

Mentor Teacher Training

23-24



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South Texas Transition to Teaching ACP-LLC

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“I’ve come to a frightening conclusion that I am the decisive element in the classroom. It’s my personal approach that creates the climate. It’s my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized.”

– **Haim G. Ginott**

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Phases and Stages of Beginning Teacher Development

“Life’s greatest gift is the opportunity to throw oneself into a job that puts meaning and hope into the lives of other people. Seizing this opportunity is the surest way to put meaning and hope into one’s own.

–Martin Haberman

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GOALS

- To become familiar with two models of becoming teacher development.
- To gain awareness of how support varies based on the teacher's stage of development

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ACTIVITY

What are the most commonly reported challenges of beginning teachers as reported by beginning teachers?

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Beginning Teachers Most Often Report These Challenges:

9. Relations with colleagues
8. Students' personal problems
7. Insufficient materials and supplies
6. Evaluating student work
5. Planning class work
4. Parent relations
3. Dealing with individual differences
2. Motivating students
1. Classroom discipline

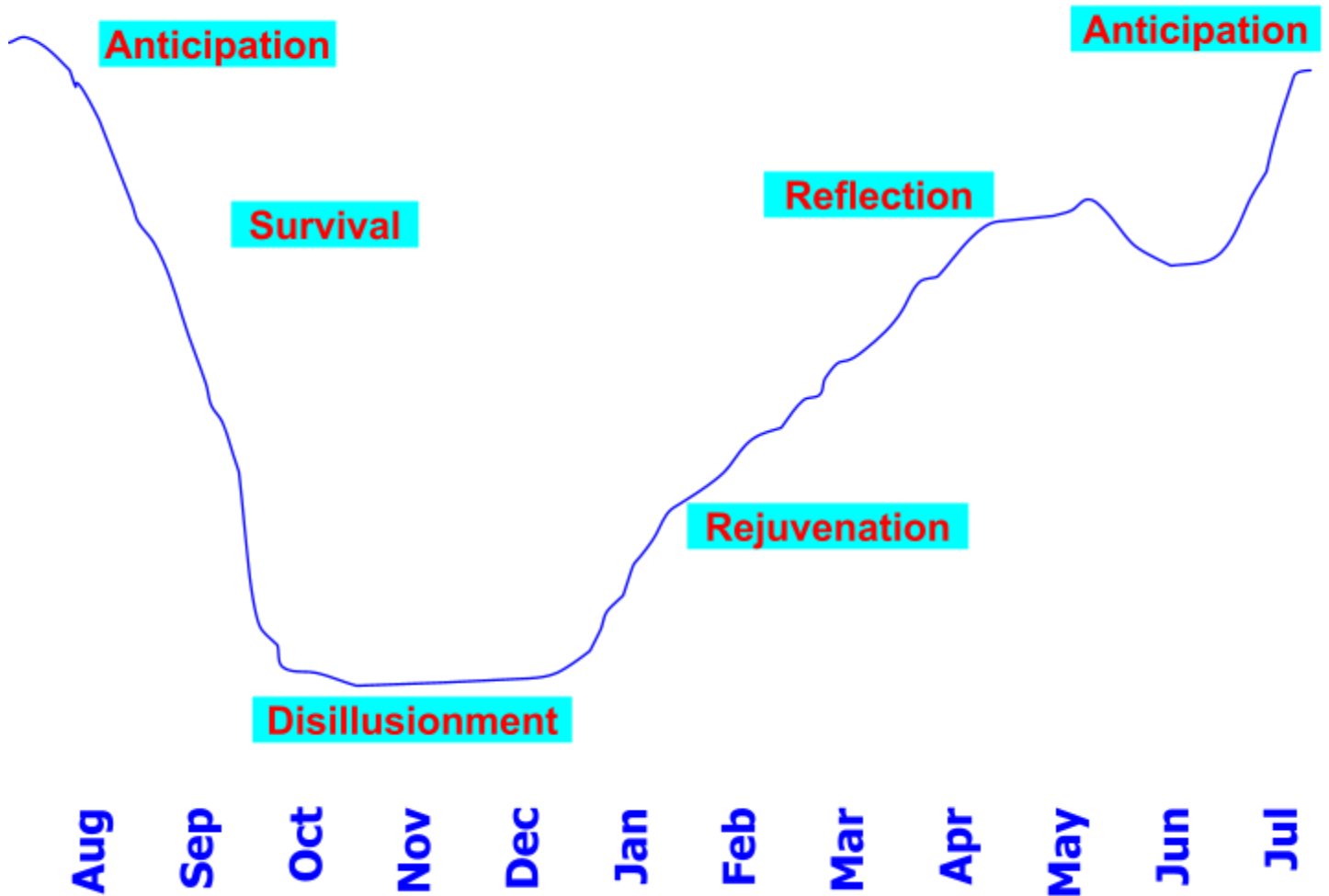
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What would beginning teachers say in....

