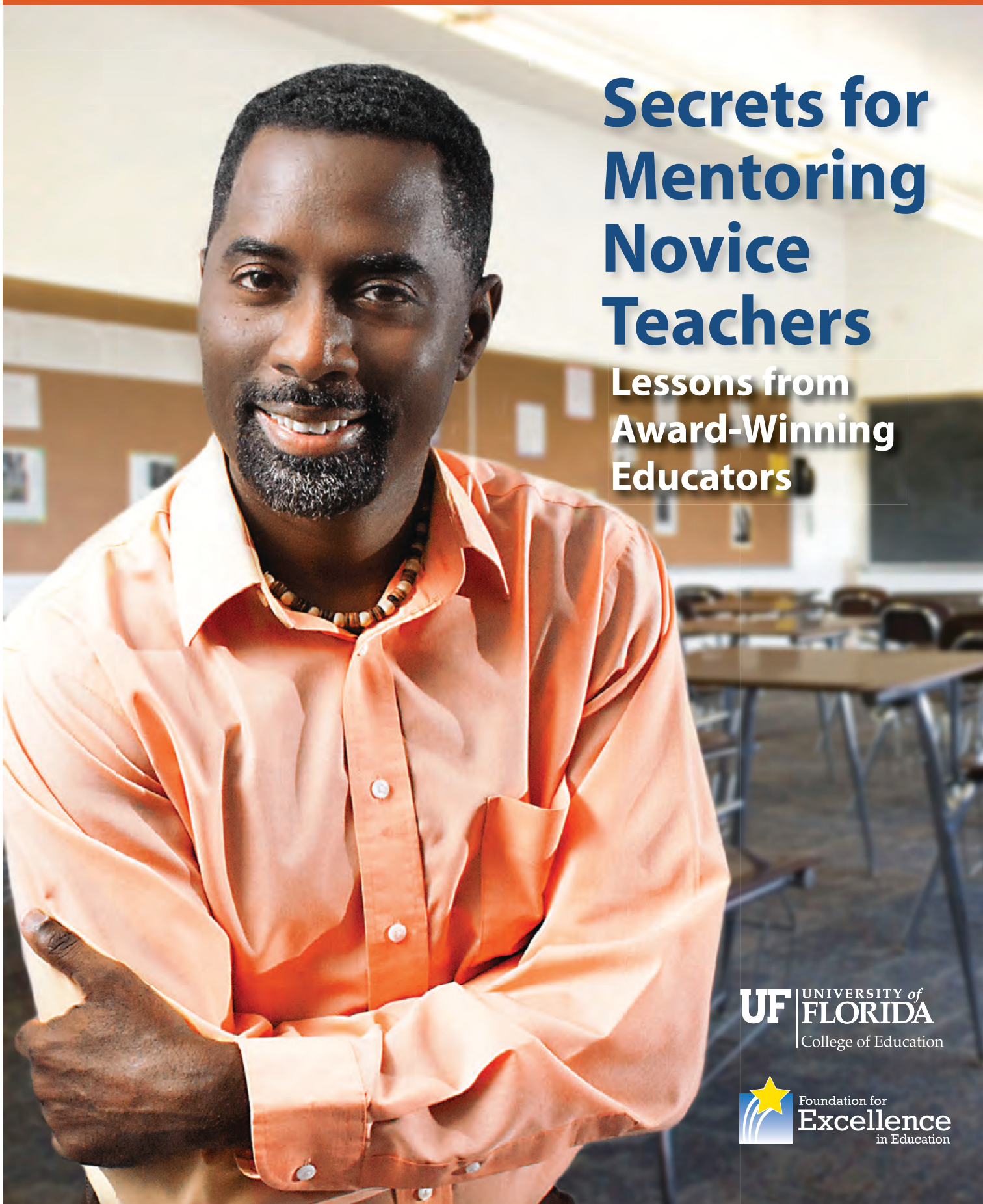


THE UNIVERSITY OF FLORIDA LASTINGER CENTER PRESENTS:



