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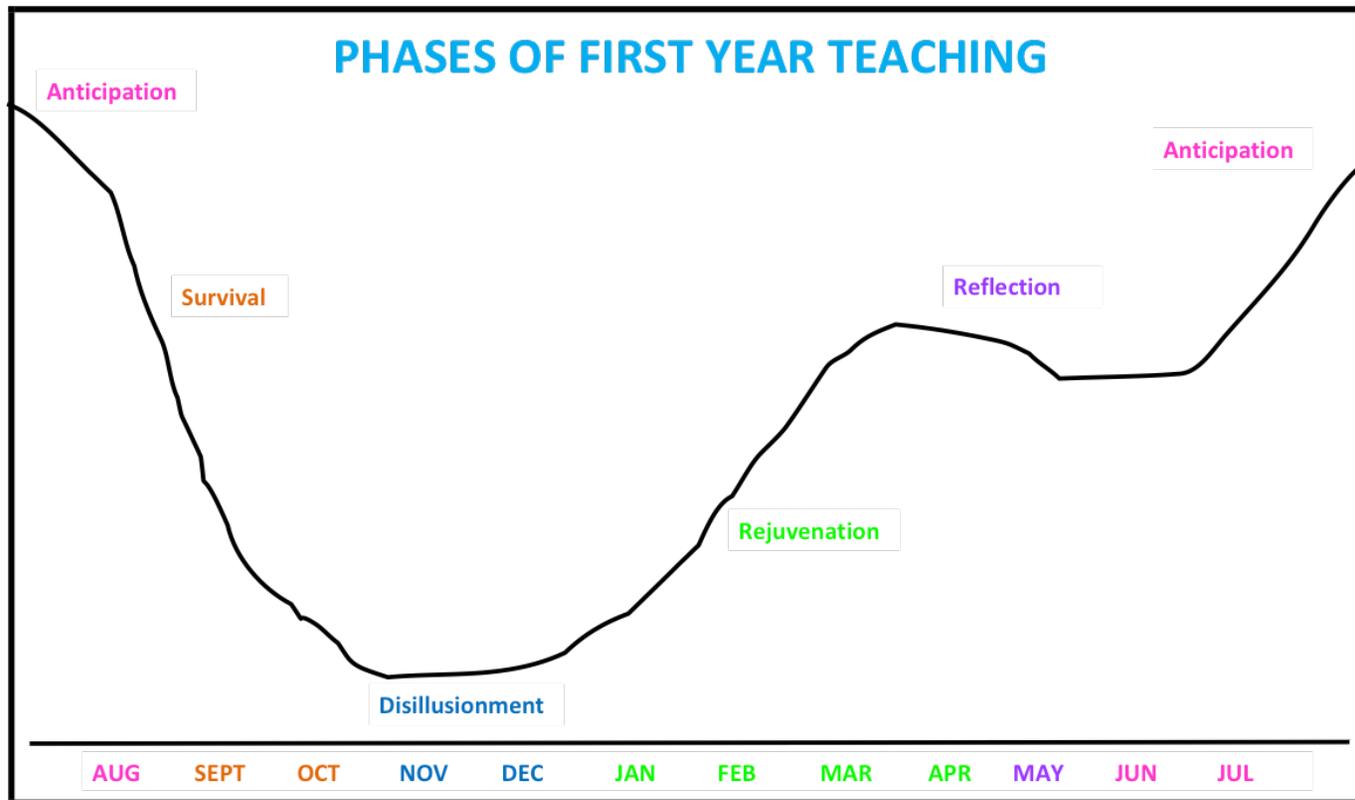
Anticipation Phase II:

Anticipation Phase II Learning Circle Reflection

SPRING RESOURCES



Phases of First Year Teaching



Adapted from Moir, E. (1999). The stages of a teacher's first year.

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NEW TEACHER LEARNING CIRCLES

As new teachers, it is important to come together to reflect and share our experiences at the end of each *First-Year Teacher Phase*. During our time together, we will participate in a learning circle as a method for encouraging collaborative action. Below are the procedures and information for running a smooth, meaningful reflection session.