- August through October
- November through February
- March through July

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PHASES OF TEACHING



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Anticipation:

- Begins during student teaching
- Is marked by romanticizing and a commitment to making a difference
- Carries through the first weeks of school

Survival

- Reality hits.
- Teachers in this stage are primarily focused on self.
- Some key Survival phase questions
 - How am I doing?
 - Will I make it?
 - Do others approve of my performance?

Dillusionment

- Extensive time commitment—seventy hours per week
- High stress
- Self-doubt
- Lower self-esteem

Rejuvenation

- Focus on time and task
- Some key Rejuvenation phase questions
 - Is there a better way?
 - How can I do all that is expected of me?
 - How can I improve this?

Reflection

- Assessment of impact on students
- Focus on student learning
- Some key Reflection phase questions
 - Are students learning?
 - What are students learning?
 - How can I raise achievement levels?
 - Is this meaningful to students?

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Developmental Stages of Concern

Frances Fuller (1969) asked teachers to describe their chief concerns about teaching/ The study resulted in the identification of three developmental levels of teacher concern.

1. Survival Self
2. Task Time/Task
3. Impact Student Learning

“The most important characteristic of a successful mentor is a commitment to provide personal time and attention to the beginner.”

-Steven Gordon

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Mentors and Beginning Teachers

Field Supervisor Cooperation and Formal Observation forms

Throughout the teacher's internship year, the field supervisor will provide formal and informal observations to the new teacher intern. The field supervisor is required to meet with you to discuss your assigned teacher intern's progress. A copy of the observation form conducted will be emailed to you by SoTex ACP staff. You will be required to reply as confirmation that you have reviewed and saved the formal observation form of your assigned teacher intern.

Personal and Emotional Support

- Stress the need for life outside the classroom.
- Be available to listen.
- Recognize the new teacher as a peer.
- Remind the new teacher that making mistakes is normal.
- Designate time for venting/sharing/
- Socialize outside of the workplace

Locating and Accessing Materials/Resources

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- Show the beginning teacher around the building.
- Provide information about special services available in the building.
- Explain the textbook process.
- Explain the chain of command.
- Explain record-keeping procedures.
- Help develop efficient procedures.

Time Issues Reported by Beginning Teachers

- Catching up on paperwork
- Classroom cleanup
- Displaying student work
- Faculty and other meetings
- Finding instructional resources
- Record Keeping
- Tutoring
- Grading papers
- Lesson Planning
- Modifying lessons
- Preparing for parent Conferences
- Student routines and Procedures

Information on school and District Procedures

- Review school and district rules
- Explain processes for accessing materials and resources
- Review schedule for meetings

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- Describe special activities
- Explain unwritten rules

Additional Techniques for Management

- Discuss student attendance policies
- Help with class seating and room arrangement
- Provide guidance on organizing the first day and first week
- Assist in organizing materials and establishing procedures
- Provide examples of letters to families/caregivers
- Explain when to contact families/caregivers
- Identify methods for documenting family/caregiver contact
- Explain written progress report forms and procedures
- Share a few guidelines for expected behavior in the classroom
- Provide ideas for positive reinforcement
- Assist in setting goals and determining consequences
- Help the beginning teacher identify when to write a referral or contact families/caregivers

In Summary: Year-Long Mentoring Guidelines

- Meet regularly throughout the year
- Obtain release time to work together
- Build a relationship of trust

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- Use the TxBESS Framework, the TAP, and student standards to guide discussions on teaching and learning
- Focus on improving student learning
- Help with non-instructional responsibilities

The Ultimate Goal

Mentors can make beginning teachers more successful, more quickly by helping them focus on improving student learning.

“Seek first to understand...Then to be understood” - St. Francis

Putting It All Together

What percentage of time do you spend in each of the mentoring roles?

Coaching is.....