Secrets for Mentoring Novice Teachers

Lessons from
Award-Winning
Educators

UF UNIVERSITY of
FLORIDA
College of Education

 Foundation for
Excellence
in Education



SECRETS FOR MENTORING NOVICE TEACHERS

Lessons from Award-Winning Educators 2010

*A joint report of the University of Florida Lastinger Center for Learning
and the Foundation for Excellence in Education*

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SECRETS FOR MENTORING NOVICE TEACHERS

Lessons from Award-Winning Teachers 2010

Study after study shows the quality of teaching is paramount to student achievement. Next to parents, teachers are the most important people in determining a student's academic success. So what makes a great teacher? How can educational leaders support and increase the skills of teachers? And what can be done to help new teachers become highly skilled teachers?

To find out, the Foundation for Excellence in Education has interviewed more than 240 of Florida's most effective teachers over the past three years. Teachers were chosen because their students made the most progress in reading or math for students in fourth through tenth grades based on the results of the Florida Comprehensive Assessment Test, the state's annual standardized test.

These teachers shared their experience and expertise with researchers during focus groups moderated by the University of Florida's Lastinger Center for Learning, a national leader in developing innovative professional development initiatives designed to improve instruction in classrooms across our country. Over three years, teachers have been asked questions about instructional practice and effective supports for teacher learning.

The insights into excellence in teaching, professional development and mentoring from these teachers echoed across subject and grade. These recurring themes, reflected in the words of the teachers themselves, reinforced the findings of multiple research papers and projects from renowned institutions across the country.

The Excellence in Teaching program emphasizes student progress, not performance. It rewards teachers who motivate students — whether they are high achievers or struggling with the fundamentals — to gain more than a year's worth of knowledge in a year's time. The 2010 *Excel Award* winners represent 14 achievement profiles for students, based on seven categories in reading or math: all students, students who were high achieving students, students performing below grade level, students eligible for free or reduced lunch, students learning the English Language, students with disabilities and charter school students.

The "Secrets of Success" in teaching (Ross & Adams, 2010) captures the wisdom of practice from the 2008 and 2009 award-winning teachers. A companion document, "The Secrets of Successful Professional Development" (Ross, Dodman, Vescio, Adams & Humphries, 2011), captures the guidance of the 2009 award winners about the nature of supports for professional learning necessary to help all teachers enhance their knowledge and practice. The current document captures the guidance of the 2010 award winners about the nature of support necessary to help novice teachers become highly effective teachers.



SECRETS FOR SUPPORTING NOVICE TEACHERS

There is a strong consensus that among the variables for improving student achievement, the teacher matters more than any other single factor (Rowan, Correnti & Miller, 2002). Yet we know that many novices struggle and that approximately one-third of new teachers leave the profession within five years (Darling-Hammond, 2003). Because it may take up to five years for teachers to become confident and highly skilled (Moore, Johnson & others, 2004), the induction and mentoring of novice teachers to help them develop both competence and confidence is of critical consequence for student achievement. The 2010 Excel Award-winning teachers shared their insights regarding important aspects of supporting novice teachers. Their Secrets for Supporting Novice Teachers are divided into three sections: the content of an ideal induction experience, the processes of successful mentoring, and the role of school leaders. Within each section, several secrets capture their insights about high-quality support.

Content of an Ideal Induction Experience

QUICK TIP:

Help novices examine how all the pieces fit together.

