

## 1: Marzano Research | Supporting Beginning Teachers, Tips

*Why do some early-career English teachers leave the profession while others stay? This book extends earlier research about the concerns of beginning teachers in general and also examines specifically the frustrations of beginning high school English teachers. Based on their findings from a three.*

Fifty years ago, Dan Lortie said the new teacher was like Robinson Crusoe, marooned on an island and facing challenges of survival. But now most states have implemented some sort of professional development or peer assistance for new teachers. About three-fourths of new teachers report that they have participated in an induction program and have had a mentor teacher assigned to them. How does teacher preparation need to change? In the old-style program, you took a bunch of courses and then did eight weeks of student teaching at the end of the courses. Candidates learned things in the abstract and then tended to forget much of what they learned by the time they actually got into a classroom. And the practices in their student-teaching classroom might not resemble those described in their courses. That antiquated, fragmented program is becoming a thing of the past. Many teacher education programs have already changed so that they offer strong clinical experience connected to coursework. Many also have strengthened their preparation for curriculum development, assessment, and differentiated instruction. These things matter for keeping teachers in the profession. We know that teachers who are fully prepared stay in teaching at much higher rates than those who lack key elements of preparation. Those who have had coaching, been observed in their classrooms, and seen other people teach are less than half as likely to leave within the first year. Those who have had a chance to study child development, learning, and curriculum are less than half as likely to leave as those who have not had those opportunities. Carefully managed student-teaching placement matters, too. What is the current status of the professional development school? Has that movement been successful? I just gave a talk to about 1, people at the annual conference of the National Association of Professional Development Schools. They came from across the United States and from several other nations and were all involved with thriving professional development schools. Many universities and schools together provide not only a clinical site for training teachers in the context of carefully mentored student teaching, but also a coherent program in which all of the courses are connected to the clinical work. In these programs, the student learns specific practices, goes into the classroom and works on those practices, and then brings the experience back sometimes with a videotape of the teaching or evidence of student work, debriefs, problem solves, learns some more, and takes it back to use in the classroom. Of course, this requires collaborative planning between faculties in both the school and the university. The most powerful program models now enroll students in student teaching from the time they enter through the time they complete the program. Courses and student teaching are woven around each other, like a double helix. Would you name a few of the professional development schools that have model programs? I can name well over schools that are doing very fine work. The alternative, short-term teacher prep programs are now training many new teachers. How have these programs affected the profession as a whole? The initial rationale for alternative routes into teaching was a useful one: Twenty years ago, most teacher education was undergraduate only. Many were graduate-level programs, awarding a Master of Arts in Teaching and lasting 12–18 months. They integrated intensive preservice clinical work and coursework in a thoughtful way. Some others provided coursework on a more flexible part-time basis so that candidates could begin preparation while they were employed at other jobs for example, in transition from military employment. Another good thing about many alternative routes was that they provided pathways directly into the districts that needed to hire the teachers—both urban and rural districts—where the shortages were. The challenge we have with alternative programs now is that they are all over the map. Some offer high-quality programs and include enough coursework and student teaching to ensure that candidates are truly ready to teach. The graduates are well prepared, and they are well supported once they get in the classroom. But there are also a lot of alternatives that offer only a few weeks of training in the summer before a teacher is thrown in as the teacher of record in the fall, without enough background knowledge or practice teaching. Then the promised mentoring support often does not materialize adequately. A lot of people coming in through those

