

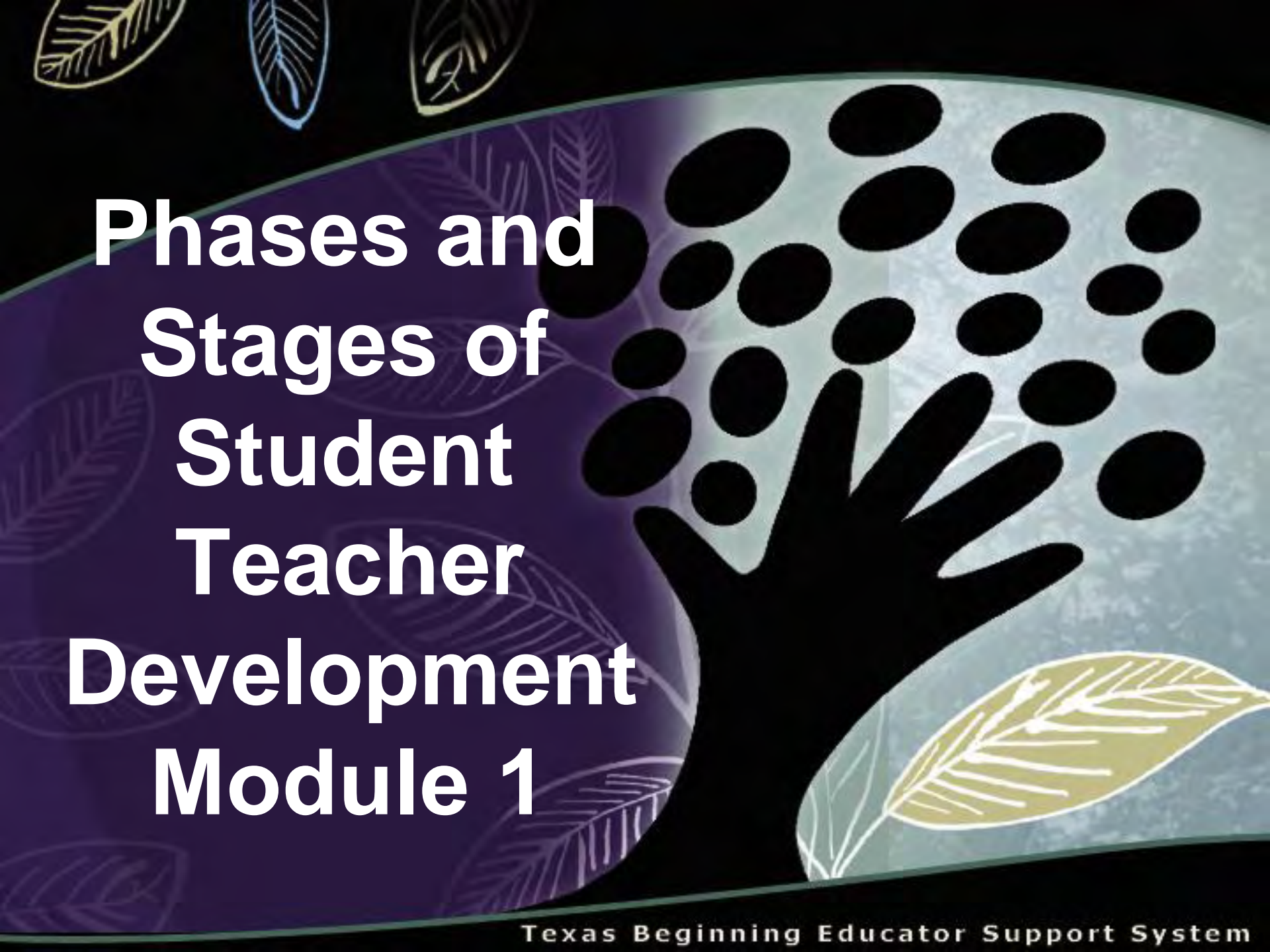
The following materials have been modified from TEA TxBESS training.

Welcome to the Mentor Orientation Workshop (MOW).

