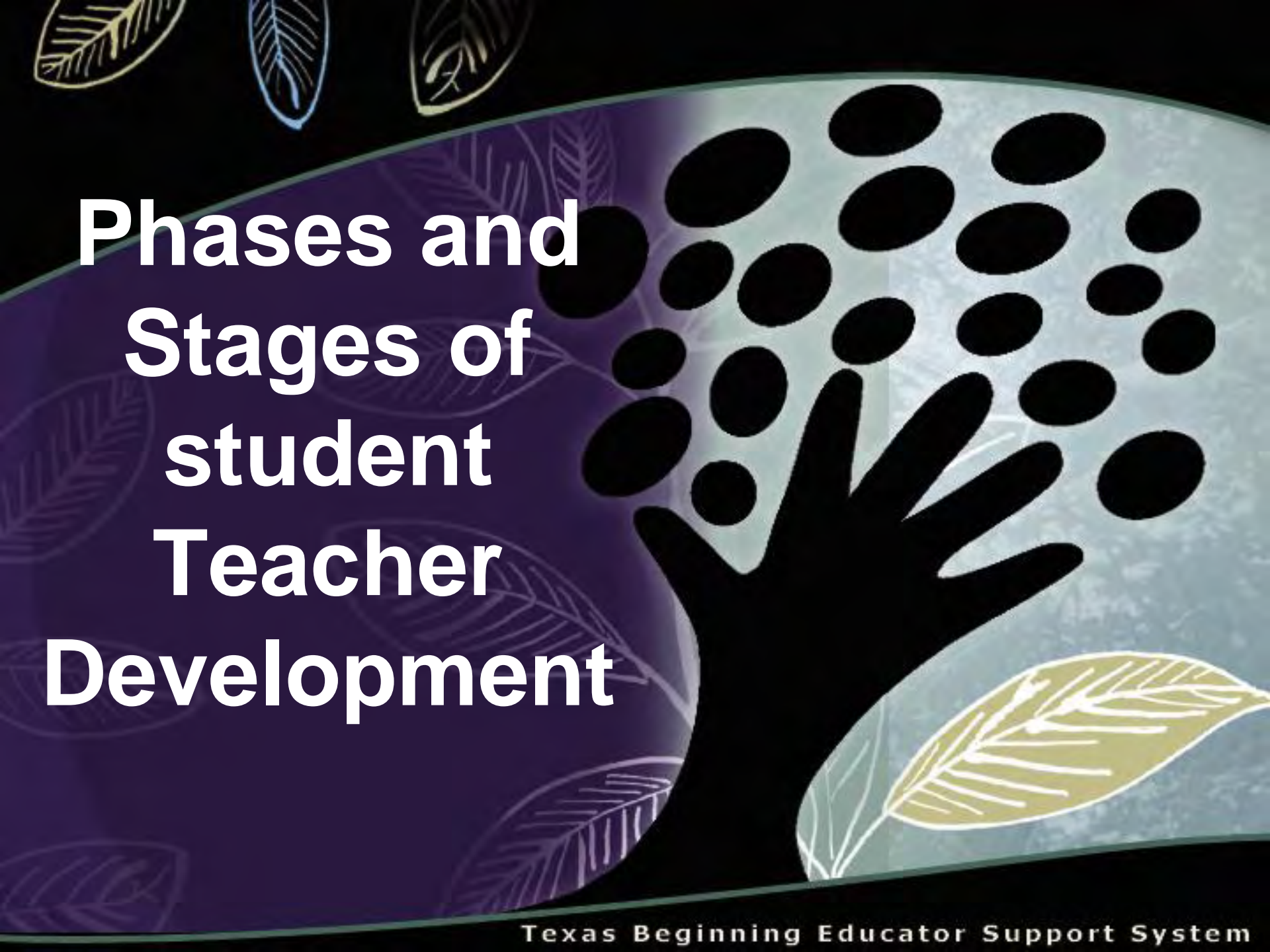


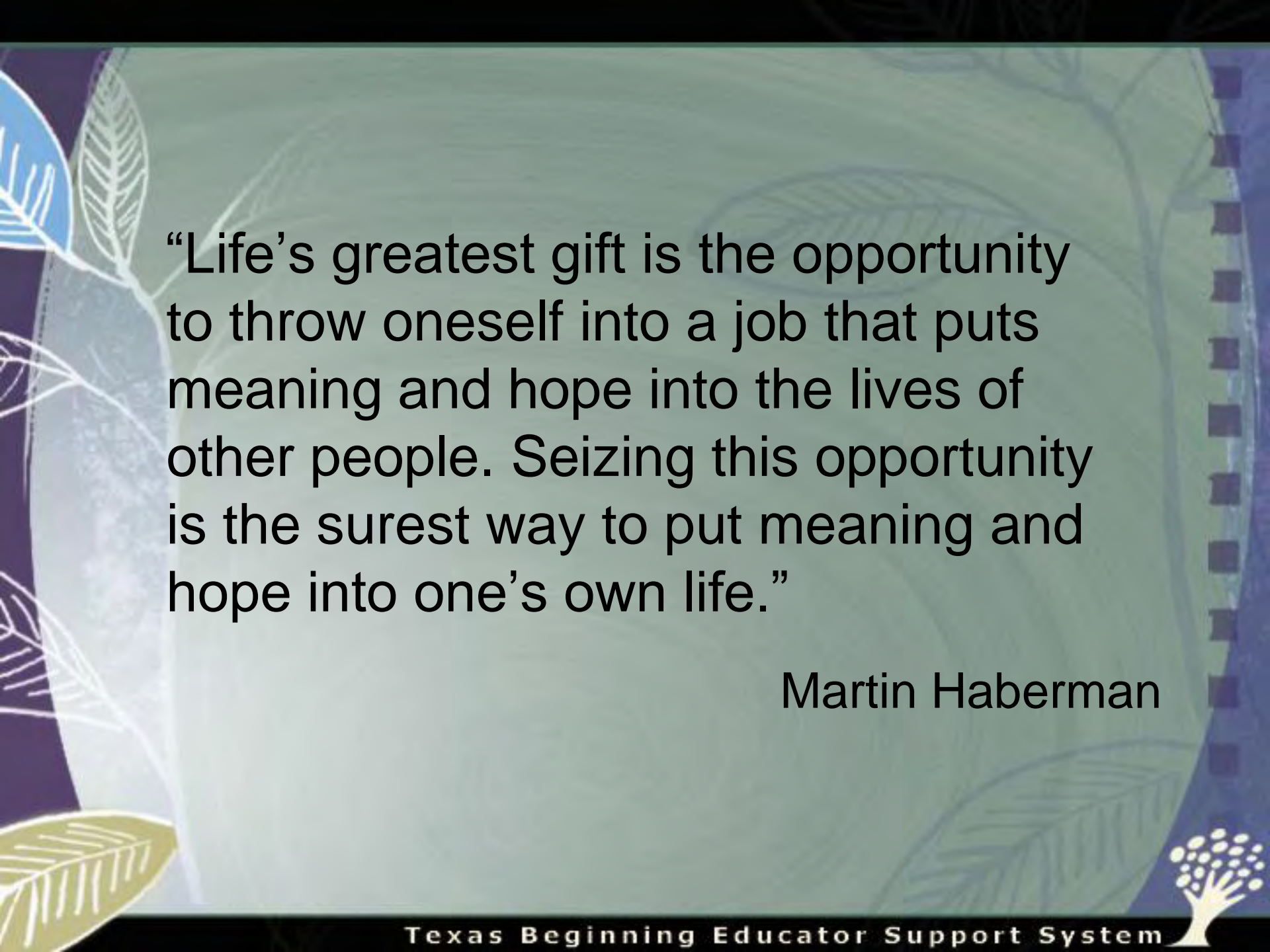
The following materials have been modified from TEA TxBESS training.

- 1. Do not “run” this slideshow but instead click through individual slides on the left allowing you to read the notes provided in the white box at the bottom of the slide.
- 2. When you have completed all three modules, please follow instructions to email completion information.



A stylized tree where the trunk is a black hand with fingers spread, and the canopy is composed of black oval shapes. The background is a gradient from dark purple on the left to light blue on the right. There are faint leaf patterns in the background and several larger, detailed leaves in yellow and green at the top and bottom right.

Phases and Stages of student 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 life.”

