

Chapter 1

An Introduction to the PDS Experience

The PDS program at Illinois State University is rooted in two philosophical bases. The first is the College of Education's Framework, "Realizing the Democratic Ideal," which provides a set of ethical and intellectual commitments that guide successful teachers in the dimensions of "knowing" content and pedagogy, as well as "caring" for students.

The other is the mission of the National Network for Educational Renewal (NNER) and its Agenda for Education in a Democracy.



Section 1

A Letter from Dr. Gary Higham

August 2023

Dear Professional Development Schools (PDS) Mentor,

On behalf of the Professional Development Schools secondary team, I would like to thank you for agreeing to participate in our program as a mentor teacher for the Fall 2023-Spring 2024 school year. In addition to the amazing work, you do in your classroom and school, you have now chosen to mentor a pre-service student teacher candidate as they begin the final steps to entering our great profession as an educator. The PDS program would not exist without your willingness to share your knowledge and skills with our PDS interns as they continue to prepare to be a first-year teacher and transition from Illinois State University into their teaching careers.

Our Illinois State University Secondary Professional Development Schools (PDS) program continues to build great partnerships between our local school districts and ISU's secondary education departments. Our PDS interns will soon begin a year-long journey with you to discover who they are as beginning teachers with the help of your department and school staff. They will immerse themselves in your school culture, becoming familiar with your students, faculty, parents, and community. Over the course of the next year, our students will be able to learn from watching, working, and co-teaching with you and fill the role of both a mentor and colleague.

The goal of this experience is to foster the sharing of ideas, teaching pedagogy, and “tricks of the trade” between our PDS intern and you as a mentor teacher.

Our hope here at Illinois State University is that this shared partnership and growth via the PDS experience will allow for rich conversations, active engagements, and continued learning for all interns/mentors involved. The time, energy, and commitment you offer our PDS interns is an invaluable part of the process, and we here at Illinois State University cannot thank you enough!

Our secondary PDS interns are eager to enter your classrooms and begin to forge relationships that will set the groundwork for building relationships with your school and community. If you have any questions, comments, or suggestions throughout the year to aid in the improvement of the Professional Development Schools Program, please do not hesitate to contact me.

Thank you, and have a great start to the year,

Gary Higham, Ph.D.

*Placement Coordinator for Secondary Education and
Professional Development Schools (PDS) Program*

College of Education

Illinois State University

61M DeGarmo Hall

Campus Box 5440 Normal, IL 61790

Office: (309)-438-2682

Fax: (309)-438-8684

gahigha@ilstu.edu

Section 2

The PDS Difference

Realizing the Democratic Ideal

Illinois State University has a historic and enduring commitment to prepare teachers and other school personnel who will be responsive to the ethical and intellectual demands of a democratic society. To teach in a democracy is to consciously take up the challenge of improving the ethical and intellectual quality of our societal dialogue by including in it as many educated voices as possible.

The democratic ideal unites caring and knowing: The more voices we call into thoughtful dialogue, the truer our convictions and conclusions will be. This is a demonstrable necessity of a democratic society, and it is why Illinois State University graduates aspire to teach and serve everyone, including those on the margins, those who have been or are in danger of being excluded.

The democratic conception of education informs all aspects of teacher education at Illinois State University. Graduates ready to meet the challenges and rewards of serving students in a democratic society embody the ethical and intellectual aspects of teaching and learning.

The ethical commitments are as follows:

- Sensitivity toward the varieties of individual and cultural diversity
- Disposition and ability to collaborate effectively with others
- High regard for learning and seriousness of personal, professional, and public purpose
- Respect for learners of all ages, with special regard for children and adolescents

The intellectual commitments are as follows:

- Wide general knowledge and deep knowledge of the content to be taught
- Knowledge and appreciation of the diversity among learners
- Understanding of the factors that affect learning and appropriate teaching strategies
- Interest in and an ability to seek out informational, technological, and collegial resources
- Contagious intellectual enthusiasm and courage to be creative

Of the challenges facing teachers and other school personnel in the 21st century, none is more pressing than the need for them to develop and maintain a strong sense of their ethical and intellectual commitments – a professional identity. Toward this end, Illinois State University prepares teachers and other school personnel who have a dynamic, reflective sense of themselves and their mission; through caring and knowing, they work to realize the democratic ideal.

PDS Conceptual Framework

The Professional Development School program is a year-long experience occurring in a public school that replaces the traditional 16-week student-teaching experience. Aspiring teachers live the life of a teacher all year, going to conferences, contributing to and developing lesson plans on a daily basis, attending institute days, and creating classroom teaching strategies. Student interns are immersed in the culture of their school and are seen as members of the faculty as they attend opening school year meetings and departmental sessions. Unlike traditional student teachers, PDS interns experience all facets of the school year from beginning to end. Learning how to start up a class with opening day activities and conclude the class at the end of the semester/year provides a holistic approach to the classroom. Interns are more readily involved in creating and teaching lessons at a more intense pace than the typical student teacher. They quickly assume the role as co-teacher assisting the mentor in preparing lessons and working with small groups of students. Unlike the traditional student teaching approach, interns readily evolve into paraprofessionals and are perceived as members of the faculty rather than student teachers. They acquire an enhanced

pedagogical perspective and are much better prepared to launch their teaching careers. A very rich working relationship between the intern and mentor naturally occurs as both parties collaborate to educate their students. PDS interns feel like a second-year teacher as a result of their rich and intense year-long experience.