Besides helping novices with each piece of the lesson planning process, the 2010 Excel Award winning teachers stressed that mentors should help novices think about whether the lesson is structured to help students proceed logically through an instructional sequence and whether the various elements of the lesson are “in sync” or aligned with one another:

- *Lesson planning is about an instructional flow. It's not just about writing the lesson plan, but about being able to deliver it. Write the plan for the students. Capture the audience and have a commanding presence. (Elementary; Reading; All Students, High Achieving Students)*
- *This lady was special because she emphasized, “Let me see your lesson plans.” She would say, “Your objectives, your instructional activities, your assessment must be aligned.” I always remember the word “alignment” — she would drill it — that was an important thing — there would be certain times where she would say, “Let me see the test” and she would compare. (Elementary; Reading; Students Below Grade Level)*

The 2010 Excel Award-winning teachers had clear ideas about the appropriate focus for an induction program. Based on their recollections of their beginning years and experiences in supporting novices, they identified areas where novices need the guidance of more experienced colleagues. These included lesson planning, classroom management, professional judgment, and school routines and procedures.



SECRET #1: Provide novice teachers with guidance on strong lesson planning.

Almost all novice teachers begin their first year with some background in lesson planning. One might assume this would be an easy skill for a beginning teacher, but the Excel teachers stressed that lesson planning involves judgment that novices are still developing. This means they need mentors who can help them focus on the varied needs of students:

- *[My mentor] would [review] my lesson plans and, kind of, we could do similar things. Sometimes she would open the door and actually have me walk around and have me watch her [so I could see] what she was doing and what she was teaching. (Elementary; Math; Students Performing Below Grade Level)*
- *We just go overboard making sure that we share lessons with [new teachers], we have lunch, we share our plans, we sit down every Friday and ask, “How’s it going? What do you need help on? Is there anything I can do? Do you need to come observe me? Would you like for me to observe you?” (Middle School; Math; All Students, Students in Families with Low Incomes, High-Achieving Students, Students Performing Below Grade Level)*
- *First-year teachers might not be as comfortable differentiating for every student such as bilingual students or students with disabilities. (Elementary; Reading; Students in Charter Schools)*
- *Using the data that we get, [they need help] to know how to re-teach the stuff, if students are actually failing. Because sometimes [novice] teachers don’t realize they have to use differentiated instruction, and sometimes they have to go back and re-teach in a different way. We need to use assessments in an appropriate way to enhance the students’ improvement. (Elementary; Reading; Students Learning English)*



SECRET #2: *Provide ongoing guidance related to classroom management.*

The Excel teachers stressed that strong classroom management involves judgment and skills that are developed over time and with practice. They noted that novices struggle with finding the balance between nurturing students and being authoritative. They also stressed the complexity of making classroom management decisions, which require that the teacher know about management and about the specific children in the classroom, as well as have the ability to handle multiple tasks at one time. Because these are complex judgments with no one “right” way, novices clearly need knowledgeable mentors to help them reflect on their decisions:

- *[You want to be a] nurturer, sometimes brand new teachers want to be best friends with the students, and they blur the line of respect. New teachers burn out and are afraid to ‘get on to the students’ about something. Students need to know you are correcting them about something because you want them to get better, not just because you are being mean. Sometimes it is even harder for younger teachers who need to find the line between being nurturing and being professional. (Elementary; Math; Students with Disabilities)*
- *[To make good management decisions they have to] find out as much as they can about that child, the different children. [Then] you’ll have an idea. OK, I see why so and so is doing this today. And you’ll still have to handle it but you’ll have more information as to how to do it. (Middle School; Reading; Students Performing Below Grade Level)*
- *One of the most difficult things for novice teachers is that they... haven’t had enough practice with classroom management. They get overwhelmed with actually managing a group of children. And [they haven’t had enough practice] figuring out how to deliver their instruction and manage students at the same time. (Elementary; Reading; All Students, High-Achieving Students)*
- *Novice teachers are so focused on getting through the lesson that they forget to notice everything that’s going on around them. They may see it, but it doesn’t register. (Elementary; Reading; Students in Charter Schools)*



Content of an Ideal Induction Experience



SECRET #3: Provide guidance and support in making professional decisions.