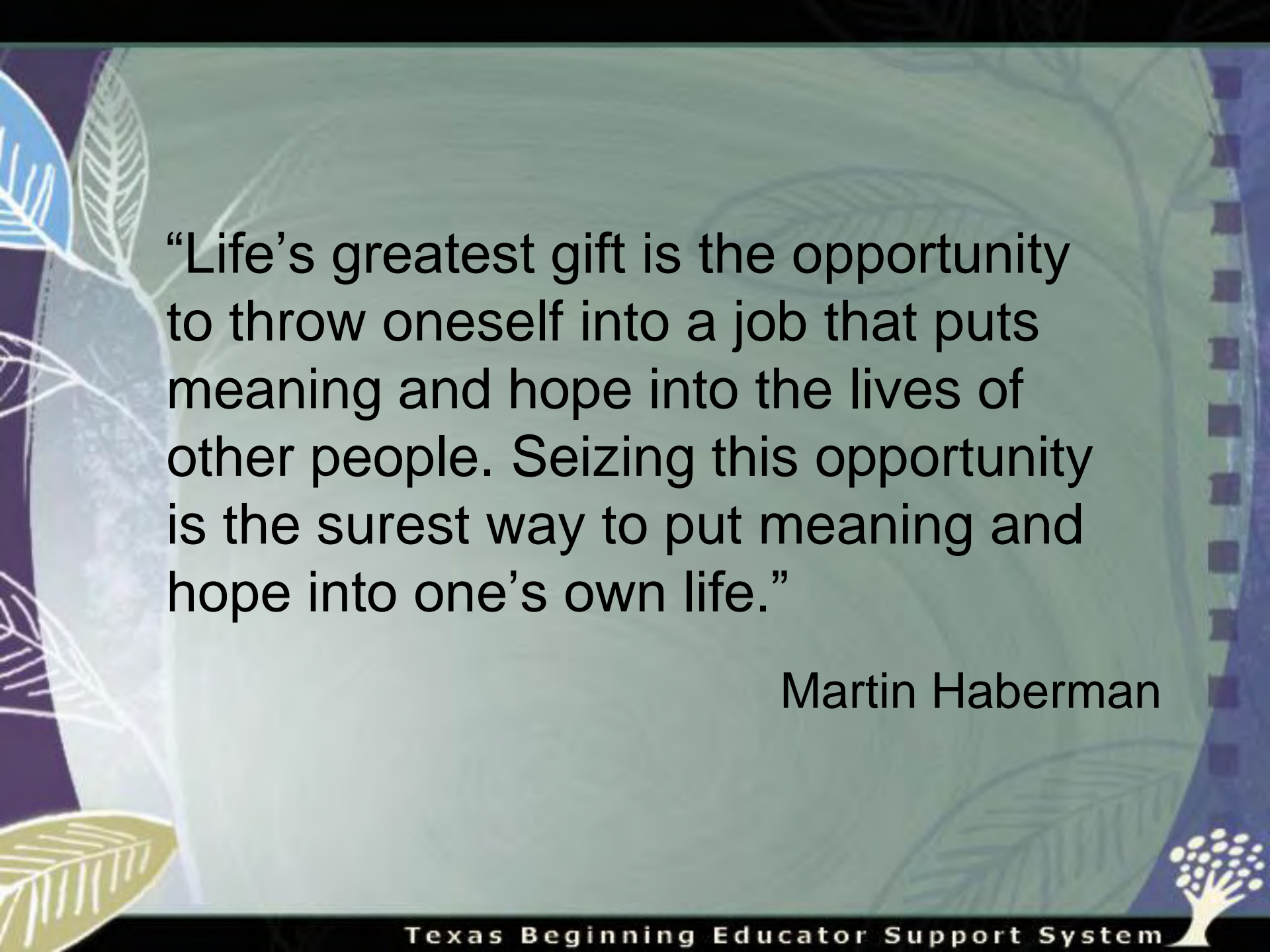
When you have read each of the three presentations, please follow the instructions to complete the embedded survey/short quiz. Your results will be reported to the SHSU Educator Preparation Program. We will then record your information and forward you a certificate of completion for 3 CPE hours.