The following are key differences between the traditional 16-week student teaching experience and the PDS approach:

- Interns take classes on site or at school district facilities and directly apply their knowledge in the classroom.
- The PDS program allows more time to get to know students, administrators, and other teachers in the building.
- Interns have more “complete takeover” time in the classroom than other types of student teaching.
- Interns have already experienced a whole year of teaching by the time they graduate.
- PDS interns are better able to generate bonds and network with professional peers for many years down the road.
- Interns can see right away how what they have learned in their college classes works with their students in a laboratory setting.
- Interns get to know the school district and the community much better than in traditional student teaching.
- PDS interns have many more opportunities to practice and hone their teaching skills while developing a meaningful rapport with their students.
- Interns get to know the school district and the community much better than in traditional student teaching.

The Goals of the PDS Initial Field Experience

- Complete one semester clinical experience at PDS partner school. The clinical experience includes a semester-long variety of experiences, which may include observing classes, tutoring,

instructional support and assistance, co-teaching, teaching, attending faculty and other meetings.

- Apply the knowledge about adolescent learners to the effective delivery of instruction and classroom management.
- Organize and design effective lessons.
- Deliver instruction that meets the needs of all adolescent learners.
- Use effective classroom management methods that are based on positive interpersonal relations models and set behavior standards and classroom procedures.
- Demonstrate an appreciation of the significance of literacy in instruction.
- Demonstrate knowledge and ability to use the central purposes for instruction as comprehensively outlined in the Illinois Learning Standards, Interstate New Teacher Assessment and Support Consortia (INTASC) Standards, subject area national standards, the Illinois Professional Teaching Standards, and Illinois State University's conceptual framework: Realizing the Democratic Ideal.
- Continue with a second semester culminating experience that is an enhanced student teaching internship comparable to a first-year teaching experience.

Section 3

A Progressive Field Experience

Every effort is being made for teacher candidates/interns to have a progressive clinical field experience at the PDS partner school. A progressive experience is one in which the interns move through the following experiences with their mentors and classes.

- **Observe a variety of classes both inside and outside their major** to gain a broad view of the school's teaching and learning. This will assist the interns in understanding the school culture, climate, and expectations.
- **Observe classes in major and with mentor as instructor.** This allows interns to gain a sense of the teaching and learning in their content department and with their mentor. This will enable the intern in understanding the teaching, learning, assessment, and classroom management processes in their department and with their mentor in a variety of organizational, planning and teaching situations.
- **Engage in instructional support activities.** In addition to observing, the interns are encouraged to pursue engaging support activities with their mentors and their students. This includes activities such as
 - Taking attendance, handing back papers, and tutoring
 - Conducting research to improve curriculum, instruction or assessment
 - Facilitating/chaperoning field trips
 - Organizing physical classroom setting
 - Grading student's papers, projects, exams, and quizzes
 - Using technology, including laptop computer rooms
 - Preparing bulletin boards
 - Delivering short presentations to students
 - Setting up demonstrations, experiments, labs or technology work
 - Attending department meetings/faculty meetings
 - Attending/participating in student events
 - Attending professional education meetings
- **Assist with small group instruction.** The intern may work with small groups of students. They may assist the classroom teacher with cooperative learning groups and projects. This might include:
 - Facilitating small group work in class, library, or other setting
 - Preparing digital presentations or other resources for the small group instruction
 - Conducting small group instruction
 - Providing mentor with feedback about student performance
 - Supervising students during work sessions
 - Providing students with appropriate feedback and encouragement.
- **Co-teach with mentor.** This allows the intern to teach cooperatively with the mentor.
- **Co-plan with mentor.** The mentor and intern collaborate on planning lessons taught by one or both.
- **Plan, implement and teach three continuous lessons.** Prior to and during this phase, the intern will be consulting with the mentor regarding their lesson planning and assessing their teaching effectiveness. The intern will provide their mentor with Teaching Skills Analysis Forms (TSAFs) prior to each lesson taught. The mentor provides timely feedback to the intern after

each lesson through the use of the TSAF and constructive feedback. Prior to the conference, the intern will provide the mentor with a Summative Evaluation form. During the final conference, there will be a discussion of important aspects of the teaching experience, the intern's performance, and specific recommendations for improvement.

A Final Note on the Progressive Experience

There is one important caveat to completing any of the progressive activities listed previously. There must be a positive degree of communication and trust before interns are allowed to progress through the experience. The mentor must have evidence that the intern is reliable, responsible and has the professional demeanor and skills to assume more responsibility and independence. The mentor, in conjunction with the PDS instructor, has the authority for and responsibility of determining the appropriate involvement with instructional support duties for each intern. In most cases, it is expected that each student will move through the steps as suggested by the course calendar.

Section 4

Guidelines for Mentors

Initial Meeting

1. Provide intern with contact information including phone number, email, and office hours. Advise intern of the preferred form of communication.
2. Provide intern with dates and topics for their teaching as soon as possible.
3. Introduce the intern to the school's webpage, master schedule, information about special schedule days, and any important information.
4. Ask your interns to review the forms included in Chapter 2.

Topics to Cover During the Initial Conference with Your Intern

- Share appropriate personal and professional background information.
- Share your teaching philosophy and expectations. Be sure to mention any pet peeves.
- Clarify expectations for dress, arrival time, confidentiality, reporting of child abuse, school and classroom rules and procedures.
- Take your intern on a tour of the school and introduce the intern to colleagues, the principal, secretaries, custodians, and appropriate personnel during the first week he or she is in the building.
- Discuss classroom management procedures and expectations for the intern with respect to discipline.
- Discuss activities for the first two weeks of school.

