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STANDARD 1

Standard 1: The TSS program shall develop goals and implementation design that are based on a sound, well-articulated rationale, grounded in research and standards-based classroom practice. This standard indicates that the preparation program should address these topics.

Program vision

Local design

Effective mentors are developed over time through good training....
(Mills, 2000)

Successful mentor programs are dependent upon the quality of training afforded the mentors.
(Weiss, 1999)

Review of research stresses the need for mentor teachers to be specifically trained for their roles.
(Wong, 2003)

Most educational leaders recognize the fallacy of assuming that veteran teachers, by virtue of years of successful experience in the classroom, automatically make effective Teacher Support Specialists. In fact, research stresses that successful Teacher Support Specialist are made not born. Almost every review of research and best practice in the past 10 years has pinpointed the need for training support providers to work in induction programs. However, few of these reviews mention the conceptual framework or vision for the training. On what do preparers hang their hats as they prepare a training program? What directs the assessments which in turn direct the instruction?

For a number of years the support provider, mentor and/or TSS training focused on the characteristics of good mentors, the needs of beginning teachers, and supervision strategies. These areas seemed to be the ones in which the TSS needed greatest skill to assist the beginning teacher in surviving the first year. However, the vision has matured and educators now view mentoring as a collaborative partnership focused on teaching and learning. Survival is still important, but it is no longer the primary focus or the limited goal of support by a Teacher Support Specialist.

Program Vision

When all is said and done, the (Teacher Support Specialist) must see himself or herself as having been not only a master teacher who may have had some answers, but also one who acted on the belief that learning takes place best between and among colleagues exploring together.

(Portner, 2003)

The revision of the Teacher Support Specialist Program Standards and the development of the Teacher Support Specialist Resource Manual have been guided by a vision of induction support that goes beyond a strategy for helping protégés survive the first year of teaching to a

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strategy for school improvement. This vision of support has been termed reform-oriented mentoring by the National Center for Research on Teacher Learning (NCRTL). A finding from Learning from Mentors, a NCRTL study, states “the promise of mentoring goes beyond helping novices survive their first year of teaching. Teacher mentoring can also be a way of promoting new approaches to teaching and learning and new forms of teacher collaboration.” Findings indicate that reform-oriented mentoring must be informed by an understanding of learning to teach and connected to a vision of good teaching. Additional information on the Learning from Mentors study can be obtained from <http://ncrtl.msu.edu/http/mentors.pdf>.

Understanding learning to teach. In addressing the question how do teaching and learning improve, recent research has looked in-depth at teacher development. Following extensive case study of teacher development Levin (2003) summarized his findings by stating that three major guidelines applied to all effective teacher development.

1. Teachers need to reflect and be able to think meta-cognitively if they are going to continue to develop.
2. Teachers need ongoing professional development opportunities.
3. Teachers need ongoing support if they are going to continue to develop.

Glickman (2002) in the poem, “If, as a Teacher”, suggests several strategies by which teachers improve their craft and positively impact student learning. The strategies actually personalize Levin’s general guidelines by providing practical options for the individual teacher in continuous improvement of classroom teaching and learning. For example:

1. Teachers need to reflect and be able to think meta-cognitively if they are going to continue to develop.

Glickman suggests that.

- If I present the same lessons in the same manner I have used in the past, I have absolutely no way to become better as a teacher.
- If I do not analyze and evaluate (students’) work in a manner that changes my own emphasis, repertoire, and time, I have absolutely no way to become better as a teacher.

2. Teachers need ongoing professional development opportunities.

Glickman suggests that.

- If I do not visit or observe other adults as they teach, I have absolutely no way to become better as a teacher.
- If I do not share the work of my students with colleagues for feedback, suggestions, and critiques, I have absolutely no way to become better as a teacher.
- If I do not visit other schools or attend particular workshops or seminars or read professional literature on aspects of my teaching, I have absolutely no way to become better as a teacher.

3. Teachers need ongoing support if they are going to continue to develop.

Glickman suggests that.

- If I have no yearly individualized professional development plan focused on classroom changes to improve student learning, I have absolutely no way to become better as a teacher
- If I have no systemic evaluation of my teaching tied to individual, grade, and school wide goal, I have absolutely no way to become better as a teacher.