Thank you for supporting Bearkat Teachers!





Phases and Stages of Student Teacher Development Module 1



“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 life.”

Martin Haberman

Goals for This Presentation

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



A Recent Survey Question About Student Teachers



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



Student Teachers Most Often Report The Following Challenges During Clinical Experience:

9. Relationships 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



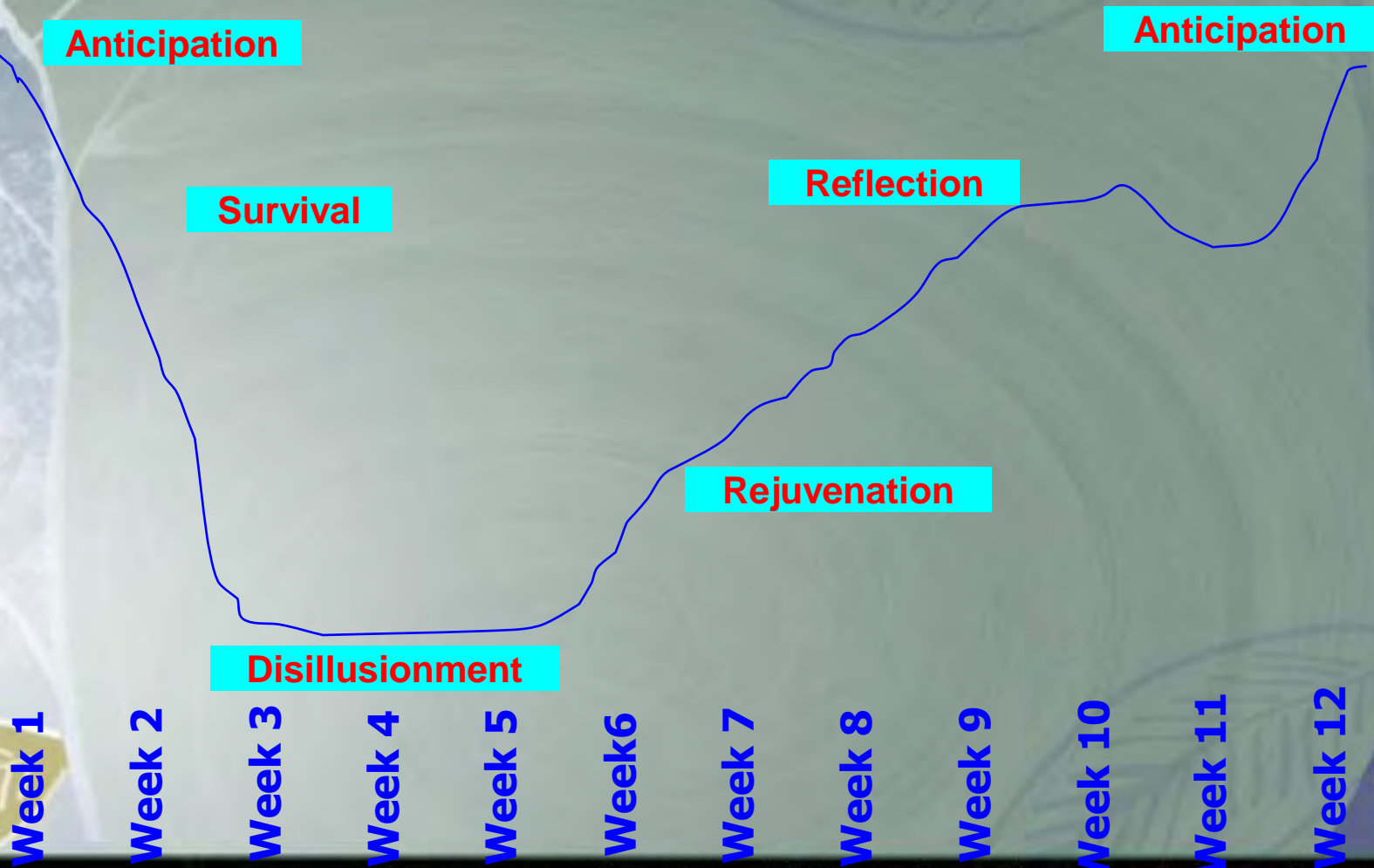
What do you Think a Student Teacher Would Say During the Following Weeks of Their Clinical Experience?



