** Start with what went well.
3. **Sticking points (4 min).** Name the friction without fixing it immediately.
4. **This week's focus (3 min).** Connect one toolkit tool to what they're facing.
5. **Name the next step (2 min).** Close by having *them* name one small, concrete thing to try. Yo it next week.

14 WEEKS/
15 MINUTES

LICENSE INCLUDES 2 PEOPLE.
SHARE WITH A MENTOR OR PEER.