Martin Haberman

Goals

- 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



Survey Question



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



Student 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



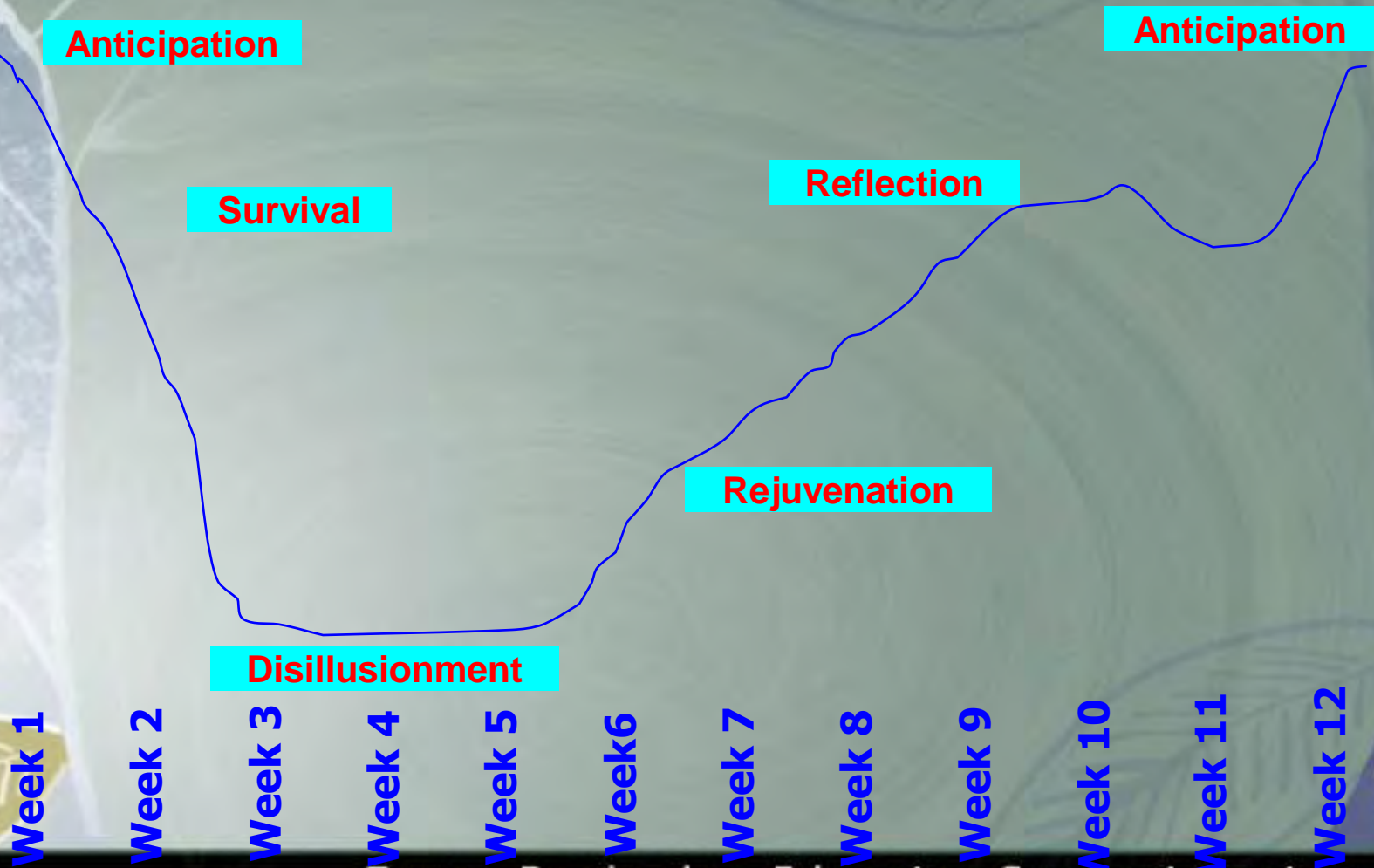
What Would a Student Teacher Say in...?



- 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 key 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 key Rejuvenation phase questions
 - Is there a better way?
 - How can I do all that is expected of me?
 - How can I improve this?