Teachers today are given many professional resources from textbooks, to curriculum guidelines, to pacing guides. Each is valuable, yet the Excel teachers stressed that they use their professional judgment to decide how to use materials and resources based upon their judgments about what their students need. The Excel teachers stressed that to become highly effective teachers, novices need to quickly learn to trust the professional decisions they make related to tailoring instruction to students' needs. The guidance of a skilled mentor is essential in this process:

- *[Novice] teachers don't know how to read their students. You know there's a point when there's over-saturation [for the students]. You're losing them so you need to stop and change gears, and I think new teachers sometimes can't readily pick up on that. (Elementary; Math; High-Achieving Students)*
- *New teachers must realize that there is no need to worry about [whether students will score well on an] assessment if you teach the right things. (High School; Reading; Students learning English)*
- *You have to teach to the child, not to the textbook... If a child's not getting it, I don't care, I'm going to continue to explain it, and explain it, until they get it even if it has to do with bringing in something supplemental when they told us not to. (Middle School; Math; Students in Families with Low Incomes)*
- *A prescribed program is not your curriculum. So if someone's giving you Read 180, that's not your curriculum. You look at what children should know and be able to do. (Elementary, Reading; All Students; High-Achieving Students)*



SECRET #4: Remember to teach novices routine school procedures.

Beyond developing their pedagogical skills, novice teachers must have support in learning routine school procedures that impact their daily work. The 2010 Excel Award-winning educators discussed the importance of supporting novice teachers in understanding procedures that ranged from turning in field trip money to knowing whom to turn to for help with classroom technology:

- *There's more to being a new teacher than lesson planning and teaching in a room. Like, the paperwork, knowing how to access email, knowing passwords, and all the little nooks and crannies. Unless someone sits down with you and tells you, you'll never know. Like, who do I go to if I want to plan to a field trip? How do I account for money and things like that? (Middle School; Reading; All Students, Students in Families with Low Incomes)*
- *Mentors need to share the nitty-gritty so that new teachers have the information they really need. (High School; Math; Students Performing Below Grade Level)*
- *They need to have their technology set up; talk to their tech person ahead of time. They need to locate where things are on campus and how things work and the procedures. There are classroom and personal things and teacher things. I think for the new teachers [it won't work if] they are like "here you go, here's your key." (High School; Reading; All Students)*
- *The support has got to be there... even just for teaching them how to use the online grade book, how to take attendance, and all those different kinds of things... if you just have somebody who you can ask and somebody that you can get quick information from when you need it. (High School; Math; Students Performing Below Grade Level, Students with Disabilities)*

What the Research Says

about the appropriate content for mentoring.

Secrets one through four emphasize that novice teachers have many needs that must be met in order for them to grow as educators. Many novice teachers feel that classroom management is the primary challenge they face; they believe it is

the foundation upon which effective teaching is based, and it is often an area in which they struggle. They want and need immediate help in learning effective classroom management strategies (Hertzog, 2002; Ingersoll & Smith, 2004). Developing a set of effective classroom management strategies takes time and practice, and novice teachers benefit from being able to work with mentors who have developed a strong toolkit of such strategies.

Besides classroom management issues, novice teachers often report that they want mentors who will be transparent about their content and how they teach it (Athanases et al., 2008; Boreen & Niday, 2000; Evertson & Smithey, 2000). Providing novice teachers with mentors who teach the same subjects and grade levels that they do creates natural alliances that focus on how to teach content in order help them to best teach their students. To teach well, (Feiman-Nemser 2001) teachers need to determine the learning styles of their students and then design instruction in ways that capitalize on those learning preferences. Effective mentors have a wealth of experience in addressing the diversity of their students' needs, and can guide the novice teachers they work with as they learn to differentiate

instruction for their own students. In addition, timely notification about and assistance with the logistical demands of teaching, such as when reports are due, makes the first year less stressful



QUICK TIP:

Reinforce existing skills that the novice brings to the classroom to boost professional confidence.