Self-Managed Groups

Each group will manage its own discussion, data, and time. The following are useful roles for self-managing this work.

Discussion Facilitator: Assures that each person in the circle is given a chance to speak within the available time. Keeps group on track. Redirects as necessary.

Time Keeper: Keeps group aware of remaining time. Monitors speakers and signals time remaining.

Recorder: Writes group's output on charts using speakers' words (ask people to restate long ideas succinctly).

Data Manager: Collects all charts with information, shares with large group, and turns in information at the end of the activity.

Ground Rules

All ideas are valid; honor the speakers' words
Every voice is heard
Share the time
Listen without interrupting
Summarized information is written on chart paper
Summarized information is presented to large group

REFLECTIVE QUESTIONING

Use the following menu of questions to assist with reframing and understanding circumstances, events or behavior from a different point of view.



- What do I want to learn or understand? Why is this significant?
- How might I think about this situation differently?
- What am I not considering?
- What judgments and assumptions are blocking alternative ways of seeing this situation?
- Why do I hold so strongly to this one view? What function does this serve? Is there something that I am protecting or defending?
- Has this always been the case, or have there been times when something different has happened? Why?
- What influences on my thinking and behaving have I not considered?
- How do others interpret this situation?
- What are my values, assumptions and beliefs that impact this situation?
- What actions did I take? Why? What was my reaction? Feelings? Intention?
- Should I maintain my current understanding of the situation? Modify or refine my understanding? Develop a new understanding?
- Have I introduced strategies to support my refined or new conceptualization?
- What are possible alternatives that may further progress toward my goals?



REJUVENATION PHASE

January - April

What it looks like.

The time away with family and friends reminds new teacher of their life outside of the classroom. With new outlooks come a glimmer of perspective and an emerging sense that with time and attention, this profession can be mastered.

The new teacher...

Has confidence in routines and relationships

Has realistic expectations

Has pride that he/she has made it through the first half

Begins the countdown to summer vacation

Has time and energy for explorations of curriculum development, teaching strategies and longer term planning.

Is worried about students' academic performance

May question their own instructional competence

Questions to Anticipate.

"How can I continue to maximize my students' learning?"

"What opportunities are available to me to increase my knowledge of instruction?"

"When is it a good time to try out new practices I've read/learned about?"

"How do I know if my students will be ready for testing?"

"How can I be sure I've prepared my students for the End of Course exams?"

How to Support.

During this phase, the mentor should celebrate, share, and mark goals achieved and milestones passed.

Be proactive in helping the new teacher begin to organize for the end of the school year.

Continue to challenge by focusing on instructional outcomes and cause-effect results.

Engage in conversation concerning cycles of planning, observation/data collection and reflection.

Clarify/Share information regarding final evaluations, schedules (spring break, teaching schedules, etc.)

Resource: *Professional Development Opportunities*

Resource: *Progress on Professional Growth*

Ways to Celebrate.

Let your mentee know, specifically, what he/she did well during the first semester.

Remind your mentee of the struggles he/she faced during the *survival phase* and recognize how far he/she has come.

Gather positive comments from your mentees' current students. Share the comments with your mentees to let them know what a difference they are making.

Keep the communication going: Place a 'Mindful Memorandum' in their boxes as they will soon be moving into the *reflection phase* and will have new needs.

ESSENTIAL GOAL SETTING

REJUVENATION PHASE



SMART Goal: I will focus on analyzing the effect(s) two research based teaching strategies have on student growth within my classroom by conducting data analysis and comparison of student performance with colleagues at least once a week to improve teacher effectiveness and student achievement by 15% by the end of the next grading period.

Specific Routines and Procedures:

- The new teacher will identify two specific teaching strategies they will utilize to determine effectiveness of the strategy by measuring student performance.
- Collaboration with colleagues and Mentor will aid the teacher in this process.
- Data driven decision making.