- Develop a schedule for teaching and for conferencing with the intern.
- Provide a brief overview of what is known about students that the intern will be teaching. Do not share negative information with them at this time.
- Discuss lesson planning requirements and dates on which plan are due.
- Provide space for the intern to keep their materials.
- Communicate the role of the intern as a co-teacher and the PDS philosophy of collaboration. *

Observations/Teacher Assisting/Instructional Support

- Provide interns with opportunities to observe a variety of classrooms. Varied observational experiences are needed for the students to complete observation assignments.
- Provide interns with instructional assisting opportunities such as grading and assisting class activities and projects.
- Meet with or contact interns frequently outside of their in-class observations.
- Be a sounding board for questions and concerns for your intern.

Continuous Teaching Phase/Continuous Lessons

- Complete the TSAF for each lesson and meet with the intern to debrief the lesson.
- Request the intern complete a TSAF for reflection for each day's lesson, as well as a Summative Evaluation Form near the end of the semester.

- Use the intern’s lesson plan as a guide to take notes.
- Schedule the follow-up conference as soon as possible after teaching the last lesson.
- Provide concrete feedback on specific areas of improvement and strengths of the intern.

Observing Teaching Behaviors of Your Intern

How well is your intern doing the following?

- Adjusting lessons to meet the needs of all students.
- Choosing materials for teaching that are appropriate to the interests and developmental levels of students.
- Varying instructional strategies to meet the needs and developmental level of students.
- Selecting varying assessments that meet the needs and developmental level of students.
- Creating an inviting, nonthreatening, and challenging classroom environment.
- Providing avenues and opportunities for all students to respond and succeed.
- Providing positive reinforcement equitably for all students.
- Creating and structuring cooperative learning group activities requiring student to collaborate in meaningful discussions.
- Asking eliciting, probing, challenging questions that require students to reflect on content and complex issues.
- Developing lesson plans that show their preparedness and organization for teaching.
- Making arrangements to digitally record him/herself teaching a class to observe their teaching methods and student behavior.
- Observing classroom management techniques and teaching strategies of the mentor and incorporating them with the students.
- Establishing and implementing fair grading procedures.

- Incorporating different multiple teaching strategies/activities in their lessons.
- Communicating with parents/guardians in an effective manner.
*

This clinical experience works best when mentors:

- Provide interns with multiple opportunities to teach in the classroom (including small group, review sessions, tutoring, etc.).
- Provide interns multiple opportunities to observe exemplary teaching and classroom management techniques.
- Provide appropriate resources, guidance, and feedback on lesson plans.
- Demonstrate preferred styles of teaching for interns.
- Arrange engaging teacher aide activities.
- Are accommodating and flexible.
- Communicate concerns about interns with Illinois State faculty.

Final Paperwork

- Complete a Summative Evaluation Form and discuss assessment with the intern.
- Sign the Summative Evaluation Form and obtain the intern’s signature. Make photocopies for the intern, mentor, and university instructor.

*Adapted from “Working with Student Teachers—Getting and Giving the Best” by Michael A. Morehead, Lawrence Lyman, and Harvey C. Foyle, A Scarecrow Education Book, 2003.

Section 5

Guidelines for Interns

Professional Attire

- Clothing should reflect a professional demeanor, maturity, and confidence.
- Interns should wear their official ID whenever they are in a school building.

Observations/Teacher Assisting/Instructional Support

- Lab times are schedule Mondays, Wednesdays, and Fridays unless other arrangements are made.
- Get to know the students and learn their names as quickly as possible. This will require regular class observations and seating charts to learn the students' names.
- It is important to work collaboratively with your mentor so that efforts extend your confidence and competence as a teacher.
- Do not expect your mentor to provide you the exact content to teach. Your mentor expects you to be creative and show original thought. Mentors will guide you with planning. You must show initiative and effort in the development of lesson content and pedagogy. Share drafts of your lesson plans with your mentor.
- Your mentor may want a lesson to be observed and a written lesson plan made from what was observed.
- You should follow guidelines provided by your mentor.

Observations

During observation of your mentor's classroom, look for the following procedures that affect your mentor's classroom environment. How do

the teachers know students' names, identify behavior issues/situations, identify which students actively participate in the classroom and who does not, communicate and demonstrate daily procedures, rules (written and unwritten), policies, teaching styles, teacher/student interactions, classroom management style, types of instruction used (teacher-centered, student-centered, higher/lower-level questions, assessment methods) and classroom set up?

Teaching Phase/Final Conference

- Teach three lessons or more depending on the flexibility of your mentor.
- On the day of teaching, be prepared to take over the classroom. Your mentor will expect you to have the lesson, notes, and materials as planned and to have tested technology.
- Provide TSAF forms prior to teaching. The TSAF forms are essential to success because they provide an expert's feedback concerning your teaching. These forms will also be used to finalize your summative evaluation form.
- You should follow guidelines provided by your mentor.

Final Paperwork

- Have a final conference with your mentor after completion of the field experience requirements.
- Provide Summative Evaluation form for your mentor for the final evaluation.