Using the existing strengths that novice teachers bring to the classroom is an important step in facilitating the development of their skills as educators:

- *Mentors have to remember that you're not teaching the new teacher how you teach, you're teaching the teacher how they can teach the best way they can teach. You are helping draw out the best from each individual. (Elementary; Reading; Students Performing Below Grade Level)*
- *A friend of mine, also here today, who worked with ESE/ESOL — was so supportive as a mentor, telling me, "You are bright, you are so good, you can help these kids." (Middle School; Reading; All Students, High-Achieving Students)*

The Components of an Effective Mentoring Process

QUICK TIP:

Select mentors who also appreciate the importance of providing emotional support for the novice teacher.

When talking about their own induction experiences, these award-winning teachers focused on the significance of the emotional support that key mentors provided to them at the start of their careers:

- *I was really young, and this teacher, she was great. She really helped me — it was a mother-son relationship. She even used to give me food. She gave me a lot of tips. (Elementary; Reading; Students Below Grade Level)*
- *When you're new, there might not be much that you can share, but it made me feel so good that my mentor wanted to try something I did. That really boosted my confidence a lot. I looked at my mentor as someone up on a pedestal. (Elementary; Math; High-Achieving Students)*
- *[He] reinforced that you are doing a good job. Just gave me the confidence I needed, I never had confidence all my life and he kept saying, "No one else can do it like you, you know the stuff." He was always there for every little problem. (Elementary; Math; Students Learning English)*

The Excel teachers also had numerous suggestions about key components of the mentoring process. They noted that the way mentoring is delivered is as important as what content is included in a program. Secrets five through seven capture their suggestions for structuring a mentoring program to make sure a novice is connected to the right mentor doing the right things to support his/her learning.



SECRET #5: *Select coaches and mentors who have the time and desire to work with novice teachers.*

Ensuring support for novice teachers requires selecting mentor teachers who not only have the necessary skills and content knowledge but also have the desire and commitment to work with a novice. The Excel teachers noted that effective mentoring requires that the mentor work with the novice on an ongoing basis. Moving from novice teacher to highly effective teacher takes time, so the support given to novice teachers needs to be more than a sporadic effort; rather, it must occur on a consistent and persistent basis. The teachers noted that their most effective mentors were highly skilled and gave them the gift of time.

- *When they choose mentors, administrators need to be choosing the best of the best. (Elementary; Reading; Students in Charter Schools, All Students, High-Achieving Students)*
- *Both [my mentors] were veteran teachers, very old school in a good way. [They] met with me twice a day. They left me inspirational notes every day. Really, they spent a lot of time working and talking to me about how to read the class. (Elementary; Reading; All Students, High-Achieving Students)*
- *[There was] a guidance counselor; she would help me. She had been teaching for 15 years at the time that I had just started so she helped me a lot with planning lessons and with just coming up with ideas of how to keep the kids interested and how to get things across to the kids... I would see her daily. I just asked questions. And then, she was very open, she came into the classroom, she helped me a lot. So it was just a really good relationship. (Middle; Reading; All Students)*
- *The person that stands out in my mind was my assistant principal at the first school I was at. A lady who would sit down with you, look you in the eye and make you comfortable talking to her. You could present her with any question or problem, and she would be open and honest and nurturing. She told me she knew that I knew in my heart what was best for the students, and she supported my instincts and decisions. (High School; Reading; Students Performing Below Grade Level)*



SECRET #6: Provide frequent opportunities for novice teachers to observe and be observed by experienced teachers.