Measurable (data sources):

- Analysis and comparison of student achievement.
- Progress monitoring of specific area of focus as it relates to the teaching strategy.
- Discussion with colleagues at least once a week
- Improved student achievement by 15% by the end of the grading period.

Attainable:

- By working collaboratively with experienced teachers, I can build my own capacity with support from others.
- With proper planning and data driven decisions, my students can gain 15% improvement in student achievement.

Results-oriented:

- Improve student achievement by 15%.
- Perform data analysis with colleagues at least once a week.
- Teacher growth in data analysis, data driven decision making and use of research based teaching strategies.

Time-bound:

- Improve student achievement by 15% by the end of the grading period.
- Collaborate and analyze data at least once a week with colleagues.

Your LINK to Success

A goal-oriented approach to your new career will help clarify your thinking, make the challenging task of professional development manageable, and make decision-making easier all year long.

PROFESSIONAL GROWTH

Step One Set aside time to brainstorm about what you would like to learn, the obstacles you need to overcome, and how you can improve your teaching skills this semester.

Step Two Select the most important ideas in your list and express them as long-range goals you would like to achieve.

Step Three Examine your long-range plans closely to make sure that they answer these questions for successful goals:

1. Are they productive? Will they help you develop professional skills?
2. Are they specific? Do they address a definite purpose or area that you would like to improve?
3. Are they measurable? Can you measure progress so that you will know when you have achieved them?
4. Are they achievable? Can you accomplish them with consistent, focused effort?
5. Are they timely? Do they have a time frame to keep you focused?

Step Four Create short-term goals that complement your long-range goals by deciding on the specific steps that you must take to accomplish them.

Step Five Write out your goals in detail, making sure to set benchmarks to track your progress. Find a place to keep them where they can serve as a reminder of what you want to accomplish this year.

References:
Thompson, Julia G. *The First-Year Teacher's Checklist*. Jossey-Bass Publisher. 2009.

Linked in: Career Ups and Downs

- o Take a sensible approach to your profession. When you are having a bad day, remember that other teachers have experienced similar problems and may be able to offer help.
- o Adopt a problem-solving approach to use when difficulties arise.
- o Use the problems that you experience as opportunities to learn and become a better teacher. Don't dwell on mistakes. Learn from them.
- o Refuse to take it personally when a student or difficult colleague is rude, stressed out, or uncooperative.
- o Plan some time to relax. Learn to schedule small moments to pause and recharge.
- o Keep things in perspective by asking, "Will this matter a year from now?"
- o Keep problems small. Solve them as quickly and efficiently as possible to keep them from adding to your stress.
- o Learn to anticipate and appreciate the small successes that constitute a teacher's day. Celebrate with your students.
- o Take it one day at a time.

LEARNING CIRCLE REFLECTION

Rejuvenation Phase



1. Check-in. Everyone needs a break from the monotony of the classroom. As you return from your Christmas break, take a moment to reflect upon your first semester. Share with the group a positive story concerning one of your students. Finally, share an AHA! moment in regards to your own learning as a first year teacher. Time limit: _____ minutes.
2. We all have goals. Yet, when meaningful learning occurs, goals are often altered or revised. As you enter your second semester, consider for a moment what teaching strategies have you had the most success with? What strategies would you like to refine or learn more about to use in your classroom? Utilizing a round-robin strategy, share with the group your responses. Time limit: _____ minutes.
3. First year teachers are challenged with learning content, curriculum expectations, assessment strategies, testing requirements and best teaching practices. In addition to the strategies we have already discussed, what instructional planning practices have been the most useful for you? What questions do you have in regards to improving your planning process? Time limit: _____ minutes.
4. One of the most influential practices proven to improve teacher effectiveness is observing effective teachers in practice. Have you had an opportunity to observe your colleagues in practice? If so, what did you notice? If you have not had an opportunity to observe your colleagues in action, how can we assist you in developing a plan of action for doing so? Time limit: _____ minutes.
5. Check-out. While spending time with friends and family over the holiday break, I'm sure you took some time to rejuvenate and reset your compass for the second semester. What short term goal(s) do you have for yourself during these first few weeks back in the classroom? Time limit: _____ minutes.