- The final conference is important because it provides time to seek objective feedback from your mentor. It is recommended that you ask questions and respond to questions from your mentor.
- The final conference is important because it provides time to seek objective feedback from your mentor. It is recommended that you ask questions and respond to questions from your mentor.

The clinical experience works best when you:

- Are flexible and understanding of your mentor's role
- Seek regular meetings and feedback from your mentor
- Take the initiative in teacher aid work, interaction with students, and developing lesson plans
- Work collaboratively with other interns
- Provide mentors with necessary forms in a timely manner
- Complete all components of the clinical experience in a timely manner
- Are willing to go above and beyond minimum expectations of this clinical experience

What you can expect from your TCH Instructor

- Clear communication about clinical experience expectations
- A sounding board for you and your mentor regarding initial clinical experiences
- A recognition that the clinical experience is a significant part of your work and grade in the course
- Effective guidance concerning observation targets and techniques
- Collaboration with mentors to provide consistent expectations

Section 6

Teacher Education Contacts

Program	Student Teaching Contact	Email	Phone
Agriculture	Luke Maxwell	ldmaxwe@ilstu.edu	438 -5654
Art	Felix Rodriguez Suero	fvrodri@ilstu.edu	438-5621
Biology	Margaret Parker	meparke@ilstu.edu	438-8581
Business	Kathy Mountjoy	kjmount@ilstu.edu	438-5337
Chemistry	Sarah Boesdorfer	sbboesd@ilstu.edu	438-7661
Communications	Anna Wright	amwri@ilstu.edu	438-2872
English	Kelly Adkins	Kgwhite3@ilstu.edu	438-7585
Family and Consumer Science	Sally Arnett-Hartwick	sarnett@ilstu.edu	438-5435
Geography/Geology	Jill Thomas	jfthoma@ilstu.edu	438-8403
Health	Christy Bazan	cnstath@ilstu.edu	438-5957
History	Katie Lopez	kllopez@ilstu.edu	438-5425
Kinesiology	Marry Henninger	mlhenni@ilstu.edu	438-6552
Languages, Literatures & Cultures	Mary Tackett	metacke@ilstu.edu	438-3604
Math	Laura Lancaster	llanca@ilstu.edu	438-7393
Music	Phillip Hash	pflash@ilstu.edu	438-8372
Physics	Ken Wester	kwester@ilstu.edu	438-2957
Technology	Josh Brown	jbrown4@ilstu.edu	438-7862
Theatre	Jimmy Chrismon	jdchri1@ilstu.edu	438-8949
Dance	Darby Wilde	dswilde@ilstu.edu	438-1654

Chapter 2

Co-Teaching

Co-teaching is an important step in the mentor-intern process. It allows the intern to learn while alongside the mentor, providing a richer learning experience than simply observing. It also helps the intern gain confidence in front of the classroom by partnering with a seasoned teacher during the first classroom interactions rather than going solo as has often been the case in traditional student teaching experiences.



Section 1

What it IS; What it is NOT

Element of Co-Teaching	Co-Teaching DOES	Co-Teaching Does NOT
“two or more professionals”	involve at least 2 peers who are partners in the instructional effort.	involve a teacher and a classroom volunteer or paraprofessional who do not have the professional preparation to co-teach (Friend, 2003).
“joint delivery of instruction”	mean both coordinate and deliver substantive instruction, ensuring that both teachers have active roles. Co-teachers should work to ensure that their instructional strategies engage all students in ways that are not possible when only one teacher is present (Austin, 2001; Gately & Gately, 2001).	mean two adults merely being present in the classroom at the same time. It also does not mean that one teacher plans and delivers all of the lessons while the other circulates. It does not involve taking turns teaching the whole group (Murawski, 2002).
“diverse group of students”	allow teachers to respond effectively to diverse needs of students, lower the teacher-student ration, and expand the professional expertise that can be applied to student needs (Hourcade & Bauwens, 2001).	include separating or grouping students with special needs in one part of the classroom or along the fringes, even if these practices are well-intentioned (Friend, 2003).
“shared classroom space”	feature co-teachers instructing in the same physical space. Although small groups may occasionally be taken to a separate location for a specific purpose and limited time, co-teaching generally takes place in a single environment (Friend, 2003).	include teaching teams that plan together but then group and instruct in separate classrooms (Trump, 1966; Green, 1985).

Section 2

Models of Co-Teaching

One Teach, One Drift

Design

- Lead teacher models organization of the content.
- Lead teacher identifies skills and strategies needed for groups and individual students to complete the task(s) of the lesson.
- Support teacher assists.

Instruction

- Lead teacher conducts formal teaching.
- Support teacher teaches components of lessons with small groups of students.
- Support teacher provides content support to lead teacher's lesson.

Monitoring

- Lead teacher uses pre-assessment to determine students' need for support.
- Support teacher assesses students' skills and facilitates self-regulation during the lesson.
- Students use self-assessment as they request assistance during or after a formal lesson.

Benefits

Having two teachers to help individual students after the lesson is presented (individual guided practice).

Station Teaching

Design

- Lead teacher and support teacher segment the lesson content.
- Lead teacher and support teacher divide the number of stations they are responsible for.
- Both teachers plan and organize their station activities with attention to possible group differences.

Instruction

- Lead and support teacher segment learning to small groups or individual students at the stations they design.

Monitoring

- Lead teacher and support teacher use pre-assessment to determine how students are selected for stations (e.g., skills, interests, random).
- Given the organizational structure and tasks of each station, assessment done by students can also be used during the lesson.