The significance of opportunities to learn from more experienced teachers was regularly stressed as being important for novice teachers. Here the teachers talked about the value of learning through activities such as observing and team teaching:

- *Our school provides opportunities for observation. New teachers every quarter get a sub, and they get a mentor, and they go not just within the school, they go to other schools and observe other classrooms. (Elementary; Math; All Students, Students in Families with Low Income, High-Achieving Students)*
- *My school had a program where you get a period off each week to go observe another teacher. It is so helpful! Wow, you see their strengths, and it is so different for everyone. (High School; Reading; Students Performing Below Grade Level)*
- *[Novice teachers will benefit from] more than a day, several weeks even, observing and getting the opportunity to practice these techniques they observed with a group that is already trained — someone who is already comfortable with it. (Middle School; Math; Students in Charter Schools)*
- *My mentor brought me in for three weeks just into her writing block for me to see how she did it and she taught her kids and mine. Then she came into my room and observed me. So when I was actually doing it on my own, she came in and she could give me the feedback, and I learned so much from that. Now, I bring the new teachers into my room and do the same things she did for me. (Elementary; Math; High-Achieving Students)*



QUICK TIP:

A teaching team setting provides a natural context for observation and collaboration that supports the learning of novice teachers.

A number of the teachers emphasized the value of placing a novice teacher on a teaching team with more experienced teachers. When the team includes teachers who are committed to mentoring, the team provides the opportunities for teachers to observe one another and provide situation-specific feedback for novices.

- *We used a team teaching approach, so I was really lucky there were two of us. I mean we had our separate rooms, but Natalie always made sure that I had my supplies and everything and we kind of did the same themes. (High School; Reading; Students Learning English)*
- *The first year that I was there full time, I shared a room with another teacher for a couple of classes and I got to see a little bit ... I got a little peek at what she was doing you know, and how she had such a thick skin with the kids, but she still had fun with them even though she was firm. So that was a really nice way to transition into full time. It was a really good experience. (Middle School; Reading; Students Performing Below Grade Level)*
- *New teachers ought to be team teachers -- an apprenticeship model. Why couldn't we team-teach within content area for the first year in a well-run classroom with a veteran teacher? (High School; Math All Students, High-Achieving Students)*

The Components of an Effective Mentoring Process



SECRET #7: Use modeling to help novice teachers learn important teaching skills.

These experienced teachers spoke to the significance of showing new teachers what to do and how to do it. Beyond simply setting up time for them to observe and be observed, there should be an intentional focus on modeling effective teaching as part of structured mentoring activities.

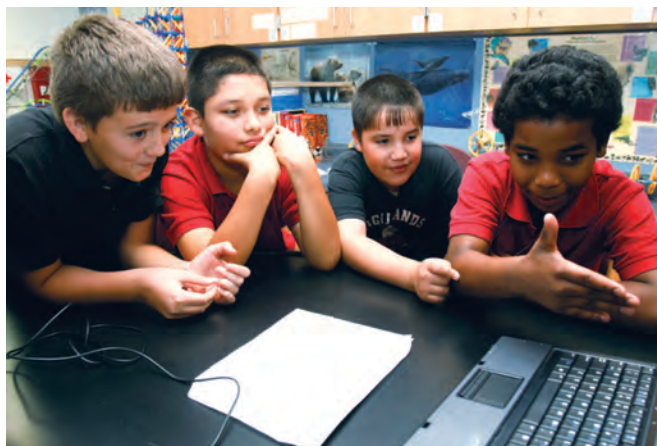
- *I work with my principal to make sure everyone is teaching writing the same [way]. I flow from room to room, especially if we have new teachers, and model it for them to help them through the process. (Elementary; Math; All Students, High-Achieving Students)*
- *We [mentors] need time so we can bring them in with us so we can model. And we need time to go in to see them applying what they learned from us and to try to give them feedback... that was the clarification I needed. (Elementary; Math; High-Achieving Students)*
- *My senior intern/supervising teacher really impacted the way I teach today. Color, creativity, richness; [she was] very particular about the way she did things. Thirty years later, I still do so many things the way she showed me. (Elementary; Math; Students Learning English)*

What the Research Says *about components of the mentoring process.*

Secrets five through seven capture the effective processes of mentoring that ensure new teachers receive the concerted support they need as they learn to teach. An ideal induction program pairs novice teachers with highly effective, experienced mentors who teach related content and who have a desire to help others learn to be effective teachers. Successful mentors commit the time necessary to be accessible so they can address the many questions novices have as they learn their craft and help their mentees find the basic materials and supplies any new employee might need (Cherubini, 2007; Ingersoll & Smith, 2004).