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- While Glickman’s poem suggests that individual teachers shoulder the primary responsibility to further their own professional development, the poem serves only as an introduction to a powerful text that presents the argument that all professionals are responsible for supporting each other in teacher development. Glickman offers practical approaches and structures of leadership to support individual teacher development. Leadership in this context includes all professionals--teachers, principals, supervisors, mentors, peer coaches-- who provide leadership to others.

Vision of good teaching. A second finding of the NCRTL study is that reform-oriented mentoring must be linked to a vision of good teaching. A vision of good teaching should be consistent with currently accepted standards, such as the Interstate National Teacher Assessment and Support Consortium (INTASC) standards for beginning teachers. These standards were developed nationally and are compatible with priorities of the Georgia Professional Standards Commission, the Georgia Board of Regents, and the Georgia Department of Education. Charlotte Danielson (1996) developed a framework for teaching that correlates with the INTASC Standards. Danielson’s text, *Enhancing Professional Practice: A Framework for Teaching*, is used widely throughout Georgia and is often referred to as Danielson’s Framework. Because it is so well known in this manner, this manual will often use the term Danielson’s Framework. Danielson’s Framework is designed to meet the needs of novice teachers who are concerned with day-to-day survival as well as experienced teachers who want to improve their effectiveness and help their colleagues do so as well. It offers educators a means of communicating about excellence.

Both Glickman’s book, *Leadership for Learning*, and Danielson’s book, *Enhancing Professional Practice*, support the view of Teacher Support Specialists as leaders who support others in improving their teaching, professionals who seek to improve their teaching, and teachers who focus on school improvement through impacting student learning. Both texts served as resources in preparation of this manual.

The vision of reform-oriented mentoring leads to three basic purposes of Teacher Support Specialist preparation that are addressed throughout the manual.

1. participants need to be presented with the basic definition and understanding of mentoring as an effective approach to professional development
2. participants need to gain insights into professional behaviors that are related to serving as an effective Teacher Support Specialist
3. participants need to learn and practice the skills that are associated with effective Teacher Support Specialist’s behaviors

Tool 4.7 translates these purposes into knowledge, attitude, and skill levels on specific related behaviors. This instrument is a self-assessment tool, not a rubric, for use by participants to track their competency in effective Teacher Support Specialist’s behaviors.

The preparation of this manual has been guided by a vision of reform-oriented support that is linked to teacher professional growth and good teaching. This vision is articulated through the materials, activities, and learning goals suggested in the manual

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Local Design

To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you're going so that you better understand where you are now so that the steps you take are always in the right direction.

(Covey, 1989)

If you don't know where you are going, any road will take you there.

(Alice in Wonderland)

The design of the local preparation program must also be grounded in a vision of the role of Teacher Support Specialists as well as linked to the conceptual framework and mission of the institution/agency. Time taken to clarify the vision for the preparation of Teacher Support Specialists—the understanding of the destination for the local approved program—is critical to a successful program. From the vision, the design components will develop naturally and almost “write themselves”. The program design should include purposes/goals of the program; learner outcomes/objectives; assessment plan; course outline/syllabus; instructional design; resource plan.

The following chart suggests several sources of assistance available to program planners.

Design Components	Sources of Assistance
Program vision, philosophy, rationale, or conceptual framework	<ol style="list-style-type: none"> 1. Theory and Research Foundations for the TSS Program from Georgia State University retrieved from http://www.usg.edu/p16/induction/mentor/gsu/theory-res.phtml 2. <u>Georgia Induction Program Standards</u> 3. Glickman, C. D. (2002). <i>Leadership for learning: How to help teachers succeed</i>. Alexandria, VA: Association for Supervision and Curriculum Development. Accessible as online text through Galileo's electronic book collection in the netLibrary database.
Program purposes/goals	<ol style="list-style-type: none"> 1. <u>Teacher Support Specialist Program Standards</u> 2. Podsen, I. J. & Denmark, V. M. (2000). <i>Coaching and mentoring first-year and student teachers</i>. Larchmont, NY: Eye on Education.
Learner outcomes/objectives	<ol style="list-style-type: none"> 1. Manual: Overviews of Standards 6 – 11; 2. <u>Indiana Standards for Mentors for Beginning Teachers</u> 3. <u>Tool 4.7</u>
Assessment plan	Manual: Standard 4
Course outline/syllabus	<ol style="list-style-type: none"> 1. Manual: Standards 6-11 2. Modules for Development of Teacher Support Specialists
Instructional design	<ol style="list-style-type: none"> 1. Manual: Standard 3 and 5 2. <u>Georgia Professional Development Standards</u>
Resource plan	<ol style="list-style-type: none"> 1. Manual: Standard 2 2. Manual: Resources section of each Standard