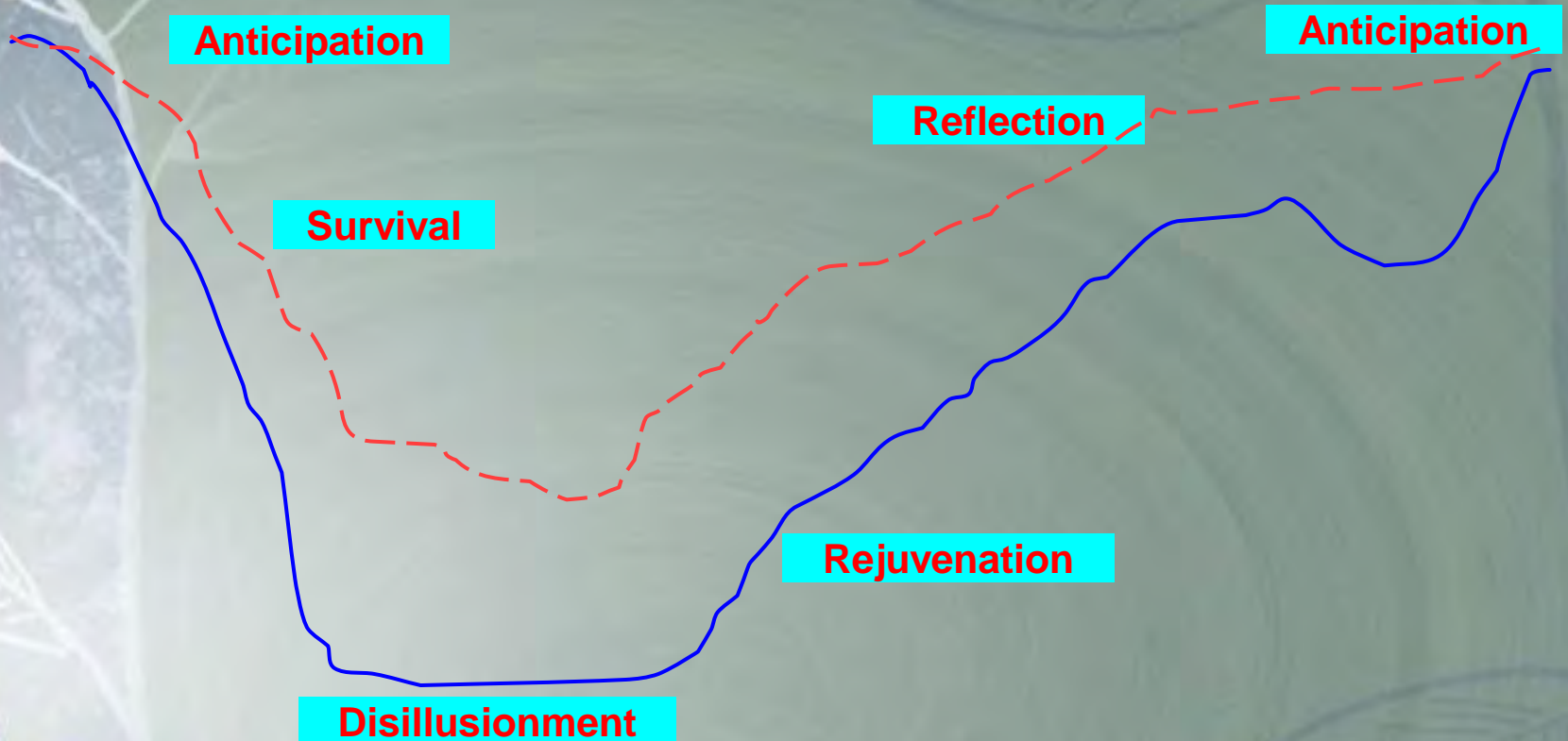


Phase Five: Reflection

- Assessment of impact on students
- Focus on student learning
- Some key 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