- Weeks 1 – 4
- Weeks 5 – 8
- Weeks 9 - 12



Phases of Teaching



Phase One: Anticipation

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



Phase Two: Survival

- Reality hits
- Student teachers in this stage are primarily focused on self
- Some Survival Phase questions:
 - How am I doing?
 - Will I make it?
 - Do others approve of my performance?



Phase Three: Disillusionment

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



Phase Four: Rejuvenation

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

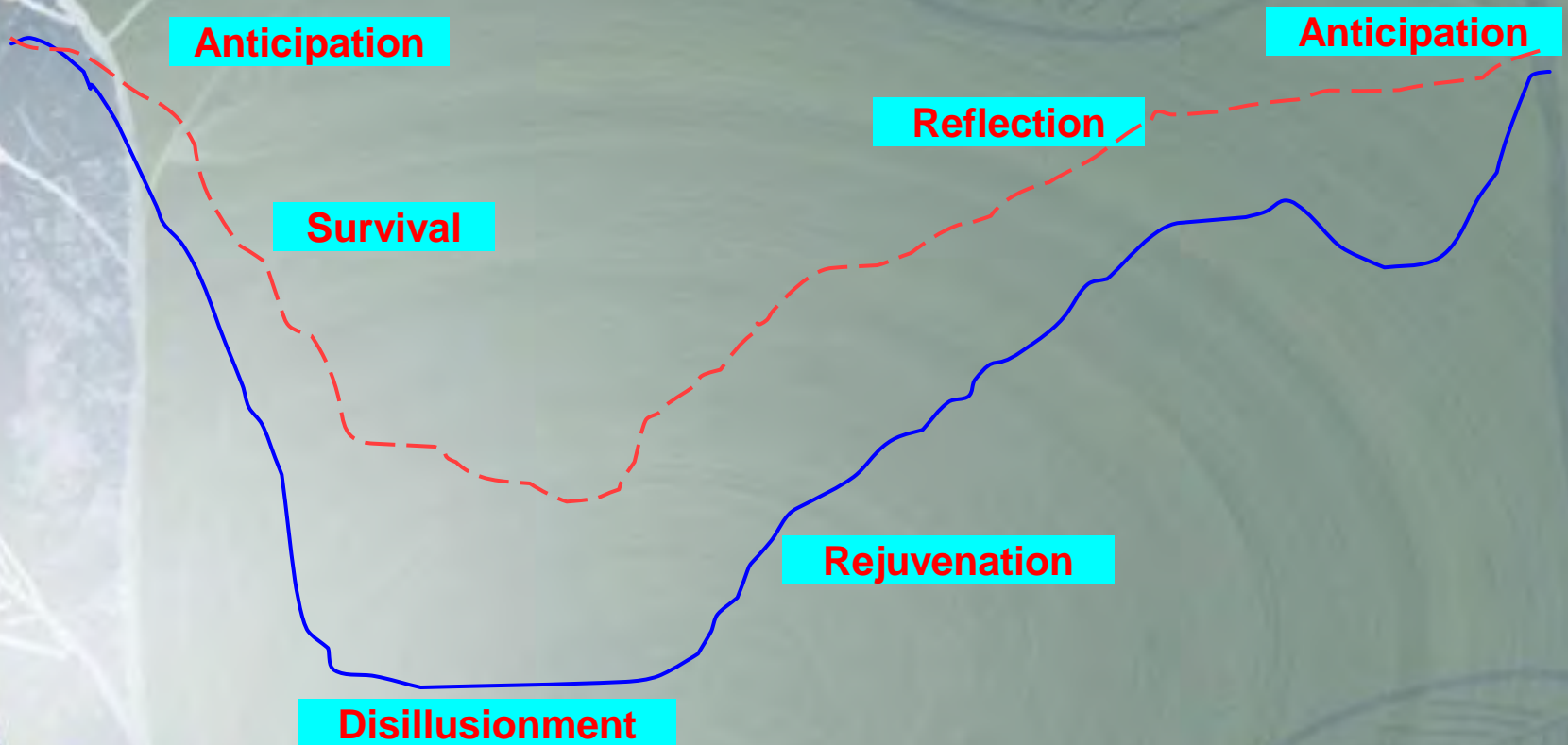


Phase Five: Reflection

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



Phases of Teaching Revisited



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.