routes are not well prepared to teach. They struggle and flounder, and it hurts their students. Such routes also have very high attrition rates from teaching, leaving a lot of churn in their wake. The core value of every profession is that everyone in the profession has a common body of knowledge and skills needed to be responsible and effective. When you have a lot of people coming in with very little training, confidence in the profession goes down. Lowering standards also drives salaries down, which then makes it hard to recruit and keep good people in the profession. The whole enterprise of teaching is seriously undermined. Lee Shulman used to call it an effort to create remote control of teaching. The problem with standardizing teaching in that way is that children are not standardized. And if you are really engaged in professional teaching, you are trying to meet the needs of individual children. These responses to lack of confidence in teachers end up undermining instruction for children. What policy change would be effective in attracting the best and brightest to the teaching profession? The current conventional wisdom that teachers are not academically able is often wrong. A so-called "fact" that I often hear repeated is that most U. That has not been true since the mids. In fact, the most recent large-scale study on this question comes from Educational Testing Service, which tracked the SATs for teachers who completed preparation and sat for licensing examinations through By , the average entering high school teacher scored well above the average college student in SAT verbal scores, and entering math and science teachers far outscored other college students in SAT math scores. Entering elementary teachers scored just above on the SAT verbal and math tests. Over 80 percent of entering teachers had a college grade point average of 3. So the bar has been raised, and we have been getting, nationwide, an increasingly high caliber of prospective teachers. What are the reasons for the change? There are much higher standards now than there were in the s. Most states require a basic skills test, and many require a minimum grade point average to enter teacher training. Most require a test of subject-matter knowledge either before or after training. Some states have other licensure tests on top of those. Because of No Child Left Behind NCLB requirements and changes in state policy, today most secondary teachers receive a major in a content area, as do many elementary teachers. Fewer than half of those entering teaching receive an education major, and the expectations for education majors and minors have increased substantially in most states and universities. In states with high standards—for example, Massachusetts, Connecticut, and New York—many high-ability people are coming into teaching. Even in states with lower standards—for example, Texas and Florida—individual universities often have higher standards than their states require. Do we really need the best and the brightest to enter the profession? We certainly want intelligent, academically capable people coming into teaching. Do they need to have 99th percentile SAT scores? That score, by itself, is not predictive of the capacity to teach. Some very smart people do not make good teachers. We want in teachers a combination of strong academic ability and the capacities to be very alert and attentive, to care about kids, to be able to understand what kids are doing and what they mean by it, and to manage classrooms and support children. And, to be a good teacher, you have to care more about the performance of your students and how they learn than about your own performance. Some very academically able people who go into teaching are used to getting rewarded for things they do by themselves. It depends on how well you can support and motivate your students to work at learning. What can we learn from other countries about attracting the right kind of teachers? There are several things to learn. Finland, Singapore, and South Korea, for example, not only invest in high-quality preparation, but also pay all of the costs for candidates to get that preparation. They also give candidates a stipend while they are in training, so that no one has to go into debt to enter teaching or suffer from less preparation than they need. So we could easily recruit and retain the best and brightest teachers if we actually made good on what President Obama said when he was campaigning: In exchange for this support, candidates pledged to teach for at least four years in North Carolina schools. The state brought many thousands of high-ability people into teaching that way, with a disproportionate number of them in high-need fields like math and science, plus a large representation of men and minority candidates, who are usually in short supply. A follow-up study seven years later showed that more than 75 percent of these folks were still in teaching, and some of the remainder were already working in education administration. North Carolina Teaching Fellows did essentially what some nations have done: These people not only enter but also build their careers in the profession and become leaders and raise up the whole system.

There is unfortunately a lot of teacher bashing and bad-mouthing of the profession these days. Some politicians and philanthropists have adopted a very punitive and shortsighted approach—putting an emphasis on sanctions based on test scores and not on training, development, or equalization of resources, and then urging the firing of teachers whose students do not score well on tests. This leaves teachers underprepared and undersupported to do the important job they need to do. It is no way to build a profession. In fact, it creates an anti-profession. Is that surprising to you? That drop in satisfaction was in just two years after The decline was closer to 20 percentage points if you go back to The survey also showed that the proportion of teachers planning to leave had increased by 12 percent in just two years. These last three years have been devastating for teaching. All over the United States I hear from teachers that they are discouraged, particularly by the way national discourse assumes that all the ills of the system are the sole fault of teachers. Researchers have extensive evidence that the ratings teachers get from these value-added systems are hugely error-prone, unreliable, and to a great extent, shaped by which students are assigned to a teacher in a given year.