Dictionaries:

- To teach, to train, to tutor
- A set of interactions between two individuals for the purpose of mutual professional growth
- An independent relationship in which we support each other's learning (co-learning)

Coaching Tools

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Rapport

Trust

Reflective questioning

RAPPORT

Build rapport through:

- Posture
- Gestures
- Tonality
- Language
- Breathing
- Paraphrasing
- Listening

TRUST

Build trust through:

- Confidentiality

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- Do not discuss issues related to your intern with other teachers in the campus. The new teacher feels insecure as it is without feeling as though the campus is highlighting any shortcomings.
- Consistency
- Interest
- Thinking
- Withholding judgement
 - If your intern feels that you do not care or that you are only helping them because you were “assigned” by your principal, you will not achieve trust

REFLECTIVE QUESTIONING

Reflective Questions:

- Are open-ended,
- Promote a nonjudgmental process, and
- Encourage self-directed learning and problem solving

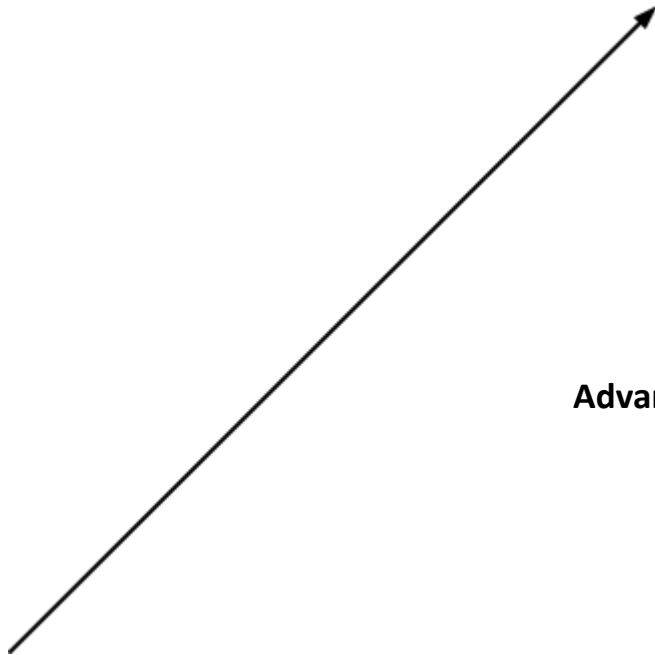
“Teachers are their own most valued resource in the teaching profession. Teachers not only need to be acknowledged for their talents, skills, and abilities, but also must be allowed and encouraged to share these valuable resources with their colleagues.”

- North Central Regional

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Educational Laboratory

DEVELOPMENTAL CONTINUUM POSTER



Proficient

Teacher encourages students' interests and questions, making major lesson adjustments when necessary, and persisting in ensuring the success of all students

Advanced Competent

Teacher seeking ways successful student adjustments

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Beginning Competent

Teacher occasionally modifies instructional plan but sometimes misses opportunities to build on student interest and questions.

Developing

Teacher ac
instructional
of a la
understandi
and/or igno
quest
assum
resp
student

Beginning Teachers Say.....

The most helpful professional development is.....

Principal input on an informal basis:

And

Planned and spontaneous observations by the principal followed by informal conferences.

What exactly do beginning teachers want to know?

What expectations do principals have of beginning teachers?

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Is my principal dictatorial, are they passive, are they inclusive? Are they strict? What can I do, what can I NOT do?

What are the school goals? What is our objective?

What preparation will I receive? What tools or resources are at my disposal? Who will help me?

Also.....Where's the bathroom, where do I park, what if students misbehave, how do I make copies, when do we eat and probably most importantly....."What the HECK have I done??"

Through the eyes of a Beginning Teacher

Imagine that you are a beginning teacher assigned to your campus. What would it be like for you? Do a mental walk through of your campus from the beginning teacher's perspective. What do you notice?

Everyone is in their classroom teaching?

The hallways are so quiet?

Am I supposed to be here?

Who can I ask for help?

Will I be challenged by security?

What if the principal catches me in the hallway?

Do I have time to go to the bathroom?

Can I take a snack/drink into my room?

New Teacher Fears

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Society and schools are in a constant state of flux and are very different than they were a few years ago.

The composition of the schools are different than they were in the past with regards to race, ethnicity and social economic status. These changes have brought fears and anxiety to beginning teachers.

New teachers worry that they may not be adequately prepared to meet the needs of students from diverse backgrounds. Other problems creating fears such as school violence and discipline have been exacerbated by the media, while fears such as talking to parents, doing lesson plans, or an assignment to an undesired level, campus, or mentor can be traumatic.

Most people are afraid of the unknown. New teachers who have not had contact with racial groups different than themselves, or who have had little contact with school age children are frightened.