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STANDARD 2

Standard 2: The TSS program shall have sufficient personnel, time, and fiscal resources to deliver the program. This standard indicates that the preparation program has adequate resources for the following:

- Employing qualified instructors**
- Funding the internship supervision**
- Purchasing adequate materials**
- Providing sufficient training time**
- Planning and evaluating the program efforts**

Today's savvy educators are asking everyone from the federal government to private corporations to chip in to make their professional development opportunities become reality.

(Teaching Today, 2003)

Induction programs are very important in supporting protégé's professional growth, particularly in the use of strategies for improving student learning. Teacher Support Specialists are critical to an effective induction program and TSS training is essential to quality support. Consequently, TSS training then should be viewed as an investment in improved teacher performance resulting in improved student learning. As such, TSS training deserves to be considered along with other professional learning programs in setting local priorities for allocation of resources. Generally, appropriate consideration has been given to TSS preparation and most programs have not experienced difficulty in funding the preparation. When funding is cut, program coordinators should look for federal or private grant funds, that address teacher quality, recruitment, and retention. The funds usually can be used to prepare support professionals for induction programs.

Please Note: Invariably, discussion of TSS funding always turns to resources needed for honoraria for Teacher Support Specialists. Resources, as discussed in this manual, deal only with resources needed for the Teacher Support Specialist Preparation Program. Resources needed to support individual Teacher Support Specialists who are serving in a mentor role are part of resources needed for an induction program. Adequacy of induction resources is addressed in the *Georgia Guidelines for Induction Programs*.

The greatest source of assistance in finding ways to fund TSS preparation will be the designers of approved TSS programs. Individuals who have volunteered to serve as contacts are listed in the RESOURCES section of this chapter. The list of approved programs is found on the Professional Standards Commission website under Educator Preparation.

Employing Qualified Instructors

Each program will establish its own criteria to determine qualified instructors. Generally, these include professional qualifications such as:

- being a master teacher
- being an experienced TSS
- having an understanding of adult learning
- modeling best practice
- standards based practice

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- reflective practice
- learner-centered practice

Many programs also look for specific personal traits in instructors, such as:

- collaborates well with colleagues
- can make a clear presentation of ideas
- is a good listener
- has the ability to work with adults
- is patient and caring

These two examples illustrate the variety in qualification statements.

1. Northeast RESA Participant's Handbook (Tool 2.4) lists instructors' responsibilities and expectations.
2. India Podsen (2000) in *Teacher retention: What is your weakest link?* offers two suggestions.
3. Mentor Qualifications (Tool 2.2). Instructors should possess the same qualifications and demonstrate skills as expected by mentors.
4. The Mentor-Trainer Profiler (Tool 2.3). This instrument can be used to describe expected qualifications as well as to assess those same qualities.

Funding the Internship Supervision

Supervision of the internship generally provides the greatest funding challenge. It is imperative that the intern:

- is supervised and supported
- is observed and receives feedback on their practice
- continues to study the issues of TSS

Great distance between internship sites and large numbers of candidates in TSS classes often make on-site supervision by the TSS class instructor unfeasible. The drain on time and travel funds for on-site supervision is not cost effective.

Approved programs across the state have been creative in structuring the internship to keep costs down and quality of supervision up. Program contacts are the best source of assistance with internship funding. The list of approved programs is found on the Professional Standards Commission website. Ideas for structuring the internship are also presented in Standard 5.

Purchasing Adequate Materials

Materials should be available to TSS instructors in the following areas.