That is, strong mentors commit the time to ensure they are there so that the novices' questions are answered right away. Additionally, mentors provide emotional support by acting as sounding boards for novice teachers to discuss the issues they are experiencing in their classrooms in an effort to find ways to address such issues (Street, 2004).

Mentors serve as a safety net as novice teachers try out what they already have or are currently learning. The mentoring relationship is enhanced when mentors and novice teachers are given dedicated time to work together (Feiman-Nemser, 2001; Katkus, 2007; Street, 2004). Novice teachers also benefit from becoming a part of a community of learners in which more experienced teachers may model effective teaching behaviors as the novice teacher observes or even co-teaches with such teachers in order to gain valuable teaching experience (Lieberman & Miller, 2008). Those who design teacher induction programs can enhance the impact of the programs by providing time and opportunities for mentors and novice teachers to work together.



The Role of School Leaders

Administrators obviously have an important role in the mentoring of novice teachers. One way this is evidenced is in the steps they take to create a school-wide culture that reflects an ethos of support, open communication, collaboration and continuous learning. Secrets 8 and 9 highlight the specific actions principals can take to support novice teachers, including attention to the teaching load and supports for novices to grow on the job.



SECRET #8: Provide novice teachers with a reasonable teaching load that supports the needs of new teachers.

The 2010 Excel Award teachers discussed key strategies that school leaders should use to help novice teachers. Their suggestions included ideas such as lightening the load of responsibilities for new teachers and being mindful of the students who are placed into a new teacher's classroom:

- *New teachers should have fewer responsibilities. Their first responsibility is their classroom. We've had back-to-back meetings the first week. When we have all this, there is no time [for a novice to get settled]. You know that type of thing [back-to-back meetings] is not meeting the needs of anybody. (High School; Reading; All Students)*
- *Administrators should... give [novices] children and parents who are supportive so that a novice teacher can have a pleasant first experience. Administrators have the responsibility to really kind of build an ideal classroom for new teachers. (Elementary; Reading; All Students, High-Achieving Students)*
- *For me it would have helped... to have time to settle my classroom and then... just set things out. To know you are not going to be observed right away. We'll come in the first week to check that you're OK, but then we're going to let you work with a mentor teacher. We won't come 'til November. (Elementary; Reading; Students in Charter Schools, All Students, High-Achieving Students)*
- *New teachers should not be overloaded at the beginning of their careers. (High School; Reading; Students in Families with Low Incomes, Students Performing Below Grade Level)*

QUICK TIP:

Help novice teachers manage their time.

Novice teachers may find it challenging to make decisions about what they must do and what can be put to the side. School leaders can help them with these decisions:

- *A big thing would be time; allowing them to have the time to do everything. It's overwhelming during the first weeks of school. Don't demand five-page lesson plans from a new teacher; that's a lot. (Middle School; Math; Students in Charter Schools)*
- *At the high school level, new teachers need to be trained to say no to [non-essential] requests. I've seen... new teachers that can't give the attention to their classes... (High School; Reading; High-Achieving Students)*



The Role of School Leaders

QUICK TIP:

Appropriately structured meetings and roles create opportunities for collaboration.

