

Why was I selected to be a mentor?













Your Personal Mentor History

Who was your favorite mentor? _____

What was the situation? Give some background. _____

Give an example of how they helped you. _____



- Strengths and Limitations -

Assessing our own personal strengths and limitations as a professional should be an ongoing process. Helping the new instructor do the same should be part of lifelong learning. No one instructor can be an expert in every aspect of teaching. Mentors should determine their own strengths and limitations and then identify resource people who can assist in this group mentoring process.

Assess Your Strengths

- ___ 1. I believe that being a professional educator is a worthwhile endeavor.
- ___ 2. I have established several professional goals.
- ___ 3. I value the differences among my students.
- ___ 4. I want each of my students to have a positive attitude about school.
- ___ 5. I am interested in independently researching topics related to education.
- ___ 6. I have a positive outlook about my success as a teacher.
- ___ 7. I learn something new about teaching each day.
- ___ 8. I am developing strong time management skills.
- ___ 9. I am an organized person.
- ___ 10. I am in charge of my class.
- ___ 11. I see myself as part of a team of dedicated professionals.
- ___ 12. I can handle almost all of the problems that I face at work each day.
- ___ 13. I can successfully prevent many discipline problems.
- ___ 14. I know how to cope successfully with most discipline problems.
- ___ 15. I promote the belief that learning is enjoyable.
- ___ 16. I have a thorough knowledge of my content area.
- ___ 17. I prioritize my school responsibilities.
- ___ 18. I control my attitude about work.
- ___ 19. I have a supportive group of people to whom I can turn for help.
- ___ 20. I believe that courtesy is important for smooth professional relationships.
- ___ 21. I want my classes to be dynamic and enjoyable.
- ___ 22. I encourage students to be cooperative with each other and with me.
- ___ 23. I see problems as challenges rather than obstacles.
- ___ 24. I allow enough time to manage my career and personal responsibilities.
- ___ 25. I believe my students are worthwhile people who can learn and succeed.

“Great coaches, teachers, or mentors display virtues like generosity of spirit, giving others the gift of their presence. They have the kind of clarity of mind that gets to the heart of the matter, the honesty and integrity to say what they know to be true, together with the compassion to do no harm. They have a basic human wisdom in dealing with countless situations. When we meet people who possess such virtues, they automatically become coaches/mentors for us, whether they are teachers, bosses, or janitors. When we leave them, we feel *inspired, empowered, and enabled* to take effective action.”