- Instructional Coaching—The RESA Network offers a coaching manual, *Coaching Teachers in Exemplary Practices* that is included with this manual. Also, see Standard 9.
- Teaching Standards—INTASC Standards are recommended. Charlotte Danielson (1996) developed a framework for teaching which correlates with the INTASC Standards. This framework provides an excellent structure for the study of teaching

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and learning and is recommended as resource. Danielson's text, *Enhancing Professional Practice: A Framework for Teaching*, is used widely throughout Georgia and is often referred to as Danielson's Framework. Because it is so well known in this manner, this manual will often use the term Danielson's Framework.

- Study of Student Work—Material to accompany programs being used in local schools is recommended. Also, see Standard 8.
- Portfolio Development—Danielson, C. (1996). *Enhancing professional practice: A framework for teaching* is recommended. Also, see Standard 6.
- Adult Development—See suggested resources in Standard 7.
- Induction—See suggested resources in Standard 11.
- Role of Teacher Support Specialist—See suggested resources in Standard 11.

A key resource is the seven module series for the Development of Teacher Support Specialists produced by the Georgia Professional Standards Commission and eSchool Online. This [training series](#) (Chart 2.1) focuses on building the skills needed to serve as a TSS.

A first step in determining the appropriate materials is to assess materials already available for local programs and identify those that should be used in the TSS training. For example, if the local schools are involved in Learning Focused Schools program as a means to address the study of student work, then the materials from this program should be part of the TSS training. The Teacher Support Specialist will need to be able to support the protégé in implementing the school's program. Also, if the local schools are using GTEP materials for beginning teacher observation and evaluation, then these materials should be used in the instructional coaching segments of the training. The Teacher Support Specialist will need to be able to support the protégé in understanding the GTEP observation and evaluation procedures.

Though it has its drawbacks, the Internet is a powerful tool for gaining and sharing information about training support providers. Throughout this manual links are often provided to resources that have been located on the Internet. However, sites change so frequently that we recommend a variety of Meta search engines, which can be helpful in locating the new web address.

www.google.com
www.ixquick.com
www.vivisimo.com
www.zworks.com

Several states have portions of their training procedures and/or training manuals online, such as North Carolina, California, and Kentucky. These can be very useful in providing activities and background material for content in TSS training. **CAUTION:** In these states the mentors often serve as evaluators of the beginning teacher in the licensure process. Training in the evaluation process is not appropriate for TSS so modify the materials appropriately. The same applies to the portfolio process in many states.

Providing Sufficient Training Time

Adequate time for class instruction and internship components of the preparation is equivalent to 6 semester or 10 quarter hours of college credit or 10 SDUs or PLUs. The internship should be at least

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a semester in length. Some agencies have divided the preparation into two or more courses; others have left it as one course. The structures of the agency and its operation have generally dictated the division into separate courses. There are no data that show that division into two or more courses is preferable. The bottom line is to be sure that class participants have sufficient time to study and practice skills.

Planning and Evaluating the Program Efforts

The program assessment plan is addressed in Standard 4. Resources needed to implement the assessment plan should be built into the program budget. Planners are encouraged to look for connections with other programs that could share the costs. For example, follow-up assessment of TSS performance could be linked to the Induction program and funds.

Assessment of the adequacy of resources for the program should be included in the program assessment plan. Adjustments should be made based on the data from this assessment.

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STANDARD 3

Standard 3: The TSS program shall develop a collegial community that supports the mission and goals of the program. This standard indicates that designers of TSS preparation should have the following:

Understanding professional learning community

Tools for developing professional learning community

Understanding learner-centered professional development

Tools for developing learner-centered professional development

The focus of traditional schools is teaching; the focus of the professional learning community is student learning. The difference is much more than semantics. It represents a fundamental shift in the teacher-student relationship. The new relationship would not allow for the familiar teacher lament, "I taught it-they just did not learn it."

(DuFour, 1998)

Liberman & Miller (2000) identify forces which are changing the context of teaching, including new demographics and technologies, competing strategies for school reform, the press for standards, and new knowledge about learning and teaching. According to the authors, teachers must make positive transitions to this changing context so that students learn. Two of these transitions clearly impact the design and implementation of professional development in general and TSS preparation specifically.

