



Mentors, Coaches and Supervisors; Helping grow & retain quality Teachers

At this workshop lead teachers, supervisors and Administrators will explore various methods of working with new and novice teachers. Simply assigning a

mentor-teacher does little to remedy the situation of new teachers' becoming discouraged and leaving the profession. Use this workshop for new ideas to help retention numbers.

This is an interactive workshop. We use a power point, games and activities as well as lecture format.

- I. Introduction**
- II. What is needed**
- III. Some How tos**
- IV. Induction**

Induction is the process of systematically training and supporting new teachers, beginning before the first day of school and continuing through the first two or three years of teaching. Its purposes include, but are not limited to, the following: (1) easing the transition into teaching, (2) improving teacher effectiveness through training in classroom management and effective teaching techniques, (3) promoting the center's culture—its philosophies, missions, policies, procedures, and goals, and (4) increasing the retention rate for highly qualified teachers.

Novice teachers want teachers—teachers they can watch teach in their rooms, teachers who will give them activities and lesson plans, teachers who will tell them what to do with those kids who challenge even the best in the field

A. Enthusiasm for mentoring has not been matched by the clarity or purposes of mentoring.

B. Claims about mentoring have not been subjected to rigorous empirical scrutiny.

C. Few comprehensive studies exist that have examined in depth the context, content, and consequences of mentoring.

D. More direct studies are needed about mentoring and its affect on teaching and teacher retention.

We cannot jeopardize an entire generation of new teachers with a 20-year- old process that has not produced any systematic results and still requires "more direct studies.

V. Steps to Achieve

A. Orientation

1) Characteristics:

- a. relax the teacher**
- b. two way comprehension of objectives and strategy**
- c. brief overview if necessary**
- d. agree on revisions if necessary**
- e. establish contract for the mentorship**

2) Preparation of parents by the supervising teacher could help alleviate such doubts and tensions, smoothing the way for everyone involved

3) share effective lessons and techniques for conveying the information children will need

4) Supervising teachers could share some strategies for stress management

B. Communication

1) Student teachers want to know what is expected of them

2) Be a mentor, not a silent partner. Offer suggestions for improvement

3) Focus feedback on behavior rather than the person.

in terms of "more or less" related to a specific situation, preferably to the "here and now" rather than to behavior in the abstract, placing it in the "there and then"

Focus feedback on exploration of alternatives rather than answers or solutions.

4) that young workers tend not to ask questions because they don.t want to look .stupid.?

- 5) that young workers are an asset to your workplace . with fresh eyes, new ideas and good questions to ask?
- 6) that young workers are easier to train and eager to work?

Asking for help when they are unsure

C. Teamwork

- 1) Understand that one of your student teacher's biggest concerns is classroom management and discipline
- 2) Let student teachers teach; don't assign 'grunt' work." Student teachers need to be learning to teach, not cutting out circles for a bulletin board designed by the supervising teacher
- 3) Make her/him feel like a teacher," a professional instead of an underling or a volunteer

D. Professionalism