Benefits

Facilitates small group learning and is responsive to individual needs. The notions of "mini-lesson," "accelerated learning," "mastery learning," and other ideas that teach to many levels can be readily addressed.

Parallel Teaching

Design

- Lead teacher and support teacher collaboratively organize the lesson content.
- Lead teacher and support teacher identify strategies needed for groups and individual students.
- Lead teacher and support teacher divide the students into two groups.

Instruction

- Lead teacher and support teacher independently deliver the lesson plan to each of the groups.
- Lead teacher and support teacher facilitate learning in their respective groups.

Monitoring

- Lead teacher and support teacher monitor their own groups of students.
- Lead teacher and support teacher use post lesson reflection to share their expectations using the same lesson plan with different groups of students.

Benefits

Parallel teaching is very helpful whenever we want to increase the likelihood of participation. It also allows for intensive work with a small group of students.

Alternative Teaching

Design

- Lead teacher and support teacher make decisions about the content and organization of the lesson.
- Lead teacher and support teacher determine the appropriate structures for alternative remedial or enrichment lessons that would promote learning.

Instruction

- Lead teacher conducts formal teaching.
- Support teacher implements supplemental activities for the whole group, small groups, or individual students before or after the formal lesson.

Monitoring

- Lead teacher and support teacher pre-assess the students to plan for alternative lessons.
- Lead teacher and support teacher assess the students during the formal lesson to identify students who would benefit from the alternative lessons.
- Student self-assessment and/or peer-assessment encourage students to articulate their need for alternative forms of instruction.

Benefits

Allows for the use of alternative methods to re-teach or extend the lesson vertically or horizontally. This model allows for multiple means of delivery.

Team Teaching

Design

- Lead teacher and support teacher make decisions about the content and organization of the lesson.
- Lead teacher and support teacher teach simultaneously to the whole class.

Instruction

- Both lead teacher and support teacher conduct formal teaching.

Monitoring

- Lead teacher and support teacher pre-assess the students.
- Lead teacher and support teacher assess the students during the formal lesson to identify students who would benefit from alternative lessons.

Benefits

Team teaching is very powerful when the entire class is participating in a particular inquiry project.

Material from “Tips and Strategies for Co-Teaching at the Secondary Level” by Wendy Murawski and Lisa Dieker, *Teaching Exceptional Children*, May/June 2004, p. 57.
Copyright 2004 by The Council for Exceptional Children.

Section 3

Co-Teaching Considerations

Time for Planning

- How much time do we need?
- Where will we find the time that we need?
- How will we use our time together?
- What records can we keep to facilitate our planning?

Instruction

- What content will we include?
- Who plans what content?
- How will we share teaching responsibility?
- Who adapts the curriculum & instructional and assessment procedures for select students?
- What are our strengths in the area of instruction & assessment?
- How will the content of the lesson be presented – will one person teach and the other arrange & facilitate follow-up activities, or will all members share in the teaching of the lesson?
- How will we arrange to share our expertise? How can we arrange to observe one another & practice peer coaching?
- Do we rotate responsibilities?
- How will we assess the effectiveness of our instruction?

Evaluation

- How will we monitor students' progress?
- How will we assess and grade student performance?
- Who evaluates which group of students – do co-teachers collaborate in evaluating all students' performance, or is each co-teacher primarily responsible for evaluating a subset of students?

Student Behavior

- What are our class guidelines and rules?
- Who determines the disciplinary procedures?
- Who carries out the disciplinary procedures & delivers the consequences?
- How will we be consistent in dealing with behavior?
- How will we proactively address behavior?

Communication

- What types & frequency of communication do we like to have with parents?
- How will we explain this co-teaching arrangement to parents?
- Who will communicate with parents? Will there be shared responsibility for communication with parents of students who have identified special education or other specialized needs, or will particular members of the co-teaching team have this responsibility?
- Which types of communication do we each like to have with students? With what frequency do we like to communicate with students?
- Who will communicate with students?
- How will we ensure regular communication with each other?
- Who communicates with administrators?

Logistics

- How will we explain our co-teaching arrangement to the students and convey that we are equals in the classroom?
- How will we refer to each other in front of the students?

- How will teacher space be shared?
- How will the room be arranged?
- How is paperwork completed for students identified as eligible for special education?
- How will a balance of decision-making power be maintained among co-teachers?

Adapted & modified from *A Guide to Co-Teaching: Practical Tips for Facilitating Student Learning*, by Richard A. Villa, Jacqueline S. Thousand, & Ann I. Nevin. Thousand Oaks, CA: Corwin Press, 2004.

Questions to Ask Yourself

- What are my professional strengths?
- What are my co-teacher's professional strengths?
- What personal gifts do I bring to the classroom?
- What situations do I find stressful?
- Where do I want to grow as a professional?



Chapter 3

Effective Mentoring

The success of the PDS program hinges on effective mentoring by experienced teachers. What may seem like common sense or an easy problem to experienced teachers can seem daunting to interns who have never had to manage the day-to-day tasks of teaching. This chapter provides tips to keep in mind as you are working with your intern.

Section 1

Coaching: Before, During and After the Lesson

“Your goal as a coach is to develop your mentee into a self-reliant teacher. A self-reliant teacher is one who is able to generate and choose purposefully among viable alternatives, to act upon those choices, to monitor and reflect upon the consequences, and to modify and adjust in order to enhance student learning.