- *From individualism to professional community.* Moving from individual work to joint work, teachers build a culture that values collegiality, openness, and trust over detachment and territoriality. Collegial community supports experimentation and feedback that are necessary for reflecting and improving practice.
- *From teaching at the center to learning at the center.* When teachers direct their attention away from the technology of teaching and towards the construction of learning, they approach their work in a very different way. They craft learning opportunities that build Collaborative and supportive environments. If learning is truly at the center, then educators must move from their own classrooms into the broader study community.

In many ways these two transitions are tied together for it would be most difficult to truly experience a professional learning community that is not tied to learning. However, for ease of discussion, these two are treated separately in this chapter. This chapter presents ideas and practices to assist in developing collegial community and designing learner focused instruction for Teacher Support Specialist Preparation.

Understanding Professional Learning Community

A community of learners is a community whose most important condition for membership is that one be a learner.

(Ronald Barth, 2000)

DuFour and Eaker (1998) define professional learning community by defining each of the three terms and illustrating the relationship between the three. "A **professional** is one with expertise in a

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specialized field who has advanced training and remains current with emerging best practice and research in that field”. (p.xii). The authors define **learning** by referring to the two Chinese characters for the term: one meaning "to study" and the other meaning "to practice constantly." The implication is that educators must not rest on their laurels and assume that they know everything they will ever need to know. Instead educators must engage in ongoing study and constant practice. These two learning factors should be built into all professional development. **Community** in this context is defined as "a group linked by common interest." (p.xii)

All three terms can be illustrated in the Teacher Support Specialist Preparation. Teachers who enroll in TSS classes are indeed **professionals**—master teachers who demonstrate their expertise in teaching and learning. By seeking TSS certification, these teachers demonstrate a commitment to the profession by supporting novices in their growth toward becoming highly qualified professionals. **Learning** is what TSS is all about. The professional development experience is organized with time to study and practice new skills in learning teams, both in a classroom setting and in an internship. Collegial **community** is addressed on two levels in TSS program design and implementation. First is the development of the professional learning community within the preparation program. During the classroom instruction, the instructional strategies used enable candidates to experience collegial community. Second, the candidates demonstrate an understanding of the value of learning community and acquire skills to nurture collegial learning with the protégés. As part of the internship candidates continue as a member of the TSS class learning community, but they also begin to partner with their protégés in collegial community.

Much of the literature available on professional learning communities focuses on building a school-wide community. Review of this literature confirms that the characteristics, benefits, concerns, and goals of school-wide learning communities are the same for smaller learning communities within the school. Research asserts that learning communities, also called learning teams, may be of various sizes and serve different purposes. The most important factors of each type of learning community are collaborative learning, learner-focused instruction, and common mission and goal of the community.

Judith Warren Little (1982) provides the most commonly accepted operational definition of collegiality in schools. The following adaptation of her definition can be used for describing the environment of TSS classes. Collegiality is related to the presence of four types of interactions between and among Teacher Support Specialists: (a) TSS engage in frequent, continuous, and increasingly concrete and precise talk about mentoring practice; (b) TSS are frequently observed and provided with useful critiques of their mentoring; (c) TSS plan, design, evaluate, and prepare mentoring materials together; and (d) TSS teach each other the practice of mentoring.

Additional background on Professional Learning Community can be found at the following sites. A recent review of literature from the Southwest Education Development Laboratory retrieved on July 5, 2003 from <http://www.sedl.org/pubs/change45/3.html>

Hord, Shirley M. (1997). *Professional learning communities: Communities of continuous inquiry and improvement*. Southwest Education Development Laboratory. Retrieved on July 5, 2003 from <http://www.sedl.org/pubs/change34/welcome.html>

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Brief overview of literature on professional learning communities prepared by the National Alliance on the American High School, March 2003. Retrieved Sept. 5, 2003 from <http://www.hsalliance.org/Litreview.pdf>

Articles from the online library of National Staff Development Council on Learning Communities. Retrieved on Sept. 5, 2003 from http://www.nsd.org/library/learning_communities.html

Tools for Developing Professional Community

Tool 3.1 – Building Professional Community

Collaboration is essential to professional learning community and to learner centered professional development. Collaboration skills overcome the fragmented individualism that traditionally characterizes professional study. Collaborative study is the type of professional study culture nurtured by Nelda Bishop in her First District RESA TSS classes. Nelda shares several of her techniques in [Building Professional Community](#) located in the MATERIALS section of the chapter and identified as Tool 3.1.