Mentoring Beginning Teachers

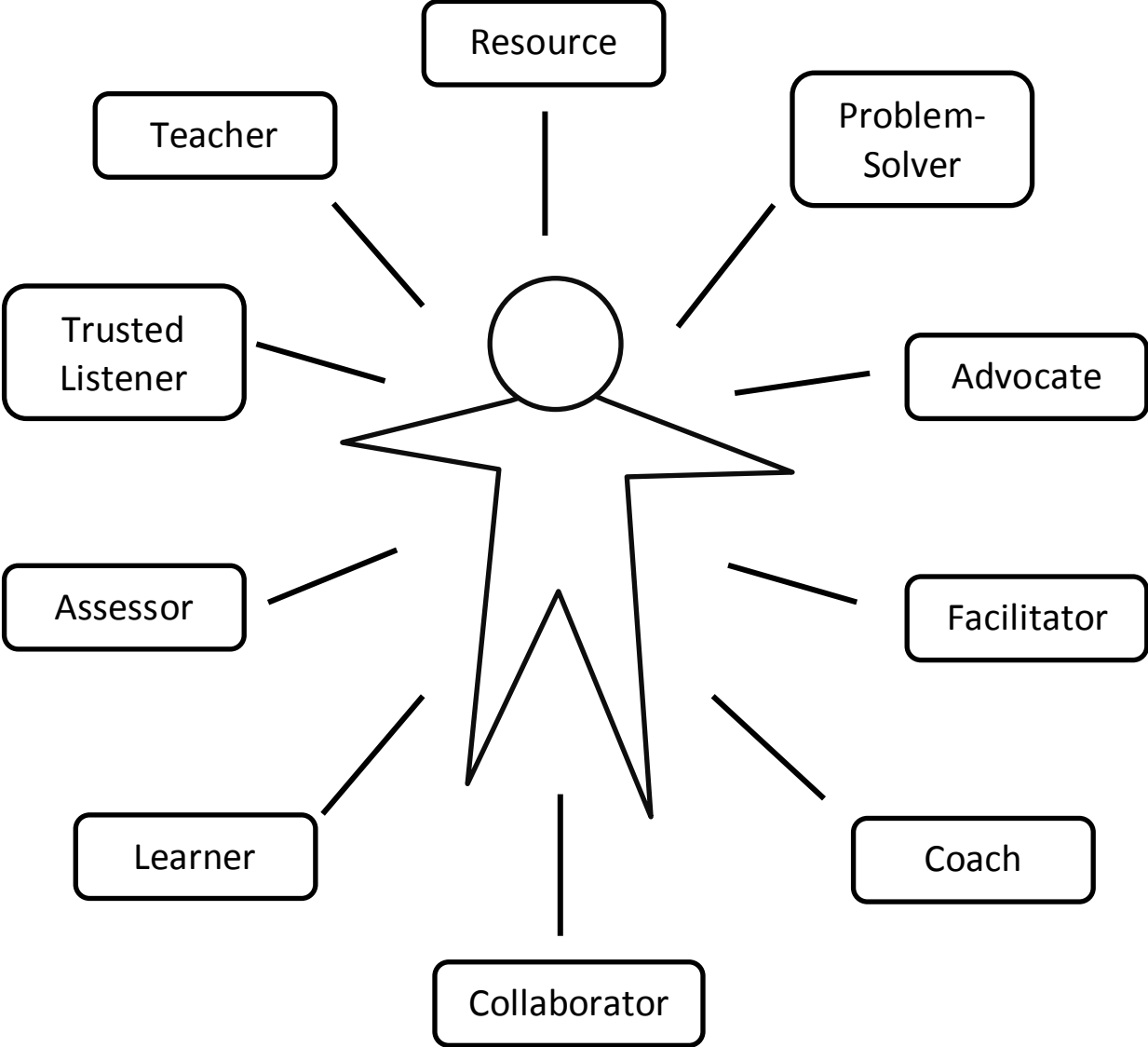
Mentoring can be defined as: a significant, long-term, beneficial effect on the life or style of another person, generally as a result of personal one-on-one contact.

A mentor is one who *offers* knowledge, insight, perspective, or wisdom that is especially useful to the other person.

“The message mentors provide is twofold: You are worthy my time and effort because you are a valuable human being. And I can offer you – by my word or deed, or by the example of my life- ways to expand your horizons and to increase the likelihood that you will achieve success.”

One on One: A Guide For Establishing Mentor Programs, USDOE

MENTOR ROLES



WHAT MENTORS DO

- Set high expectations of performance.
- Offer challenging ideas.
- Help build self-confidence.
- Encourage professional behavior.
- Offer friendship.
- Confront negative behaviors and attitudes.
- Listen to personal problems.
- Teach by example.
- Suggest growth experience.
- Explain how the organization works.
- Encourage positive behavior.
- Offer wise counsel.
- Inspire their mentee.
- Share critical knowledge.
- Offer encouragement.
- Stand by their mentee in critical situations.

INSPIRE

HELP

ENCOURAGE

EXPLAIN

SHARE

TEACH

SUGGEST

LISTEN

WHAT MENTORS DO **NOT** DO!

- Evaluate performance.
- Judge teaching skills.
- Assume the role of an expert.
- Attempt to clone him/herself.



WHAT MENTORS EXPERIENCE

- An increased appreciation for reflective practice.
- A sense of more effective teaching in their own classrooms.
- A new perspective for professionalism.
- A renewal of their own commitment to teaching.

THE MOST IMPORTANT THING I LEARNED FROM MY NEW TEACHER

- “A revived energy for teaching.”
- “It made me reflect on how and why I do things.”
- “To continue to be excited about teaching.”

THE MOST IMPORTANT THING I LEARNED FROM OTHER MENTORS

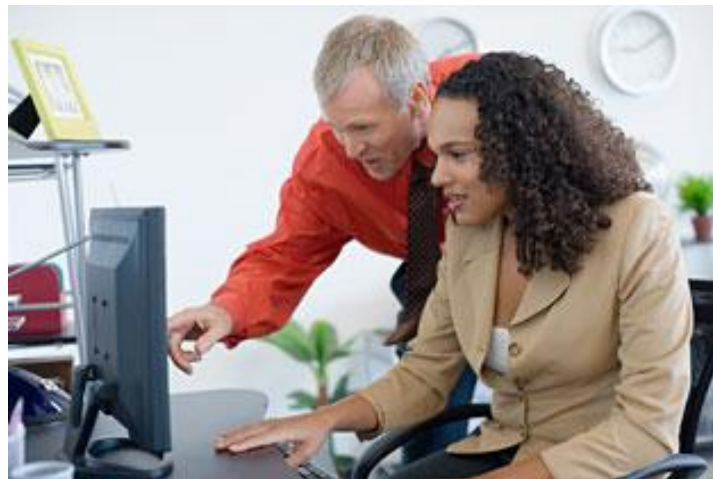
- “New teaching tips”
- “High level of professionalism”
- “Great discussions”