Pre-Conference

- You should meet privately to discuss the upcoming lesson.
- Your objective is to have your mentee express and clarify learning objectives, enhance teaching strategies, anticipate student behaviors, solidify plans for monitoring student learning, and consider ways to adjust instruction.
- During this pre-visit conference your function is to ask probing questions in ways that will not only encourage your mentee to think of ideas to enrich the lesson plan but will also provide him or her with the opportunity to gain confidence as a reflective educator. Suggestions to achieve these objectives are
 - Pick a **critical word or phrase** from your mentee’s reply to your questions and probe for more details.
 - Press for **specificity**. ‘What do you want to happen when you...?’ or ‘How will you know what students have learned and whether they can apply that learning?’ or ‘How would you feel if...?’
 - Be **patient**. Wait for an answer.
 - Acknowledge and **validate** answers by **restating** them in your own words.
 - **Avoid using judgmental phrases** such as ‘Wouldn’t it be better to...’ or ‘I can’t believe you expect that strategy to work.’

- **Summarize** and acknowledge ideas, feelings, and decisions.

The Lesson

- Record what is happening.
- Resist the temptation to become a participant.
- Focus on the extent to which quality learning takes place. Don’t just focus on what is wrong with the lesson.
- Filter the visit with the information that you received from the pre-lesson visit.

The Post-Conference

- Your goal is to encourage your mentee to assess the effectiveness of the lesson, to identify factors that contributed to and interfered with student learning, and to consider why he/she used alternative instructional strategies at times.
- Share objective facts.
- Keep your opinions to yourself.
- Use questioning to foster conversation. Here are some examples:
 - How do you think the lesson went?
 - Why do you think it went the way it did?
 - How do you know that was the reason?
 - When you did this...the students reacted by...Why do you think that happened?
 - What did you expect would happen when...?
 - Were there any surprises?

- Help me understand what you took into account when planning this particular event.
- I noticed that you altered your prepared lesson plan during...
- If you could teach this lesson again, what, if anything, would you do differently? *Why?*
- What conclusions can you draw from teaching this lesson?
- When asking a question to elicit reflection, you need to be careful not to ask in a way that belittles your mentee.

Show and Tell

- At times, your wisest role as a mentor will be that of the experienced teacher.
- You show how it should be done when your mentee observes you teaching a lesson.
- You tell what you are going to do when you brief your mentee before the lesson.
- You share what you did during your meeting with the mentee after the lesson.

The Question of Intervening

- The first challenge is to decide the effect of intervening on the

mentee's confidence and relationship with the students against the possible damage likely to befall the students if you don't intervene.

- The second challenge is to do so in a way that continues to support the mentee. You and your mentee will want to have some clear guidelines about what circumstances could lead you to intervene and how you will do it. (i.e., the safety of the students in the classroom.)
- Sometimes the act of intervening is undermining the mentee and diminishes the mentee's authority with the students.
- It is possible to act to achieve a win-win solution.
- Communication with the mentee and at times with the students is essential to maintain a collegial relationship.

Summary

The function of coaching is to allow the mentee to clarify what, when, and how to teach; to reflect on the results of those decisions; and to develop and use alternatives that will improve upon past performances.”

Text taken from Hal Portner, *Mentoring New Teachers*, Corwin Press, 2003.

Section 2

Meeting the Needs of Your Mentees

Generic Needs of ALL New Mentees

- Curriculum
- Instruction
- Lesson Planning
- Student Assessment
- Classroom Management
- School Policy
- Parents and Community
- Emotions

How to know the SPECIFIC Needs of a Mentee

- Always ask him or her first, using direct questioning
- Observations, keep eyes and ears open for clues
- Create a file of information that will be useful to the mentee
- Make the mentee aware of the special qualities of his or her new work environment (school's claim to fame, support staff, interesting places in town, etc.)
- Get to know the mentee's preferred learning style (big picture person, detail-oriented, process-oriented, etc.)
- Recognize the mentee's body language clues to understand his/her learning style."

Text taken from Hal Portner, *Mentoring New Teachers*, Corwin Press, 2003.

Section 3

Guiding Your Mentee

“Guiding means to direct or supervise toward some desirable end or development. Guiding is the mentoring function that is directly concerned with the ongoing professional development of the mentee. The ability to reflect is paramount for the mentee and can lead to the identification of professional situations that need attention. Here are some questions that can stimulate reflection in your mentee:

- What is the most stressful part of your workday? Why?
- What recent developments have occurred in your field?
- What do you know about your students that helps you to teach them more effectively?
- Which of your teaching methods is strongest? Weakest?
- How would you evaluate whether your students are able to apply what you have taught them for real-world situations?
- In what way did you use supplementary material in a recent class? Why did you use it?

Guiding Principles

- Determine your mentee’s motivation and ability to address the problem.
- Use coaching and relating behaviors that are appropriate to the situation: less willingness and confidence-use more relating and reinforcing behaviors, and less knowledge and skill-use more structure in your coaching strategies.
- Use coaching and relating behaviors that ‘raise the bar’ and challenge the mentee to grow professionally.
- Monitor the mentee’s progress and vary your behaviors accordingly.

Text taken from Hal Portner, *Mentoring New Teachers*, Corwin Press, 2003.