REFLECTION PHASE

April - May

What it looks like.

New teachers begin to recognize, and feel pride in the accomplishments and growth experienced this year. The end is very much in sight!

The new teacher...

Looks forward to next year

Has a workable plan for managing time and tasks

Feels a sense of comfort with content knowledge

Feels a sense of comfort with setting expectations for students

Needs time and energy for end-of-year procedures

Reflects on the year

Is excited about summer break

Questions to Anticipate.

“What are the procedures for the end-of-year tasks?”

“What professional development should I attend this summer?”

“How can I plan for next year?”

“What were my greatest accomplishments this year?”

“What will I do differently next year?”

How to Support.

During this phase, the mentor should offer support by providing information and tips regarding end-of-year paperwork.

Share your routines for organizing end-of-year tasks.

Give your mentee a gift pack of colored markers, tape and stickers for labeling boxes.

Facilitate reflection through learning-focused conversations.

Help set goals for next year.

Resource: *‘Aha’ Chart*

Resource: *The Art of Reflection*

Ways to Celebrate.

Gather positive comments from your mentees’ current students. Share the comments with your mentors to let them know what a difference they have made.

Write a thank you note to your mentee letting him know how grateful you are to have worked with, and learned from, him this year.

Give your mentee a reading list of your favorite books to read over the summer.

Find time to have coffee, lunch, or drinks with your mentee to simply celebrate a successful year.

ESSENTIAL GOAL SETTING

REFLECTION PHASE



SMART Goal: I will review my first year of teaching by discussing with my mentor/team any of my experiences or journal entries I may have collected in order to allow proper reflection on each of the five previous phases of first year teachers at least once a week. Following my reflective dialogue, I will then develop an action plan by the end of May that I can use to plan and grow over the summer to increase teacher effectiveness by 20% during the first six weeks of school of my second year of teaching.

Specific Routines and Procedures:

- Becoming a reflective practitioner.
- Collaborative learning.
- Data driven decision making.

Measurable (data sources):

- Meet with mentor/team at least once a week to review and reflect on my experiences and best practices.
- Create an action plan for reflection and growth by the end of May.
- Increase teacher effectiveness by 20% by the end of the first six weeks of school during my second year of teaching.

Attainable:

- By working collaboratively with experienced teachers, I can build my own capacity with support from others.

Results-oriented:

- Improved reflection.
- Development and implementation of action plan.
- Increase teacher effectiveness by 20%.

Time-bound:

- Meet once a week with mentor/team to review and reflect on my first year of teaching.
- Develop action plan for growth and reflection by end of May.
- Increase teacher effectiveness by 20% by the end of the first six weeks of my second year of teaching.

Your LINK to Success

'AHA' REFLECTION CHART



Purpose: To efficiently capture and share reflections and learnings for both new teachers and mentors.

Ask new teachers to complete an 'Aha' chart or log to be shared with future new teachers. This technique reinforces the notion of continuing to learn from our experiences and collectively increasing the professional knowledge base.

	Beginning of Year	Middle of Year	End of Year
I'm glad I knew...			
I wish I had known...			
I am still wondering...			

Linked in: Extensions for 'Aha' Chart

- o Complete the attached chart for at least the first two years of service.
- o Ask mentors to complete the chart regarding their mentoring experience
- o Use the 'I am still wondering...' stem as data for providing information and resources in the future

Tips

- o Collect, synthesize and distribute a summary chart for other staff.

WHY REFLECTION IS IMPORTANT

By three methods we may learn wisdom: First, by reflection, which is noblest; second, by imitation, which is easiest; and third, by experience, which is the bitterest.