Mentoring is a trusting, confidential relationship with a beginning teacher.

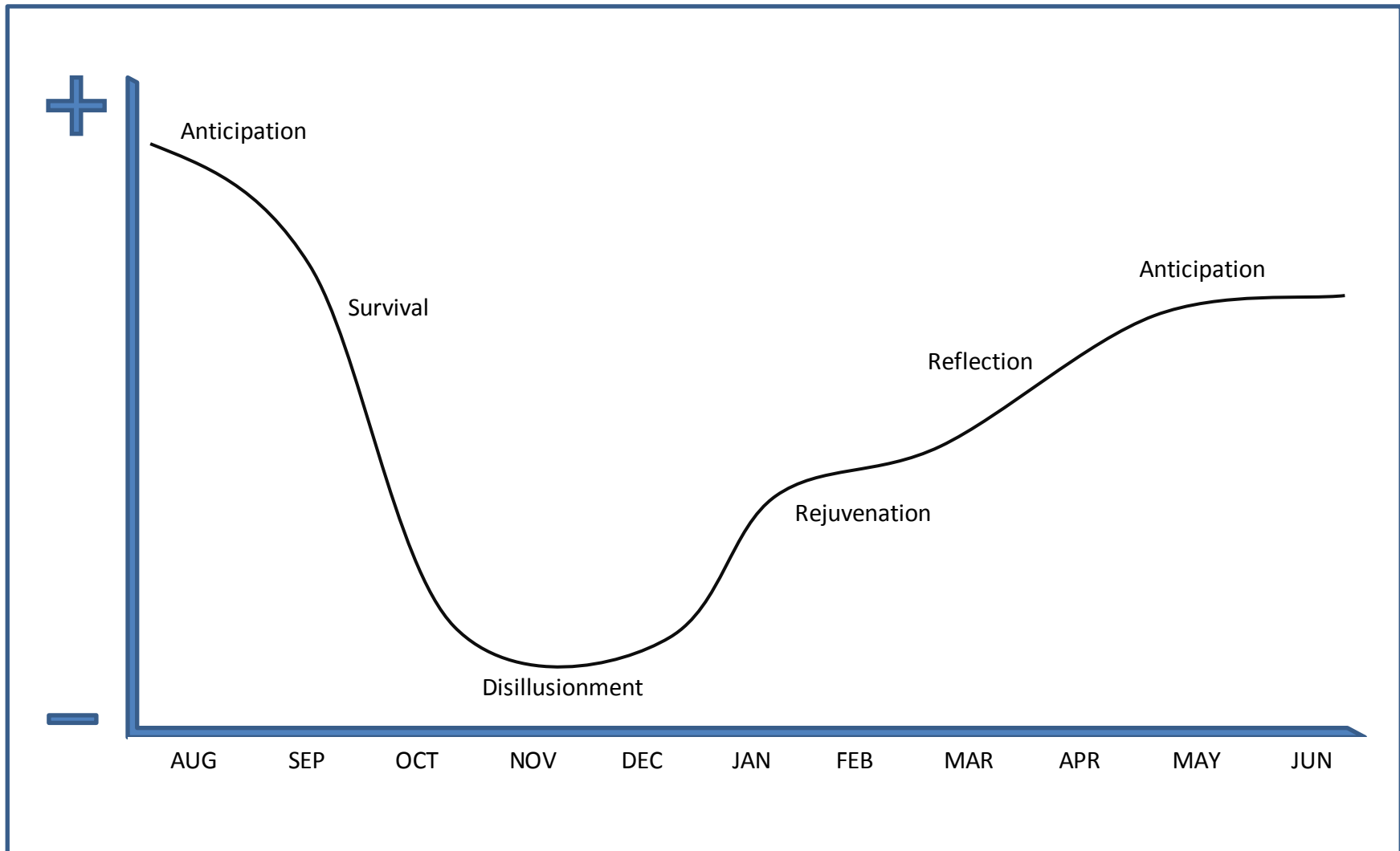
It takes time.