ASSIGNMNET/MENTOR APPREHENSION

Being assigned to a mentor can be apprehensive on the part of the new intern as well as the mentor.

A mentorship should work like clinical supervision where the mentor and intern plan together, the mentor observes the intern in action, and follow-up conference takes place.

In reality, this often does not exist.

Usually an experienced teacher is assigned with a new teacher without any training in the process of mentoring. The pair may do lesson plans together for a time, but the mentor seldom has the opportunity to observe the new teacher teaching and give feedback and suggestions for improvement.

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The new teacher often views the mentor as an evaluator who will report problems to the principal.

Assignment Fears

Assignment effecting the new teacher often cause considerable fear and concerns.

One fear, especially in the poorer communities, is possible assignment to a school located in a “bad part of town” where the frequently exists high rates of crime and violence.

Other causes of personal alarm include uneasiness over the caliber of students, the possibility of a multiple level and differential course assignment, being assigned to teach courses in which the beginning teacher has little or no preparation, and finally, the dread of being assigned a group of students who have little or no command of the English language.

Several things can be done to alleviate or reduce the anxiety caused by the prospects of these apprehensive assignments.

In the case of a “difficult” campus or neighborhood environment it would help if the candidate made an effort to express their concerns with veteran teachers at those schools, investigate protective and security practices and become familiar with the racial and cultural composition of the school population.

Most importantly, teach the intern to project genuineness and sincere concern for the students being served.

Assignment Fears

Newly assigned teachers can effectively overcome the uneasiness of mind relating to the caliber of students by simply recognizing that individual differences exist. The teacher accept the students “as is” and do everything within pedagogical reason to improve the academic growth of the individual. This concept should be applied across the

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board in regards to caliber, quality, and academic potential of the student.

The possibility of multiple level classes and different course assignments and even having to float does exist in a number of schools, particularly secondary schools.

The rookie teacher who fears such an occurrence should better prepare self by

- ☐ Developing a positive mind set regarding such a possibility,
- ☐ Establishing a time schedule which allows for various preparations, investigate and
- ☐ Consult with an assigned mentor or a helpful colleague to obtain suggestions and ideas

Preparing for y our Role as a Mentor

Understand the new teacher preparation and the needs they have.

Respect the confidentiality of your relationship. To them, it is sacred.

Rely on other support team members.

Department heads, other teachers, asst. principals, content coordinators, secretarial and janitorial staff.

Orientation

- ☐ School vision, Mission Statement
- ☐ Introduction of mentor

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- ☐ Welcoming ceremony (new teacher basket filled with supplies a new teacher would need)
- ☐ Site based orientation
- ☐ New Teacher Handbook (Campus Discipline Plan) Prior Knowledge!
- ☐ Introduction of other support team members

Resources and Materials

Fully supplied classroom

State Standards and testing requirements

Curriculum Guides? Timelines, Scope, and Sequence Frameworks,

District Resources and contact numbers

Survival kit. Binder with General Info

Subs, calling in, running late, library, janitorial help. Nurse counselor, discipline, website with links for new teachers. TEA Teachers Tool Kit. Region 1 programs. ARDS, IEP ,Special needs Students, GT, BIL, ESL Trainings, and staff meetings.

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Acknowledgment

I, _____ have received, read and understood the training materials. According to *Texas Educational Code §21.458* there are several requirements that you, as a mentor, have to accomplish which were listed in this handbook. It is important to recognize that many of the qualities listed here are developed or learned and is the result of practice. Please initial in the following statements only if you **STRONGLY AGREE** that make you eligible to be a Mentor Teacher:

___ I see myself as being people oriented; I like and enjoy working with other professionals.

___ I am a good listener and respect my colleagues.

___ I am sensitive to the needs and feelings of others.

___ I realize when others need support or independence.

___ I want to contribute to the professional development of others and to share what I have learned.

___ I am willing to find reward in service to someone who needs my assistance.

___ I am able to support and help without smothering, parenting, or taking charge.

___ I see myself generally as flexible and willing to adjust my personal schedule to meet the needs of someone else.

___ I am patient and tolerant when teaching someone.

___ I am confident and secure in my knowledge of the field and make an effort to remain up-to-date.

___ I enjoy the subject(s) I teach

___ I set high standards for myself and my students.

___ I use a variety of teaching methods, and my students achieve well

By signing this Acknowledgment, I affirm that I will assist the new teacher intern I have been assigned during their internship period to the best of my ability.

(Mentor Signature)

(Date)