Well-structured meetings can provide time for teachers to collaborate around curriculum and instruction. These kinds of meetings are particularly helpful to novice teachers who get the opportunity to engage in instructional deliberation with their more experienced colleagues:

- *I think providing meetings, meetings for your math teachers, your reading teachers, sixth grade [team], you know, really focusing on the [different] areas, especially with new teachers. Our school is fabulous about that, especially our sixth grade. We really get together, and we really try to make it as easy as possible for those new teachers who are coming in. (Middle School; Math; All Students, Students in Families with Low Incomes, High-Achieving Students, Students Performing Below Grade Level)*
- *An Assistant Principal of Curriculum should have more focused opportunities to work with teachers, especially new teachers, and be the chief mentor in curriculum. Department Chairs also should have release time to work with teachers. (High School; Reading; Students Learning English)*



SECRET #9: Provide supports for observation, sharing, and collaboration.

Time constraints associated with the responsibilities of teaching were continually on the minds of these experienced educators. They discussed the importance of administrators who creatively used time and structures to provide opportunities for mentors to work with novice teachers. Such strategies as flexible scheduling and pairing novice teachers with experienced teachers in co-teaching models were among the more successful approaches mentioned:

- *I had a great administrator who really wanted me to observe other rooms, so she provided me that opportunity throughout the year of seeing a kindergarten classroom, a first grade, second grade, third grade, making sure that I got a variety of different teachers. (Middle School; Math; All Students, Students in Families with Low Incomes, High-Achieving Students, Students Performing Below Grade Level)*
- *A good administrator suggests ways for teachers to connect with each other. (High School; Reading; Students in Charter Schools)*
- *I remember my first year of teaching, that's what my administration did. I was hired as a fourth-grade teacher, and then they made me observe a second grade teacher, which was totally [different]. It was different because I interned in a fifth grade class and then was in fourth, and I then was told to watch a sixth grade teacher in Brevard County, who was the total opposite, a wonderful teacher, he just retired after 30 years. But as a first year teacher, I took from both of them. (Elementary; Reading; Students in Families with Low Incomes)*

What the Research Says *about the role of school leaders*

School leaders should work hard to help novice teachers experience a smooth transition into the classroom. Secrets eight and nine capture and reinforce recommendations from the literature on how administrators can support novice teachers. Administrators should be mindful that novice teachers need time to hone their craft. Novice teachers should be provided ample time to work with their mentors, and administrators can meet this need by designing the master schedule in such a way that novices and mentors can meet consistently to discuss the professional growth of those novice teachers (Algozzine, Gretes, Queen & Cowen-Hathcock, 2007; Ingersoll & Smith, 2004). Experienced teacher leaders should work to make novice teachers a part of collaborative communities of practice where novice teachers can see effective teaching in practice (Dana & Yendol-Hoppey, 2008). In these ways, the school leader working in tandem with the novice teacher and his or her mentor can provide an environment in which the novice teacher can grow and thrive.

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The University of Florida Lastinger Center

The Lastinger Center for Learning is an educational innovation incubator. We harness the University of Florida's extraordinary intellectual resources to partner with school districts, philanthropies, governmental entities and the private sector to design, build, field-test and disseminate education innovations and models that transform teaching, improve learning and promote healthy child development.

Housed at the University of Florida College of Education, the Lastinger Center blends the latest research with effective practice to build award-winning learning systems and programs that boost teaching practice and advance student achievement.

Deeply committed to racial equity and championing teachers and children in the most vulnerable schools, the Lastinger Center is increasingly recognized as an emerging leader in the teacher quality movement. It won the US Department of Education's 2011 Investing in Innovation (i3) award; the 2012 Florida Association for Staff Development's award for the state's top professional development partnership; and the 2011 award for top teacher professional development program in the country by the Association of Teacher Educators.

As an emerging leader in the teacher quality movement, the Lastinger Center designs and builds learning systems and programs that recharge teaching and learning. Our award-winning model sharpens educators' skills, broadens and deepens knowledge, establishes effective communities of practice and helps students succeed.

The Lastinger Center is honored to partner with the Foundation for Excellence in Education to research and produce this series of publications based on lessons from award-winning teachers.

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