It takes planning.

It takes commitment.



Phases of First-Year Teaching Attitudes Toward Teaching



PHASES OF FIRST-YEAR TEACHING

By Ellen Moir

First-year teaching is a difficult challenge. Equally challenging is figuring out ways to support and assist beginning teachers as they enter the profession. Since 1988 the Santa Cruz New Teacher Project has been working to support the efforts of new teachers. After supporting nearly 1,500 new teachers, a number of developmental phases have been noted. While not every new teacher goes through this exact sequence, these phases are very useful in helping everyone involved -- administrators, other support personnel, and teacher education faculty--in the process of supporting new teachers. These teachers move through several phases from anticipation, to survival, to disillusionment, to rejuvenation, to reflection; then back to anticipation. Here's a look at the stages through which new teachers move during that crucial first year. New teacher quotations are taken from journal entries and end-of-the-year program evaluations.

ANTICIPATION PHASE

The anticipation phase begins during the student teaching portion of preservice preparation. The closer student teachers get to completing their assignment, the more excited and anxious they become about their first teaching position. They tend to romanticize the role of the teacher and the position. New teachers enter with a tremendous commitment to making a difference and a somewhat idealistic view of how to accomplish their goals. *"I was elated to get the job but terrified about going from the simulated experience of student teaching to being the person completely in charge."* This feeling of excitement carries new teachers through the first few weeks of school.

SURVIVAL PHASE

The first month of school is very overwhelming for new teachers. They are learning a lot and at a very rapid pace. Beginning teachers are instantly bombarded with a variety of problems and situations they had not anticipated. Despite teacher preparation programs, new teachers are caught off guard by the realities of teaching. *"I thought I'd be busy, something like student teaching, but this is crazy. I'm feeling like I'm constantly running. It's hard to focus on other aspects of my life."*

During the survival phase, most new teachers struggle to keep their heads above water. They

become very focused and consumed with the day-to-day routine of teaching. There is little time to stop and reflect on their experiences. It is not uncommon for new teachers to spend up to seventy hours a week on schoolwork.

Particularly overwhelming is the constant need to develop curriculum. Veteran teachers routinely reuse excellent lessons and units from the past. New teachers, still uncertain of what will really work, must develop their lessons for the first time. Even depending on unfamiliar prepared curriculum such as textbooks is enormously time consuming.

"I thought there would be more time to get everything done. It's like working three jobs: 7:30-2:30, 2:30-6:00, with more time spent in the evening and on weekends." Although tired and surprised by the amount of work, first-year teachers usually maintain a tremendous amount of energy and commitment during the survival phase, harboring hope that soon the turmoil will subside.

DISILLUSIONMENT PHASE

After six to eight weeks of nonstop work and stress, new teachers enter the disillusionment phase. The intensity and length of the phase varies among new teachers. The extensive time commitment, the realization that things are probably not going as smoothly as they want, and low morale contribute to this period of disenchantment. New teachers begin questioning both their commitment and their competence. Many new teachers get sick during this phase.

Compounding an already difficult situation is the fact that new teachers are confronted with several new events during this time frame. They are faced with back-to-school night, parent conferences, and their first formal evaluation by the site administrator. Each of these important milestones places an already vulnerable individual in a very stressful situation.

Back-to-school night means giving a speech to parents about plans for the year that are most likely still unclear in the new teacher's mind. Some parents are uneasy when they realize the teacher is just beginning and many times pose questions or make demands that intimidate a new teacher.

Parent conferences require new teachers to be highly organized, articulate, tactful and prepared to confer

with parents about each student's progress. This type of communication with parents can be awkward and difficult for a beginning teacher. New teachers generally begin with the idea that parents are partners in the learning process and are not prepared for parents' concerns or criticisms. These criticisms hit new teachers at a time of waning self-esteem.

This is also the first time that new teachers are formally evaluated by their principal. They are, for the most part, uncertain about the process itself and anxious about their own competence and ability to perform. Developing and presenting a "showpiece" lesson is time-consuming and stressful.