### 2: Marzano Research | Supporting Beginning Teachers

*Supporting Beginning English Teachers: Research and Implications for Teacher Induction extends earlier research about the concerns of beginning teachers in general and also examines specifically the frustrations of beginning high school English teachers.*

Contact Us Listen to this post as a podcast: A note on terminology: I use it several times in the post because schools sometimes refer to the teachers as ESL teachers, and the term is still widely used as a search term for this topic. My intent in using the acronym is to make this post easier to find online. You have a new student, and he speaks no English. How can you be a good teacher to someone who barely understands you? According to the National Center for Education Statistics, an average of 9 percent of students in U.S. Although many of these students start off in high-intensity, whole-day English programs, most are integrated into mainstream classrooms within a year, well before their English language skills would be considered proficient. How prepared are you to teach these students? So that means we have a problem here: Build in more group work. Communicate with the ESL teacher. If a teacher was going to be doing a unit on plants, I could make sure we used some of that same vocabulary in the ESL class. Although it has been a hotly debated topic in the language-learning community, allowing students some use of their first language L1 in second-language L2 classrooms is gaining acceptance. Look out for culturally unique vocabulary. Use sentence frames to give students practice with academic language. Keep these posted in a highly visible spot in your classroom and require students to refer to them during discussions and while they write. Kim remembers one time when she had to set the record straight about the diverse South American population at her school: Make a commitment to be someone who bothers to get it right. In her podcast interview, Kim shared a story about watching a teacher ask a new Iraqi student how he felt about the war in his country, right in the middle of class. They all roared with laughter while I stood there with a What?? I told them that laughing was fine because sometimes mistakes are really funny, but ridicule is never okay. In addition to offering an overview of the research on second-language learners and best practices in teaching ESL, it also includes a whole section on teaching ESL in the content areas and another specifically geared toward teaching ELL students in mainstream classrooms. Impact of L1 use in L2 English writing classes. If you thought this was helpful, stick around. Join my mailing list and never miss another post. I look forward to getting to know you better!

### 3: Library Resource Finder: Location & Availability for: Supporting beginning english teachers :

*Note: Citations are based on reference standards. However, formatting rules can vary widely between applications and fields of interest or study. The specific requirements or preferences of your reviewing publisher, classroom teacher, institution or organization should be applied.*