The Stages of Concern

Stage 1: Survival

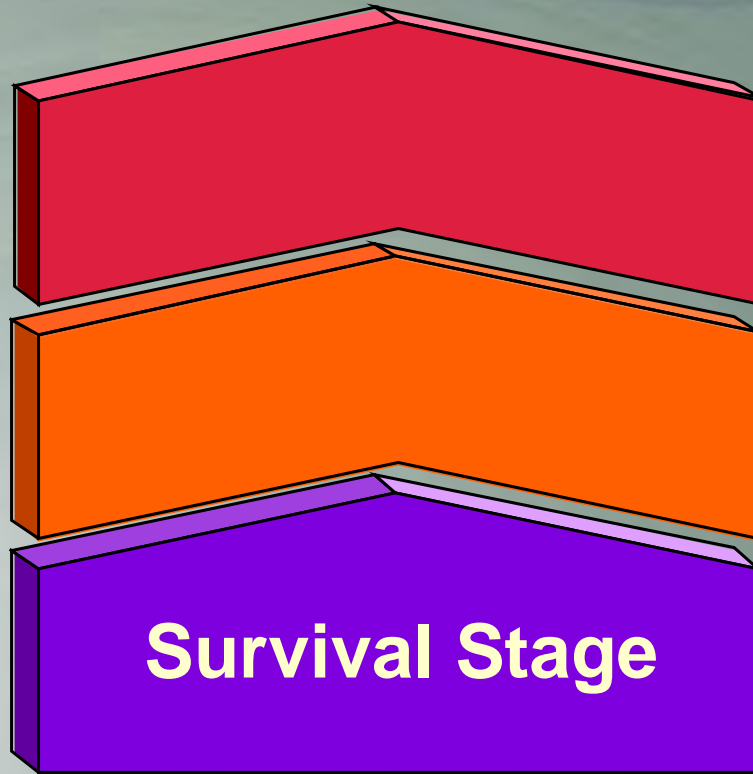
Stage 2: Task

Stage 3: Impact



Stage 1

The **SURVIVAL** Stage



Stage One

Self