Applying These Principles

Unwilling or Unable Mentee

Coaching Strategies

- Realize the immediate need for structure
- Use show and tell style of coaching
- Observe mentor’s techniques
- Observe another teacher’s techniques

Relating Strategies

- Strengthen and support willingness and motivation
- Set short-term realistic goals
- Acknowledge efforts and validate ideas
- Defuse unjust criticism
- Provide resources

Moderately Willing & Somewhat Able Mentee

Coaching Strategies

- Encourage reflection on ideas
- Ask probing, open-ended questions
- Encourage new approaches
- Videotape the class lesson

Relating Strategies

- Listen to ideas
- Celebrate successes
- Provide feedback on new ideas

Competent and Confident Mentee

Coaching and Relating Strategies

- Honor the strengths by not interfering
- Recognize the success by offering new opportunities

Section 4

Generational Differences

	Baby Boomers (1946-1960)	Generation X (1961-1980)	Millennials (1981-
Major Influences	Suburbia, TV, Vietnam, Watergate, Protests: Human Rights & Women's Movement, Drugs, Sex, & Rock 'n' Roll	Sesame Street, MTV, Game Boy, PC, Divorce-rate tripled, Latchkey children, Left alone	Expanded technology, Natural disasters, Violence/gangs, Diversity, Coddled by parents
Characteristics	Idealistic, Competitive, Question Authority	Eclectic, Resourceful, Self-Reliant, Distrustful, Highly Adaptive to change & technology	Globally concerned, Realistic, Cyber-savvy, Suffer "ADD," "Remote control
Key Descriptor	Optimist	Skeptic	Realist
Slogan	"Thank God it's Monday"	"Work to Live"	"It's all about me"
Job Changing	Puts you behind Stay if moving up	Is necessary Follow your heart	The ultimate multitaskers Part of daily routine;
Motivators	\$, title, recognition, promotion	Freedom, fun	Personal fulfillment
Workplace Flexibility	The nerve of those Xers!	I'll go where I can find it.	Should suit my needs.
Working Long Hours	Will get ahead, \$, bonus	Get a life! Decide when, where and how	But not all AT work
Productivity	Input matters most	Output is all that matters	Churn lots of topsoil in many areas
Give me more...	Money	Time	Affirmation
Performance Reviews	Once a year; documented	Sorry to interrupt; How am I doing?	What do you mean I'm not outstanding?
Work-Life Integration	Work matters most; divorced or dual career	Family matters as much; dual career	Too soon to tell
Career Paths	Ladder; upward mobility	Lattice; plateaus are fine	Checkerboard
Career Pace	Prove yourself with long hours; pay your dues	I want to know all my options now	May switch frequently and fast

Credit: "Traditionalists, Boomers, Xers, AND Millenials: Giving and Getting the Mentoring You Want"; Mentoring Luncheon given by Cathy A. Trower, Ph.D., October 16, 2009.

How to Work Together

- Be aware of differences
- Appreciate the strengths
- Manage the differences

When working with Boomers

- Show respect
- Choose face-to-face conversations
- Give them your full attention
- Play the game
- Learn the school history

When working with Xers

- Get to the point
- Use email
- Give them space—don't micromanage
- Get over the notion of paying dues
- Lighten up
- Avoid judging—look for things in common
- Find balance between work and life

When working with Millennials

- Challenge them
- Ask them their opinions
- Find them a mentor
- Provide timely feedback
- Be flexible

Section 5

Phases of First-Year Teaching

“17 Aug 2011 - 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, many 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 PHASE

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 PHASE

The reflection phase beginning in May is a particularly invigorating time for first-year teachers. Reflecting 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.

Article found at <http://newteachercenter.org/blog/phases-first-year-teaching>

Section 6

Making Suggestions

Open suggestions...

- are expressed with invitational, positive language and voice tone
- offer choices to encourage ownership
- are often expressed as a question [or include a “tag question”] to invite further thinking
- are achievable-enough to encourage but not overwhelm may provide information about the mentor’s thinking and decision-making

•

Possible suggestions stems

- One thing I’ve learned/noticed is...
- A couple of things to keep in mind...
- From our experience, one thing we’ve noticed...
- Several/some teachers I know have tried a couple of different things in this sort of situation and maybe one might work for you...
- What I know about_____is....
- Something/some things to keep in mind when dealing with...
- Something you might consider trying is...
- Sometimes it’s helpful if...

Try following a suggestion with a question that invites the teacher to imagine/hypothesize how the idea might work in his/her context.

- How might that look in your classroom?
- To what extent might that work with your students?
- What do you imagine might happen if you were to try something like that with your class?

- Which of these ideas might work best in your classroom (with your students)?

Section 7

Non-Judgmental Response & Mediation Questions

Non-judgmental responses help to...

- build trust
- promote an internal locus of control
- encourage self-assessment
- develop beginning teacher autonomy
- foster risk-taking

Possible examples:

- Identify what worked and why
I noticed how when you _____ the students really...
- Encourage
It sounds like you have many ideas to try out. It'll be exciting/interesting/great to see which works best for you.
- Ask the teacher to self-assess
How do you think the lesson went and why?
- Ask the teacher to identify his/her role
What did you do to make the lesson so successful?
- Listen
- Ask sincere questions
- Show enthusiasm for and interest in the teacher's work and thinking
I'm interested in hearing/learning more about...
I'm really looking forward to...

Mediation Questions help the colleague...

HYPOTHESIZE what might happen

ANALYZE what worked or didn't

IMAGINE possibilities

COMPARE & CONTRAST what was planned with what ensued

Some mediational question stems include...