Understanding how this language is similar to or different from English will help you focus on troublesome areas. The influence also may lead to some ongoing errors in English, which will become evident with time and repeated use by students who have the same native language. Languages may differ in a number of aspects, such as phonetic sounds, pronunciation, grammar, word order, or sentence structure. For example, in Spanish, the adjective often follows the noun, so a student may write, "We are a family happy. Somali students need to be taught this sound explicitly as two distinct sounds. Otherwise, they may ask for a can of pop and it sounds like "bob. Help students by providing a model of how to use sounds, structures, and vocabulary correctly in English. In the case of a pronunciation difficulty such as the Somali example above, teachers can demonstrate how the mouth forms the sounds. Have students put their hand in front of their mouths to feel the air in "p" and their hands on their neck to feel the vibration of "b. Simplify your language without "dumbing it down. Avoid slang and idiomatic expressions. Speak clearly and naturally, without going too quickly or slowly. You can aid student comprehension by scaffolding language providing extra supports such as realia, graphic organizers , visuals, etc. ELLs may not have the same background knowledge as their English-speaking peers, especially when it comes to references to American culture and geography, such as the Grand Canyon or Martin Luther King Jr. Identify key concepts, vocabulary words, and references before the lesson, and give students as much time and practice with the new material as possible before starting the lesson. If students are having trouble with an activity, try to identify whether a new concept, set of directions, vocabulary word, or other element is causing the difficulty. Identify some different ways that you can help students move beyond those obstacles. Support academic language development. Academic language is the language that students need to succeed in school. It is different than social language, which many students acquire first. Often students are available to communicate effectively with teachers or peers in social settings, but struggle when it comes to textbooks, tests, assignments, or class presentations. There are a number of ways to support academic language development, such as previewing the text, teaching grammatical structures relevant to a particular content area "greater than" and "less than" in math class , and showing how the targeted academic language is used in reading, writing, speaking, and listening. Academic Language webcast Discuss word families and how different forms of words are used. ELLs may have a difficult time knowing which form of a word to use. Help students look for spelling and usage patterns, such as past tense verbs ending in "-ed. Cognates can also help Spanish-speakers learn English and derive meaning from content. Teachers can explicitly point out cognates for Spanish-speaking students so they begin to realize that this is a useful way for them to increase their English vocabulary. Help students understand when to use different kinds of language. ELLs may speak different dialects or use "Spanglish," a combination of English and Spanish, in their classroom and with their friends and family. Rather than looking at certain dialects or slang as "good" or "bad," help students understand when different kinds of language are appropriate and what the benefits of learning Standard Academic English will be for them in the long run. Discuss the uses of Standard Academic English in college and career settings, as well as the importance of effective communication on applications and in interviews. One teacher I know calls this English the "green language" because it represents money the students can earn in the future with good English communication skills. Make it clear what kind of language you expect students to use in the classroom, and provide language models or structures when students have difficulty expressing themselves appropriately. Provide students with frequent opportunities to work together, both in pairs and in small groups. Cooperative learning activities promote peer interaction, which helps the development of language and the learning of concepts and content. Effective activities may include working on a worksheet together as problem-solver and coach then switching roles , think-pair-share , and book groups. It is important to assign ELLs to different groups so that they can benefit from English language role models.

ELLs learn to express themselves with greater confidence when working in small teams. If you decide to assign each student in a team a role such as reporter, recorder, time keeper, and materials manager , you might want to rotate roles each week or by activity. This prevents what typically happens if students select their own roles – the same students wind up performing the same tasks. By rotating, students develop the skills they most need to practice. While it is difficult to know when to correct students, constructive and effective feedback is essential to student progress. It is possible for incorrect language production to become "fossilized" so that students continue to use the same incorrect structures into adulthood. This reduces their chances of being a clear communicator and ultimately limits them in professional settings. Nevertheless, it is important to balance between encouragement and error correction. One way to do this is to focus on one or two concepts at a time when listening to or reading student work. Let students know what you will be focusing on so that they in turn can focus on those particular concepts in the assignment. Another strategy is to circle errors in writing assignments, and have students try to figure out what the mistakes were. If you correct your English, you improve yours. If they are still stuck, I give them the answer and ask them to explain why it is correct. If no one else knows the answer, we review the structure as a group. Educators and staff who work regularly with ELLs, as well as bilingual parents, may be a valuable source of information about language patterns or difficulties. While it may be difficult to find time to meet on a regular basis, increased collaboration among language teachers, content teachers, mainstream teachers, and support staff will most likely improve student support. While teaching ELLs may be daunting, there are a number of ways you can support their language acquisition – and in the process get them on the road to academic success!

### 4: Supporting Beginning English Teachers: Research and Implications for Teacher Induction

*This book extends earlier research about the concerns of beginning teachers in general and also examines specifically the frustrations of beginning high school English teachers.*