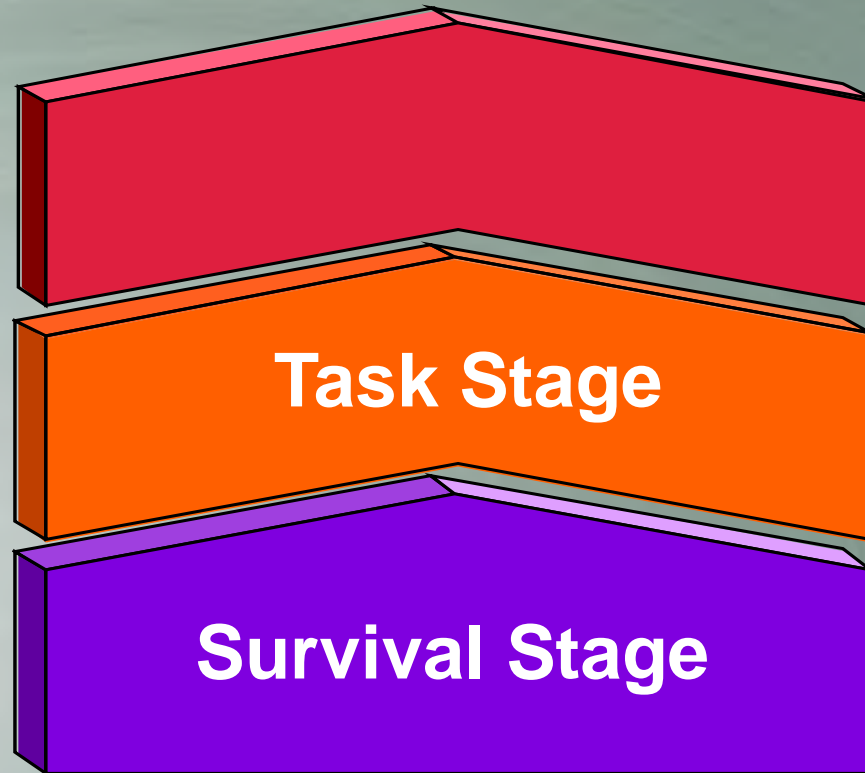


Stage 2

The **TASK** Stage

Stage Two

Stage One



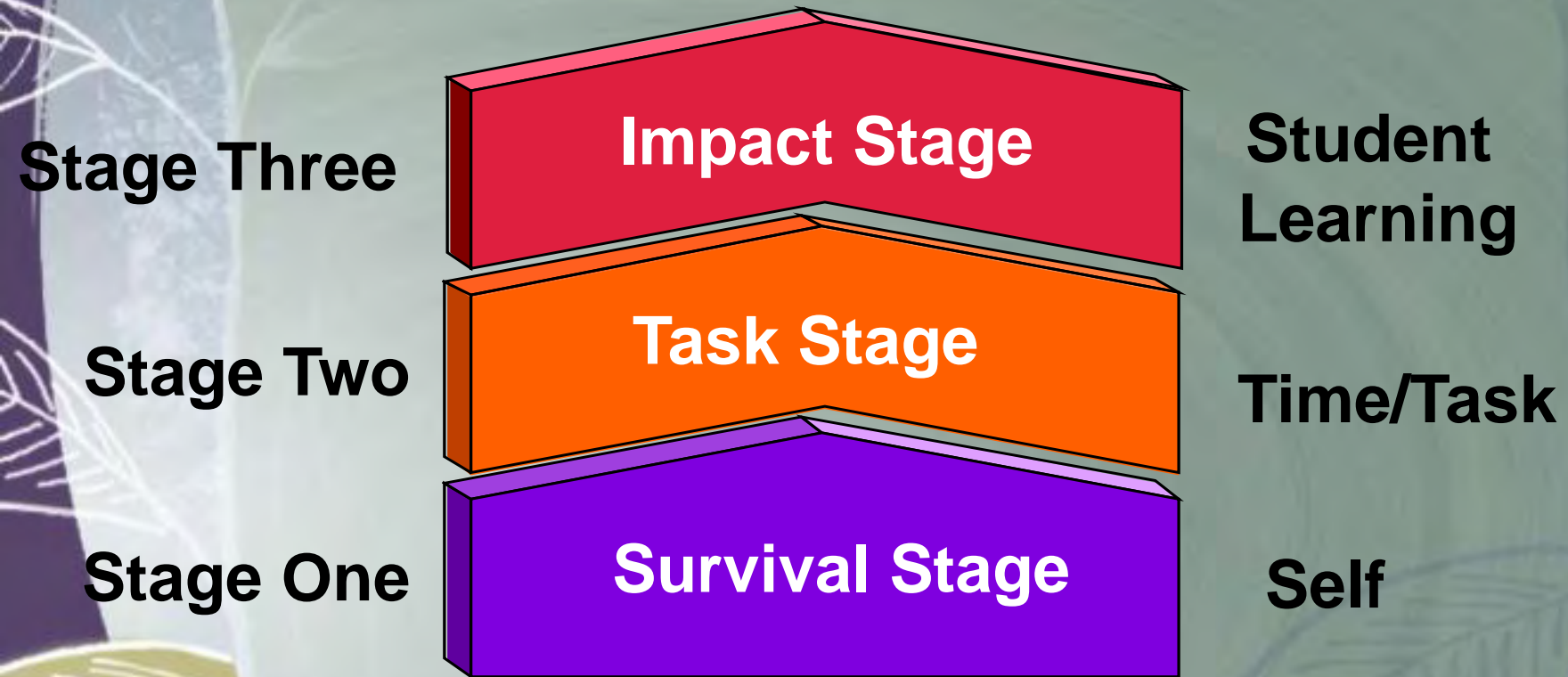
**Time/
Task**

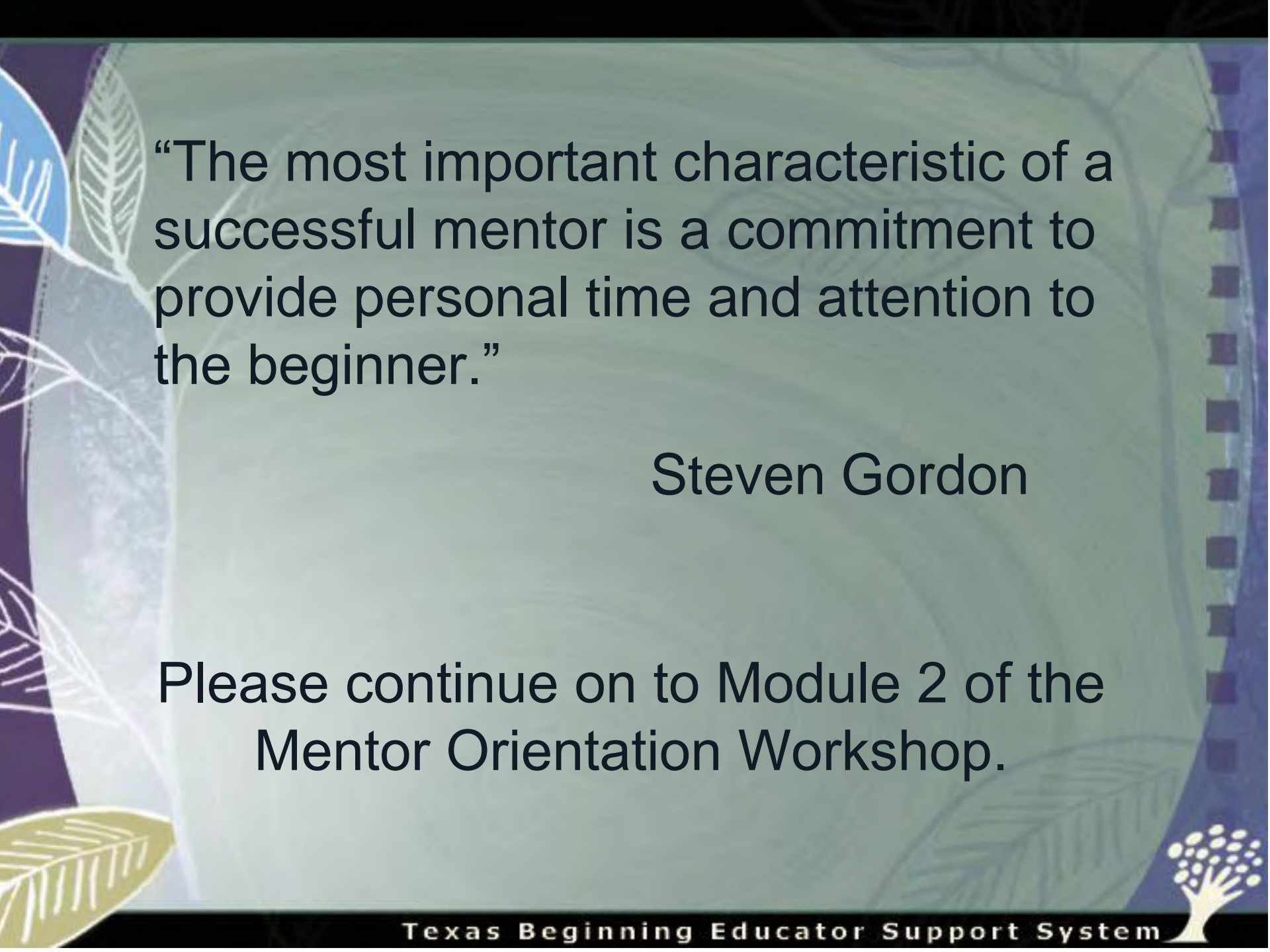
Self



Stage 3

The **IMPACT** Stage





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

Steven Gordon

Please continue on to Module 2 of the
Mentor Orientation Workshop.