During the disillusionment phase classroom management is a major source of distress. *"I thought I'd be focusing more on curriculum and less on classroom management and discipline. I'm stressed because I have some very problematic students who are low academically, and I think about them every second my eyes are open."*

At this point, the accumulated stress of the first-year teacher, coupled with months of excessive time allotted to teaching, often brings complaints from family members and friends. This is a very difficult and challenging phase for new entries into the profession. They express self-doubt, have lower self-esteem and question their professional commitment. In fact, getting through this phase may be the toughest challenge they face as a new teacher.

REJUVENATION

The rejuvenation phase is characterized by a slow rise in the new teacher's attitude toward teaching. It generally begins in January. Having a winter break makes a tremendous difference for new teachers. It allows them to resume a more normal lifestyle, with plenty of rest, food, exercise, and time for family and friends. This vacation is the first opportunity that new teachers have for organizing materials and planning curriculum. It is a time for them to sort through materials that have accumulated and prepare new ones. This breath of fresh air gives novice teachers a broader perspective with renewed hope.

They seem ready to put past problems behind them. A better understanding of the system, an acceptance of the realities of teaching, and a sense of

accomplishment help to rejuvenate new teachers. Through their experiences in the first half of the year, beginning teachers gain new coping strategies and skills to prevent, reduce, or manage many problems they are likely to encounter in the second half of the year. Many feel a great sense of relief that they have made it through the first half of the year. During this phase, new teachers focus on curriculum development, long-term planning and teaching strategies.

"I'm really excited about my story writing center, although the organization of it has at times been haphazard. Story writing has definitely revived my journals." The rejuvenation phase tends to last into spring with many ups and downs along the way. Toward the end of this phase, new teachers begin to raise concerns about whether they can get everything done prior to the end of school. They also wonder how their students will do on the tests, questioning once again their own effectiveness as teachers. *"I'm fearful of these big tests. Can you be fired if your kids do poorly? I don't know enough about them to know what I haven't taught, and I'm sure it's a lot."*

REFLECTION

The reflection phase beginning in May is a particularly invigorating time for first-year teachers. Reflecting back over the year, they highlight events that were successful and those that were not. They think about the various changes that they plan to make the following year in management, curriculum, and teaching strategies. The end is in sight, and they have almost made it; but more importantly, a vision emerges as to what their second year will look like, which brings them to a new phase of anticipation. *"I think that for next year I'd like to start the letter puppets earlier in the year to introduce the kids to more letters."*

It is critical that we assist new teachers and ease the transition from student teacher to full-time professional. Recognizing the phases new teachers go through gives us a framework within which we can begin to design support programs to make the first year of teaching a more positive experience for our new colleagues.

This article was originally written for publication in the newsletter for the California New Teacher Project, published by the California Department of Education (CDE), 1990.

Bias "Hit List" Examples

- He's so young
- He didn't receive a good education if he went to that college
- She's only there to coach
- She dresses like the kids
- He's got too many new ideas
- I think she has a tattoo
- She got hired only because of who she knows
- He has such an easy schedule
- I don't like his lifestyle



New Teaching Induction Goals

1. To improve Student learning
2. To bridge the gap between student teaching and the teaching career
3. To keep beginning teachers in the profession
4. To enhance teaching performance
5. To improve professional relationships
6. To improve the well-being of the new teacher
7. To improve the educational climate
8. To improve service to students
9. To enhance the image of the profession

Beginning Teacher Needs

- **Emotional support**
- **Discipline and classroom management**
- **Planning, organizing, time management**
- **Understanding the procedures/policies of the school/district**
- **Responding to varying levels of student abilities**
- **Communicating with students, parents, faculty, and administrators**
- **Adjusting to the teaching profession**
- **Obtaining resources**
- **Using effective teaching strategies**
- **Assessing students' work**
- **Time to develop new skills**



PROBLEMS!

- Stacks of tedious papers
- Fatigue and burnout
- Frequent class interruptions
- Difficulty in contacting parents
- Not enough equipment or materials
- Students with overwhelming family problems
- The threat of school violence
- Uncertainty about the right course of action to take
- Unsupportive and uncooperative parents
- A culture and generation gap with students
- Not enough productive time with students
- Lack of practical solutions for discipline problems
- Too much to do in too little time
- Overworked and unsympathetic administrators
- Unsympathetic community
- Overcrowded classrooms
- Certification/re-certification (PDP, PI-34)
- Student illness or death

Short-term goals

Short term goals are those that can be achieved in a relatively brief amount of time – an hour, a day, a week, or a month. They focus on immediately useful tasks or teaching strategies. Early in a beginning teacher’s career, especially during the “survival stages”, mentors may wish to direct attention to achieving short-term goals. Short-term goals reinforce the significance of setting goals, build confidence to undertake more challenging goals, and often lead directly to long-term goals, some of which will guide professional development activities for years to come.