- What's another way you might...?
- What would it look like if...?
- What do you think would happen if...?
- How was...different from (like)...?
- What's another way you might...?
- What sort of impact do you think...?
- What criteria do you use to...?
- When have you done something like.... before?
- What do you think...?
- How did you decide... (come to the conclusion)?
- What might you see happening in your classroom if?

Article found at <http://newteachercenter.org/blog/phases-first-year-teaching>

Mentor Teacher Checklist for Assessing Skills in Developing Positive Relationships with Interns

How well am I prepared to do the following with my intern?

- Modeling appropriate teaching behavior and develop creative, reflective, and engaging teaching strategies?
- Providing a rationale for the teaching decisions I make.
- Demonstrating a positive, professional attitude in dealing with students, colleagues, administrators, and parents.
- Demonstrating effective communication skills.
- Establishing clear expectations.
- Establishing trust with my intern.

- Demonstrating positive regard for the intern.
- Willingly share my classroom and students.
- Willingly invest time and effort in establishing and developing a positive working relationship.
- Being a good listener and exhibiting patience with the professional development of my intern.

Adapted from “Working with Student Teachers—Getting and Giving the Best”
Michael A. Morehead, Lawrence Lyman, and Harvey C. Foyle, *A Scarecrow Education Book*, 2003.

Section 8

Building Trust with Your Intern

Clear expectations, positive tone, useful feedback and exhibiting concern for the student teacher are necessary in establishing a meaningful working relationship with the intern. Taking a proactive approach with your intern by being upfront and specific with your expectations will establish clear guidelines from which to build a trusting relationship. Addressing the expectations below with your mentee during your initial conference will begin the process of a meaningful professional relationship. These expectations should be reinforced during the Professional Development School experience.

List of Behavior Clarifying Mentor Teacher Expectations

- Attendance
- Attention to detail
- Attitude toward students
- Attitude toward supervision
- Attitude toward teaching
- Copy machine etiquette
- Communicating with parents
- Completing tasks on time
- Content knowledge
- Dress for student teaching
- Enthusiasm for teaching
- Evaluating student work
- Following procedures developed by cooperating teacher
- Planning effectively
- Projecting confidence to students (amount of confidence)
- Punctuality (starting time)

- Supervision responsibilities
- Outside activities (clubs, coaching, work, social life)
- Quality of written work
- Relations with administration
- Relations with faculty/staff
- Relations with students
- Student-centered approach to teaching
- Turning in lesson plans (who/where)
- What to do when absent

Adapted from “Working with Student Teachers—Getting and Giving the Best”
Michael A. Morehead, Lawrence Lyman, and Harvey C. Foyle. *A Scarecrow Education Book*, 2003.

Section 9

Characteristics of a PDS Mentor

Please reflect on this list quietly, by yourself, for a few minutes.

- Identify the three most important characteristics.
- Which of the characteristics listed below do you think you will need to develop in order to be a more effective mentor?
- Next, pair and share with a fellow mentor.

A PDS Mentor should...

- be enthusiastic about teaching their subject matter;
- be willing to reflect on their own practice to better understand their pedagogical content knowledge;
- be prepared to examine critically their own practice (critically meaning careful, thoughtful analysis with an eye to understanding and improving any weaknesses, deficiencies, or inadequacies), with their interns;
- be able to articulate their professional knowledge;
- be open minded with the view that their approach to teaching and learning is not the only one;
- be willing to develop their own skills in and understandings of _____(content area) and learning;
- be accessible, with a sympathetic and understanding approach to beginning teachers;
- have a positive supportive, and encouraging attitude;
- have the ability to be critical and analytical in a constructive manner;
- be a good communicator and a good listener;
- be committed to their role as a PDS mentor;
- be aware of “best practice” and innovation in _____(content area) education and relate these to their intern;
- be excellent teachers, able to plan and implement organized and

academically stimulating lessons rich in content, featuring appropriate pedagogy and technology;

- be available to interact and work with others;
- be able to listen and define a problem, generate alternative solutions, and suggest a viable course of action;
- be willing to make suggestions and offer possible solutions without encroaching on the fragile and vulnerable autonomy of the intern with which they are mentoring.

Developed by Sarah Bednarz, Texas A & M University and Fred Walk, Illinois State University, for the National Geographic Society Mentor Institute.

Top Ten Awareness Issues

1. Managing the classroom...consistency, transitions, respect, etc.
2. Obtaining instructional resources and materials
3. Planning, organizing, and managing instruction
4. Using effective teaching strategies and best practices
5. Developing assessment tools for assessing and evaluating student progress
6. Encouraging students to do their best via intrinsic motivation
7. Understanding how to work with the varying abilities and needs of students
8. Collaborating with teachers, specialists, paraprofessionals and administrators
9. Communicating with parents on a regular basis
10. Balancing on-going record keeping and paperwork with time management

Ten Commandments for the PDS Mentor

1. I shall not assume anything with my intern.
2. I shall not compare my intern to other interns.
3. I shall not compare my intern's student teaching experience with my own.
4. I shall not expect perfection.
5. I shall listen more than I speak.

6. I shall respect the confidentiality between me and my intern.
7. I shall be generous with affirmation and gentle in criticism.
8. I shall practice the 3 Fs: FAITH, FREEDOM & FEEDBACK.
9. I shall find humor in growth and opportunity.
10. I shall reflect on my own professional growth.