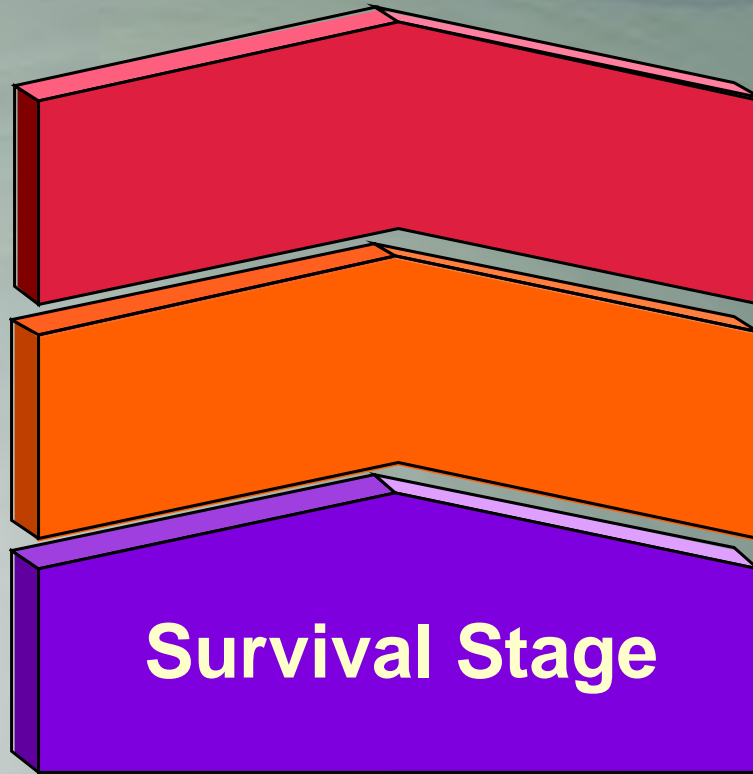
Stage 2: Task

Stage 3: Impact



Stage 1

The **SURVIVAL** Stage