For Sandra, a beginning new third grade teacher, short-term goals provided comfort and direction. Her mentor, Marge, a 25-year veteran, helped Sandra set her short-term goals. Because of the demand for new teachers, Sandra had been hired directly after earning her B.A. from a reputable university. She had not completed a certification program and was using a temporary certificate. Sandra knew she wanted to teach and was delighted to have an opportunity to work with a third grade class, yet she understood very little about how to teach or assess reading. In her journal she wrote, “I want to be the very best teacher for my students. They are counting on me to be the very best. One area that I need help in is teaching reading, especially with running records and other strategies.” For Sandra, Marge’s expertise became an invaluable resource.

During the second month of classes, Marge visited with Sandra in her classroom. Sandra was in a panic about reading instruction. In tears, she told Marge that she felt that she was cheating her students, whose abilities ranged from at-risk to gifted.

During lunch, Marge reassured Sandra that she wasn’t cheating her students and that as a teacher she did have much to offer. As they talked about the problem, they developed a couple of short-term goals: First, Jane would learn how Marge completed running records with her students; second, Sandra would actually conduct a running record in Marge’s classroom, with her supervision. With these goals in place, they had a plan, and with a plan, there would be productive effort and action. Marge encouraged Jane to record these short-term goals and file them in a goals section in her professional portfolio.

Long-term goals

A mentor offers a new colleague a seasoned perspective on the benefits of setting short-term goals and working to achieve them. Mentors also demonstrate the necessity for long-term goals, which reach beyond the immediate concerns of the classroom and may lead to improved classroom performance. Unlike short-term goals, however, they are developed with an eye to the future – a year, five years, or even longer.

A few months later, Marge encouraged Sandra to set a long-term goal that would expand her knowledge of teaching reading to both first and second language learners and dialect learners. With her mentor's support and guidance, Sandra set two long-term goals: (1) to earn a master's degree in teaching literacy, with a specialization in reading, (2) to learn more about using children's literature to teach reading to second language learners.

During the conversations, Marge suggested that Sandra enroll in a master's program offering courses on the theory and practice of reading. She also urged Sandra to take advantage of a week-long summer reading symposium, co-sponsored by the school district and a local university, which focused on using complete works of children's literature to teach reading skills and strategies. While attending the symposium, Sandra could also earn credit that would count toward an advanced degree in reading.

Long-term goals form an integral part of the teacher's professional development plan, one that they will update over the span of their career. Sandra's individual goals, for example, are linked directly to the perceived needs of her classroom. At the beginning of every semester, Sandra may return to her list of goals, update them, and determine what specific course of action to undertake next.

Here are a few ways that you, as a mentor, can promote goal setting:

- Encourage consideration of both long- and short-term goals.
- Monitor these goals frequently and encourage revision.
- Celebrate the achievement of short- and long-term goals.
- Assist the beginning teacher to record these goals in a professional portfolio.
- Share your own professional development goals with the beginning teacher and talk about how they have changed over time.

Not enough has been written about beginning teachers and setting goals to guide future professional development. After signing a contract, beginning teachers are often informed by the district about professional development requirements through district sponsored activities or inservice programs that focus on very general aspects of teaching, not all of which will meet the needs of the beginning teacher. It is important as the mentor to assist the beginning teacher augment these activities with their own professional development plans.

Figure 7.1 Individual Professional Development Plan

(To be revised quarterly and included in your portfolio)

Teacher _____

Date _____

School _____

Class or Grade _____

Short-Term Goals

- 1.
- 2.
- 3.
- 4.

Plan of Action (Briefly describe your plan or pathway to meet one or more of these goals.)

Long-Term Goals

- 1.
- 2.
- 3.
- 4.

Plan of Action (Briefly describe your plan or pathway to meet one or more of these goals.)