One way that mentors can share their expertise with new teachers is by providing physical support. Physical support involves helping new teachers with the practical or logistical aspects of teaching, such as organizing the classroom, gathering supplies, learning school policies, and navigating the school building. While new teachers frequently need physical support during the anticipation phase of the school year when they are preparing for their first weeks of class, they may need additional physical support when starting new units or changing the arrangement of their classrooms. Mentors can also consider routinely evaluating specific procedural habits with new teachers to make sure they appropriately support student learning pp. An important aspect of physical support includes helping new teachers arrange, organize, and decorate the classroom before the beginning of the school year. When planning the layout of the classroom, mentor teachers can remind new teachers to consider where small- and whole-group instruction will take place as well as how resources and learning centers will be used by students. In addition to organizing classroom furniture, mentor teachers can help new teachers identify where important announcements, examples of students work, and lists of assignments will be displayed and assist teachers in understanding how decoration should relate to learning objectives throughout the year. New teachers will also need classroom supplies, so mentors may wish to demonstrate how to request specific supplies and explain any school policies related to this task pp. Before the first day of school, mentor teachers can assist new teachers in developing classroom rules, procedures, and disciplinary interventions by describing their own practices and the experiences that have informed their choices. Mentors may also suggest icebreaker activities, like handouts and games, that new teachers can use to help students feel comfortable and welcome during the first day of class. Mentor teachers can also use this time to share supplementary advice on communicating with parents throughout the year and recommend preferred strategies such as newsletters, emails, class webpages, and notes pp. Traditionally, beginning teachers transition through five different emotional and mental phases during their first year teaching. As a beginning teacher embarks on his or her first year in the classroom, it is likely that he or she will transition through the following five phases: The anticipation phase marks a period of excitement about the profession and a desire to finally get into or back into the classroom. Next, during the survival phase, beginning teachers realize the amount of work the job necessitates, and they may begin to struggle to keep up with their work. When the survival phase transitions into the disillusionment phase, beginning teachers begin to doubt their abilities and dedication to teaching. The rejuvenation phase traditionally follows the disillusionment phase after winter break, and a beginning teacher becomes optimistic about his or her competency as a teacher. The reflection phase occurs toward the end of the school year, and beginning teachers look back on their year to consider what went wrong and what went right. Finally, beginning teachers transition back into the anticipation phase during the summer, and the cycle repeats itself pp. Though beginning teachers do not all progress through the five phases at the same pace or in the same order, each phase is generally associated with a different time during the school year. The anticipation phase occurs during the summer and the first few months of the school year, and the survival phase happens sometime between the start of school and the end of fall. Disillusionment typically sets in after a month or two of school and continues until winter break, and, after winter break, beginning teachers traditionally enter the rejuvenation phase. Toward the end of the school year, beginning teachers enter the reflection phase until after school lets out for the summer. Finally, teachers reenter the anticipation phase during the summer, as they begin to look forward to the upcoming school year pp. Awareness of these phases can help school leaders and mentors provide the appropriate supports for beginning teachers and reduce teacher attrition in their schools. Mentoring programs in schools have been associated with many benefits including reduced teacher attrition. Generally, the anticipation phase necessitates physical support; the survival and disillusionment phases require emotional support; the initial anticipation, rejuvenation, and reflection phases need instructional support; and the anticipation and reflection

phases warrant institutional support.

### 5: 12 Ways to Support English Learners in the Mainstream Classroom | Cult of Pedagogy

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### 6: Beginning Teacher Support Resources

*Section 3 discusses support systems for beginning teachers--their primary goals, the major support issues, types of support programs, and five models of beginning teacher support programs (inservice induction programs, mentoring support programs, local system inservice and "internal" mentoring models, teacher education and local school system.*

### 7: The Challenges of Supporting New Teachers - Educational Leadership

*Give new teachers the time and professional guidance they need to become expert teachers. Investigate key research, and examine the four types of support--"physical, emotional, instructional, and institutional"--that are crucial during a teacher's first year in the classroom.*

### 8: New to Teaching ELLs? | ColorÃ-n Colorado

*2 Lifelines to the Classroom: Designing Support for Beginning Teachers PAGE On the demand side of the equation is an expanding student population, coinciding with a.*

### 9: Educational Leadership:Supporting Beginning Teachers

*Supporting Beginning Teachers is a rich resource for those creating programs for new-teacher development as well as educators who are launching beginners on their pathway to continuous learning. Complete with end-of-chapter comprehension questions, it also provides a teaching tool for professional developers working with teacher mentors and.*

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