Reflection provides an opportunity to:

- Consider the importance and implications
- Gain heightened understanding
- Pursue personal growth - a look within
- Process Knowledge
- Add meaning
- Make connections
- Carefully consider an experience
- Bridge experiences and learning
- Generate solutions
- Seek possibilities
- Pose questions

Methods of Reflection

Through writing
In trusted conversation
Dedicated Thought
Reading
Work - Thinking in Action

The Result

Structured, routine reflection yields personal growth by identifying and intentionally replicating best practices. Ultimately, this results in growth of those influenced and impacted by our actions.

Linked in: Daily Practice for Reflection

To use reflection as a strategy for growth, try these suggestions:

- o Make self-reflection a daily habit.
- o Set aside time to consider the effectiveness of your teaching practices.
- o If you find that jotting notes is too time consuming or cumbersome, consider using a small digital recorder to document reflections.
- o Save your reflections over a period of time to see growth, as well as to refer to earlier insights and ideas.
- o As you try new activities or learn new skills, evaluate them as often as you can.
- o Ask questions such as:
 - o How can I improve the way I manage my disciplinary and academic responsibilities?
 - o What lessons did I learn today?
 - o What successes did I have today, and how did I achieve them?

References:

Thompson, Julia G. *The First-Year Teacher's Checklist*. Jossey-Bass Publisher. 2009.

LEARNING CIRCLE REFLECTION

Reflection Phase



1. Check-in. “Learning requires reflection!” Meaning making is not a spectator sport. It is an engagement of the mind that transforms the mind. Reflecting on one’s own work enhances meaning. As we inch ever closer to the end of the school year, it is important that we as educators reflect back over the year, highlighting events that were successful and those that were not. How often do you reflect? What process do you use to capture your reflections? Time limit: _____ minutes.
2. As you reflect on your practices this past year, take a moment and determine the one area (classroom management, curriculum, teaching strategies, assessment, etc.) that you feel you will need to seek additional staff development on over the summer. What data sources are you using to justify this need? (Your personal perception, student achievement, peer observations, walk through feedback, etc.) Time limit: _____ minutes.
3. What practices do you feel the most competent in? Why do you feel you were successful in these particular areas? Share your practices, routines, procedures for the good of the group. Time limit: _____ minutes.
4. Research proves that the most effective teachers are those who become sound reflective practitioners. Reflection is often viewed as the process of analyzing past and current practices and for future improvement. Sounds simple, doesn’t it? In reality, for true reflection to be meaningful, a systematic process with various stages must be utilized to create positive and meaningful change. Review the attached list of reflective questions and then discuss your level of reflection in response to it. Would you consider this a useful tool? **(Utilize Reflective Questioning Handout)** Time limit: _____ minutes.
5. Check-out. Take a moment and ponder the following Chinese proverb: “Sometimes you must slow down to go fast”. What is your personal interpretation of its meaning? Time limit: _____ minutes.



LEARNING CIRCLE REFLECTION

Anticipation Phase II



1. Check-in. “The secret to having a rich life is to have more beginnings than endings.” -Dave Weinbaum. As we near the end of the school year, take a moment to reflect on your overarching goal for the year and your initial philosophy of teaching. Now that you have nearly completed your first year of teaching, how do you view your goal and philosophy based on your experiences? Time limit: _____ minutes.
2. The end of the school year can present many challenges for first year teachers. When considering student achievement, possible failures, check out procedures, summer staff development opportunities, closing out grades, following up with parents, what concerns do you have for closing out the year? How can we best assist you with these concerns? Time limit: _____ minutes.
3. Every teacher experiences the different phases of teaching each and every year in the profession. However, the first year induction into these phases can be rather daunting and exhausting. Knowing what you know now, what can you anticipate in your second year of teaching? What will you do differently? What will you keep the same? Time limit: _____ minutes.
4. Reflecting back on the mentoring process used within your induction year of teaching, what services and supports did you find most useful to your practice? What gaps or limitations in our services did you notice? What types of additional supports/services need to be included in the New Teacher Induction Program? Time limit: _____ minutes.
5. Check-out. Share one way that your school might be able to evaluate the effectiveness of the New Teacher Induction Program. Time limit: _____ minutes.