Time Management



- Set objectives and priorities
- Think through a job before you begin
- Do it now, not later
- Estimate how long tasks and activities will take
- Focus on the task at hand
- Reduce distractions
- Find the right location and materials for the task
- Establish timelines for extended long-range projects
- Subdivide
- Begin early
- Write it down
- Start with the tough items
- Use "in-between" time efficiently

GET ONE --- GIVE ONE

Special Information

Full Name

Birth Date (Month, Day)

Birth Place

High School

Activities in High School

Colleges attended

Favorite Food

Favorite Place to Visit

Favorite Relaxation Activities

Favorite TV Show/Movie

Favorite Things to Read

Special Information

Full Name

Birth Date (Month, Day)

Birth Place

High School

Activities in High School

Colleges attended

Favorite Food

Favorite Place to Visit

Favorite Relaxation Activities

Favorite TV Show/Movie

Favorite Things to Read

Support and Assessment Strategies

- Demonstrate a lesson plan
- Provide a one-day lesson plan.
- Co-observe another teacher and discuss afterward.
- Attend a workshop together.
- Develop a lesson plan for the beginning teacher's classroom together.
- Co-develop a lesson plan for use in your classroom and the beginning teacher's classroom.
- Act as a peer coach for the new teacher (planning conference, observation, follow-up conference).
- Role-play a parent conference.
- Accompany the new teacher during the evaluation conference with the administrator.
- Assist the new teacher in filling out school forms.
- Explain school procedure regarding field trips.
- Make materials together.
- Provide materials for a curriculum unit.
- Ask questions that help the new teacher prioritize issues/concerns related to instruction.
- Listen to the new teacher's reflections upon an item to be included in his/her professional portfolio.
- Brainstorm together possible ways for the new teacher to introduce a curriculum unit.
- Share an effective strategy for grading papers.

- Arrange for the new teacher to observe another teacher.
- Collect classroom observation data related to the new teacher's practice.
- Ask the new teacher to identify areas of strength and an area for professional growth.
- Point out gaps in lesson procedure for team projects.
- Help the new teacher select portfolio artifacts that demonstrate the teacher's growth.
- Engage the new teacher in a reflective conversation about an issue or concern.
- Ask the new teacher how a new strategy might impact student learning.
- Suggest a cooperative learning strategy for reviewing literature.
- Identify the strong points in a lesson design.

THE FIRST DAY

As you actually begin the practice of teaching, you may find the following suggestions to be helpful:

Stand at the doorway or hallway to greet your students.

Assign seats or allow the students to choose. Either way, make a seating chart so that you can call your students by name during the period.

Review the specific rules for behavior along with their consequences and rewards, and do so in a non-threatening way. Be firm, but fair. Maintain discipline. Many teachers post their classroom rules.

If you give homework assignment for the first night, make it one that your students can have success with and one which you can correct and return the next day.

Check your mailbox today and every day. Many teachers make it a practice to check it when they arrive and again when they leave.

Use temporary class rosters the first week. Do these in pencil. Changes are common.

Plan to arrive at school early and stay late at least for the first few weeks. Teaching during this period is likely to be tiring so keep your other commitments to a minimum. Be prepared to be tired, really tired, for a few weeks.

Set expectations with students for students.

Clarify your homework policy.

Realize that there will be many forms and much paperwork to do. Do not let it overwhelm you.

Have a list of supplies you want your students to have. (Some districts have a “back to school” section in the local newspaper to communicate this information home.)

Recognize that you do not know everything and that you probably do not need to know everything. Be willing to ask questions and be anxious to collaborate with your colleagues.

THE FIRST WEEK

- Know your grade level, course team, and department colleagues. Get in the habit of exchanging ideas and professional insights.
- Know the special education people in your building.*
- Know the bilingual/bicultural resources people who are available to assist you.
- Identify student health problems. Note any possible hearing or vision problems for preferential seating. Find out what to do in case of a medical emergency.

Familiarize yourself with:

- Procedures for dealing with student tardiness.
 - Procedures for dealing with student truancy.
 - The school's home-school communication procedures and policy.
 - The school's guidelines for reporting suspected cases of child abuse.
-
- Find the telephones in the building and know the procedure for using them.
 - Know who is in charge when the principal is out of the building.
 - Keep accurate records for attendance, behavior, assignments, fee collection.
 - Prepare a substitute packet for emergency absences.*
 - Learn student names as quickly as possible. They appreciate it.

As suggested earlier in the handbook, you may also wish to keep a personal journal which will help you in your professional growth. In this journal, you could record daily your questions, thoughts, and impressions about your teaching. Consider what worked and what didn't work, and why. Consider what sort of student responses occurred in class. Other considerations may include: who succeeded, who did not, and why? To review and reflect are the first steps in individual professional growth and development. You may wish to try to make them habits, and a daily journal is one approach.

Make Learning a Happy Experience.

