

Chart the stages of teacher development

The stages of teacher development are offered not as a way to label a teacher, but rather to guide the mentor's decision about what services or support to provide to the teacher to promote the greatest development.

Providing services to a teacher at the survival stage that are more appropriate for a teacher at the consolidation stage is a mismatch and may frustrate the teacher more than help him or her.

The table on pp. 8-9 suggests stages of teacher development drawn from over 25 years of research. It associates those stages with years of teaching; however, the years of teaching alone are insufficient to determine a teacher's stage of development. Some first year teachers, for example, behave as teachers in the Renewal Stage. Also, some third-year teachers still demonstrate the behaviors of a teacher in the Survival Stage. It is highly recommended that a mentor consider the teacher's behaviors as indicators of his or her stage of development rather than his or her years of teaching.



STAGE	TEACHERS AT THIS STAGE ...	MENTORS CAN BE MOST HELPFUL IF THEY ...
<p>SURVIVAL STAGE Year 1</p>	<ul style="list-style-type: none"> • Have many specific needs mostly focused on coping with the daily demand of teaching, management issues, classroom organization, and sense of personal and professional competence. • Ask "Can I survive until the end of the week?" • Focus on their own needs and have little understanding of what is happening for students in their classroom. • Frequently do not take responsibility for what occurs in their classroom. • Fail to acknowledge problems. • Tend to blame students, others, resources, just not themselves. • Have little sense of control. • Feel a diminished sense of efficacy. 	<ul style="list-style-type: none"> • Provide specific suggestions or "how to's." • Do classroom demonstrations. • Provide limited options so teachers can choose what is most comfortable. • Co-teach with the new teacher. • Give ongoing personal support. • Connect new teachers with other teachers. • Arrange for the new teacher to observe other teachers. • Ensure that new teachers have all the resources they need including curriculum guides, student books, etc. • Check in frequently. • Listen and honor their concerns. • Remember no problem is too insignificant to be a major one to a new professional.

STAGE	TEACHERS AT THIS STAGE ...	MENTORS CAN BE MOST HELPFUL IF THEY ...
CONSOLIDATION STAGE Year 2	<ul style="list-style-type: none"> • Begin to think about the instructional needs of students. • Typically teach to the middle of the class with little differentiation. • Recognize that there is a connection between what they do and how well students learn. • Implement rules and routines easily. • Ask “How can I change my instruction so all students learn?” 	<ul style="list-style-type: none"> • Share ideas with the teacher. • Co-teach with the teacher. • Observe and give feedback. • Recognize the teacher’s effort and results. • Bring new resources to the teacher’s attention. • Engage the teacher in problem solving. • Introduce the teacher to other networks for support and idea exchange. • Engage the teacher in professional learning experiences that include teachers other than new teachers.
RENEWAL STAGE Years 3-5	<ul style="list-style-type: none"> • Demonstrate competence in teaching. • Find that some routines need refreshing. • Look for new ideas about teaching, the curriculum, and how students learn. • Have mastered management issues. • Have mastered most basic instructional strategies. • Have a sense of efficacy as a teacher. • Ask “What are some new techniques for . . . ?” 	<ul style="list-style-type: none"> • Share articles from professional journals. • Connect the teacher with state and national professional associations. • Engage them in professional experiences outside the school, including conferences, networks, etc. • Engage them in action research projects. • Allow them to demonstrate lessons for new teachers. • Arrange for new teachers to observe the teacher. • Provide opportunities for them to reflect on their professional practice. • Suggest that they consider the National Board certification process.
MATURITY Year 6 and beyond	<ul style="list-style-type: none"> • Are interested in new ideas and resources. • Ask questions about the more complex issues related to teaching, such as how to reach a specific type of learner or how to teach a challenging concept. • Refine their beliefs about teaching. • Establish themselves within the professional community. • Analyze the impact they have on student learning and make adjustments. • Take on more leadership responsibilities within the school. • Display a strong sense of personal and professional efficacy. • Demonstrate a commitment to education and to a career in education. • Consider their career future in education. • Ask “What is my role in promoting democratic ideal in education?” or “What is my role in improving the school?” 	<ul style="list-style-type: none"> • Observe and give feedback, especially when the teacher is practicing new instructional strategies. • Engage the teacher in professional networks and communities. • Encourage the teacher to seek leadership opportunities for the teacher. • Encourage the teacher to become a mentor, learning facilitator, department or grade-level chair, committee chair, etc. • Provide support and coaching about leadership skills. <p>Source: <i>Taking the Lead: New Roles for Teachers and School-Based Coaches</i>, by Joellen Killion and Cindy Harrison. NSDC, 2006.</p>