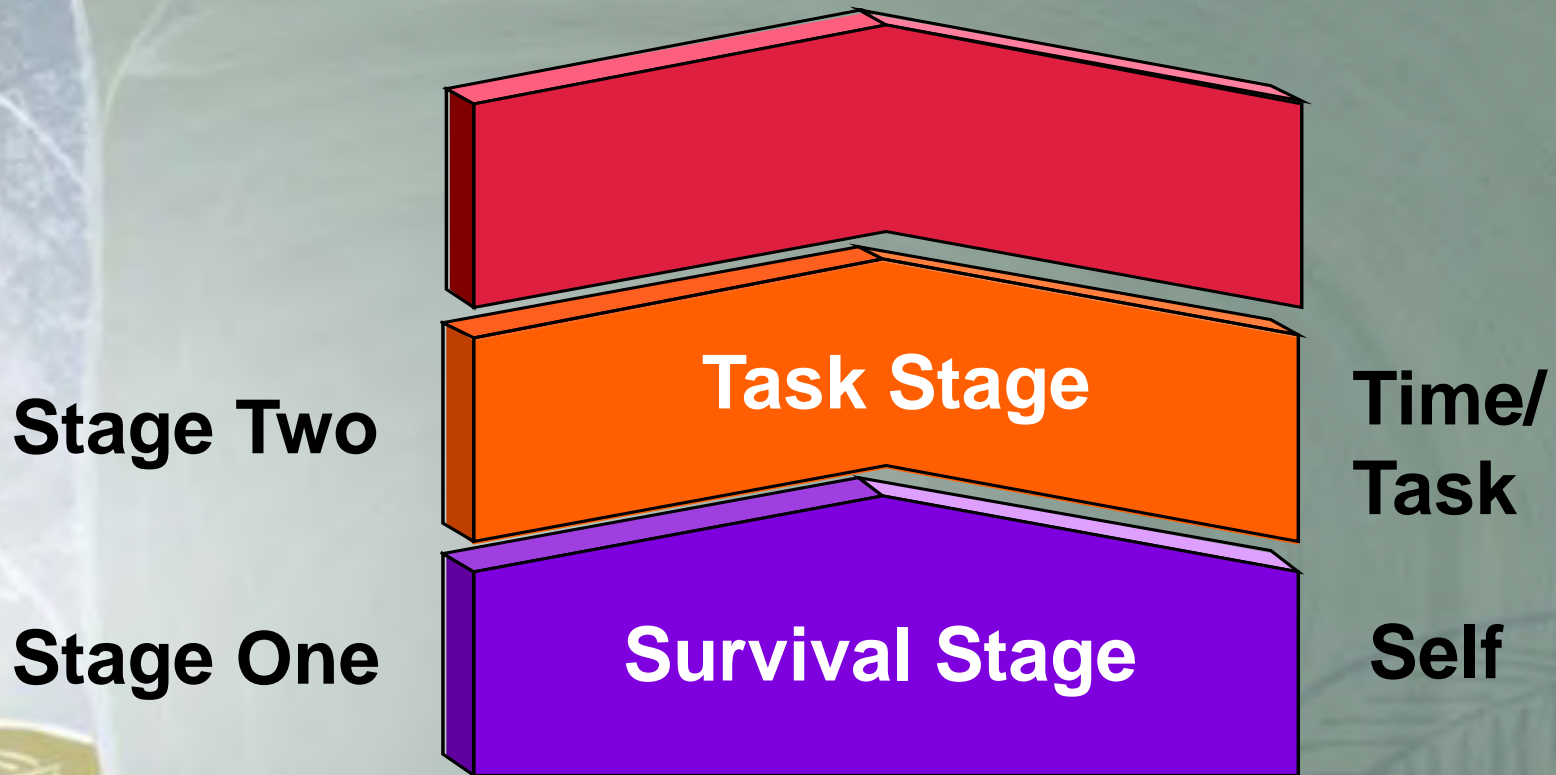
Stage One

Self



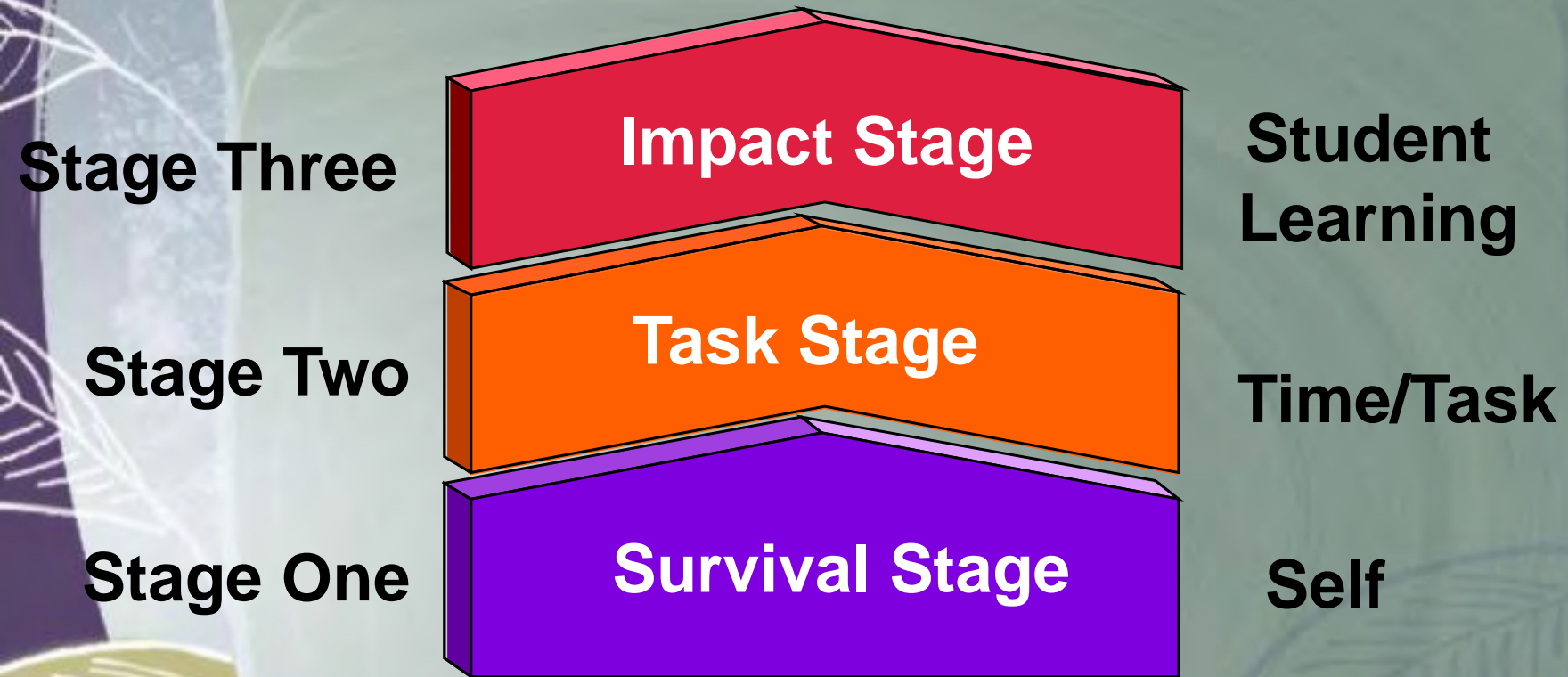
Stage 2