Model Enthusiasm!

THE FIRST MONTH

- Know when the school and the district have planned their regular meetings.
- Know the policy and procedures for going on field trips.
- Find out where the student files are located.
- Know the procedures for assemblies.
- Get to know the overall makeup of the student body.
- Know the union contact person and your rights and responsibilities.
- Get to know your colleagues. Make an effort to do things with other teachers.
- Get involved in school activities.

It is usually about this time when the daily needs of the teaching profession may start to overwhelm the beginning teacher. Correspondingly, it is also the time when enthusiasm and idealism may begin to fade. Don't let this happen! Your enthusiasm for students and your idealism about what teaching can do is vital. Preserve them. Remember, you are not in this educational enterprise alone. Discuss your feelings with your colleagues. Collaborate, communicate, and cooperate with them to accomplish your common goal of helping students grow and develop.

THE FIRST QUARTER

- Get to know the various student organizations, clubs, and teams.
- Attend a school activity voluntarily. This can mean a great deal to students and parents alike.
- Know the people who provide the school psychological services and the work that they do.
- Know the speech and language therapists.
- Know the gifted and talented program people.
- Know the people involved with the student assistance program and become familiar with the program.
- Become familiar with other special programs that are unique to your school and district, and make contact with the people who are associated with them.
- Find out the procedure for finding out about school closings and what obligations you may have.
- Learn how to fill out report cards.
- Familiarize yourself with grading, detention, and graduation policies.

THE FIRST SEMESTER

- Get to know budgeting procedures.
- Get to know the procedure for using purchase orders.
- Get to know procedures for film and media rentals and purchases.
- Get to know free material resources.

Behind every successful person,
there is one elementary truth:

Somewhere, somehow, someone cared
about their growth and development.

This person was their mentor.

Dr. Beverly Kaye, *Up Is Not the Only Way*, 1997

Support and Assessment Strategies

- ❖ Demonstrate a lesson plan.
- ❖ Provide a one-day lesson plan.
- ❖ Co-observe another teacher and discuss afterward.
- ❖ Attend a workshop together.
- ❖ Develop a lesson plan for the beginning teacher's classroom together.
- ❖ Co-develop a lesson plan for use in your classroom and the beginning teacher's classroom.
- ❖ Act as a peer coach for the new teacher (planning conference, observation, follow-up conference).
- ❖ Role-play a parent conference.
- ❖ Accompany the new teacher during the evaluation conference with the administrator.
- ❖ Assist the new teacher in filling out school forms.
- ❖ Explain school procedures regarding field trips.
- ❖ Make materials together.
- ❖ Provide materials for a curriculum unit.
- ❖ Assist the new teacher in developing a professional growth plan.
- ❖ Develop a thematic unit together.
- ❖ Suggest options for dealing with unruly student behavior.
- ❖ Model a class meeting.
- ❖ Assist with room arrangement.
- ❖ Discuss school protocol and traditions with new teacher.
- ❖ Give a new teacher a guided tour of district office and facilities.
- ❖ Examine examples of student work together.

- ❖ Listen as the new teacher discusses his/her assessment of examples of student work.
- ❖ Encourage the new teacher to try a new strategy.
- ❖ Facilitate a group of new teachers sharing a “successful lesson.”
- ❖ Encourage the new teacher to share a successful lesson at a grade-level meeting.
- ❖ Ask questions that clarify and deepen the new teacher’s thinking around his/her self-assessment.
- ❖ Provide samples of classroom discipline policies.
- ❖ Ask questions that help the new teacher prioritize issues/concerns related to instruction.
- ❖ Listen to the new teacher’s reflections upon an item to be included in his/her professional portfolio.
- ❖ Brainstorm together possible ways for the new teacher to introduce a curriculum unit.
- ❖ Share an effective strategy for grading papers.
- ❖ Arrange for the new teacher to observe another teacher.
- ❖ Collection classroom observation data related to the new teacher’s practice.
- ❖ Ask the new teacher to identify areas of strength and an area for professional growth.
- ❖ Point of gaps in lesson procedure for team projects.
- ❖ Help the new teacher select portfolio artifacts that demonstrate the teacher’s growth.
- ❖ Engage the new teacher in a reflective conversation about an issue or concern.
- ❖ Ask the new teacher how a new strategy might impact student learning.
- ❖ Suggest a cooperative learning strategy for reviewing literature.
- ❖ Identify the strong points in a lesson design.