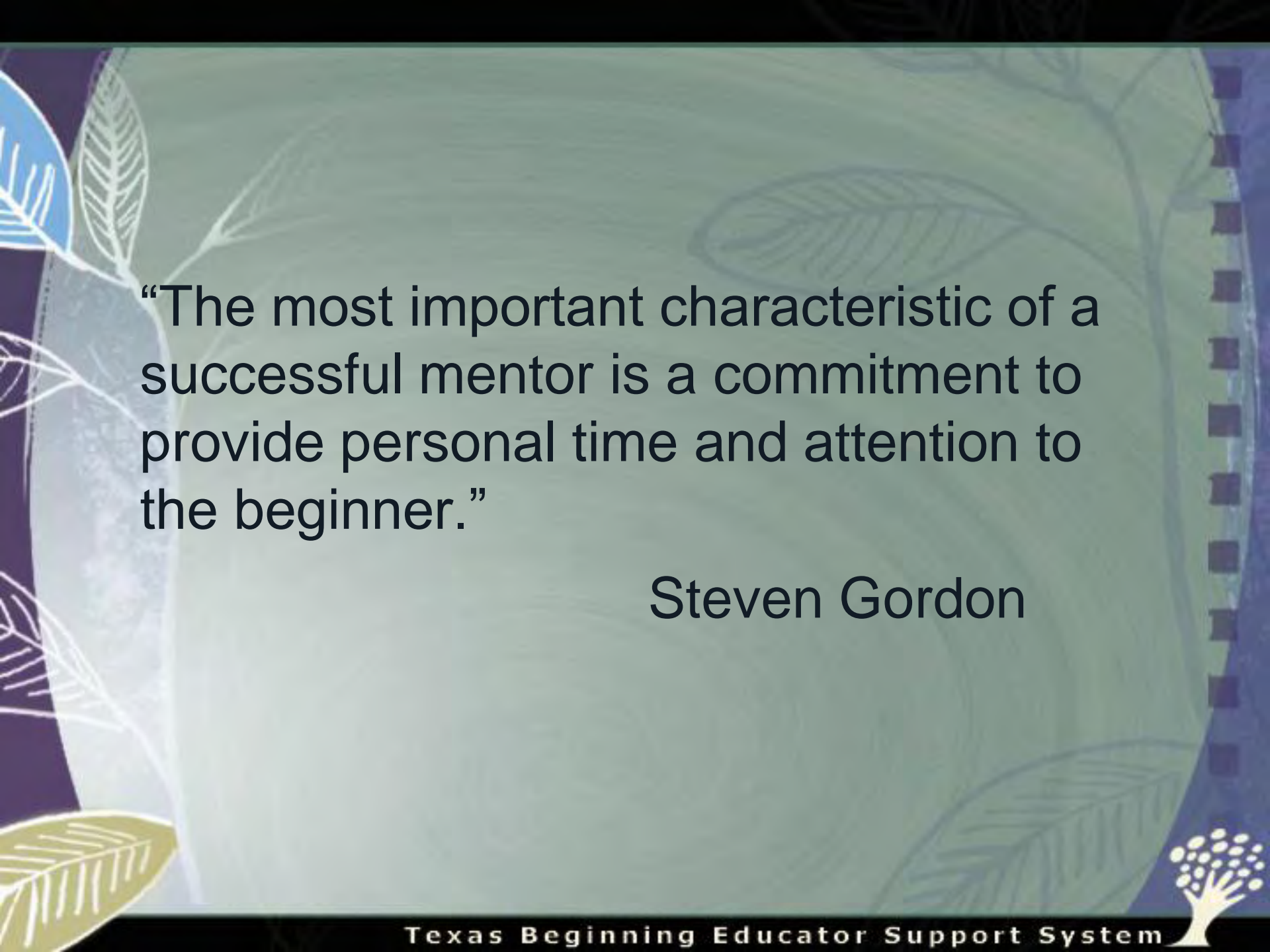
The **TASK** Stage



Stage 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