Tool 3.2 – Assessing Your Professional Community

Numerous authors have developed lists of characteristics of professional learning community. Most include references to collaboration, inquiry, empowerment, communication, trust, learner-centered, and improved learning. India Podsen has used these characteristics and others gleaned from literature to create a checklist for [Assessing Your Professional Community](#) (Tool 3.2). The checklist is designed to assess school environment, but can be adapted to assess the environment of professional development. Instructors are encouraged to use the checklist to self-assess the TSS preparation program, as well as ask members of the class to assess the environment. The checklist is included as a separate document for ease in downloading or printing.

Books

The following two books have been found to be particularly helpful in designing professional development and professional community. Both books have been criticized for focusing on the beginning steps of development and not on the day-to-day processes needed to engage staff. However, the tools presented in each text seem appropriate for designers and instructors of Teacher Support Specialist Programs.

a. Wald, P.J. & Castleberry, M.S. (2000). *Educators as learners: Creating a professional learning community in your school*. Alexandria, VA: Association for Supervision and Curriculum Development.

The text is espoused by Roland Barth to be a plan for members of a group to transform the group into a learning community. The authors offer a theoretical framework and practical guidance for thinking about how to build professional learning communities. While the illustrations in the text are often school-based communities, the concepts, assumptions, guidance, and tools presented have applicability to Teacher Support Specialist preparation programs. Following this model allows the training to be conducted in the context of an interactive, learning community approach rather than the more traditional expert training approach. The text is divided into three parts: Cornerstones,

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Process, and Tools for Learning. Chapter 5 of Wald and Castleberry's book introduces the collaborative learning process and offers guidance on forming collaborative groups. The Table of Contents with links to the complete text in the Foreword, Chapter 1, and Chapter 6 was retrieved on July 5, 2003 from

<http://www.ascd.org/cms/objectlib/ascdframeset/index.cfm?publication=http://www.ascd.org/publications/books/2000wald/2000waldtoc.html>

b. Dufour, R. & Eaker, R. (1998). *Professional learning communities at work: Best practices for enhancing student achievement*. Bloomington, IN: National Education Service.

This book illustrates how to establish a professional community where teachers are committed to ongoing study, constant practice, and mutual cooperation. The authors discuss the essential building blocks of effective schools and explore ways to sustain change efforts through better communication and collaboration. The professional learning community model is described by use of cases and practical examples throughout the text. Examples of successful change models and vision statements from various schools are included. Chapter 2, *A New Model: The Professional Learning Community*, presents a scenario featuring a beginning teacher in illustrating the professional learning community at work. This case could be incorporated into the internship seminar.

Cases

Use of cases as an instructional strategy is advocated throughout this manual. Cases based on personal experiences, especially during the internship, are most helpful in furthering collaborative study and addressing learner needs. Excellent cases to supplement personal experience are found in these two publications.

a. Shulman, J.H. & Colbert, J.A. (1988). *The intern teacher casebook*. San Francisco: Far West Laboratory for Educational Research and Development. (ERIC Document Reproduction Service No.ED296998). A sample case was retrieved on July 5, 2003 from <http://www.wested.org/cs/wew/view/rs/57>

b. Shulman, J.H. & Colbert J.A. (1987). *The mentor teacher casebook*. San Francisco: Far West Lab. For Educational Research and Development. (ERIC Document Reproduction Service No.ED291153). Two sample cases were retrieved on Sept. 5, 2003 from <http://www.wested.org/cs/wew/view/rs/58>

Understanding Learner-centered Professional Development

Creating and using a learner-centered syllabus is integral to the process of creating learning communities.

(Haugen, 1998)

Most educators, at least intuitively, know that we do not learn by having someone teach us, but rather, we learn by engaging with something we want to learn. Educators know that classrooms should be learner-centered and know what a learner-centered classroom looks like. The chart below contrasts the characteristics of traditional and learner-centered professional development.

**Instruction/Teacher-Centered
Professional Development**

**Learner-Centered
Professional Development**

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(Often called Traditional)

Goals	Goals
<ul style="list-style-type: none"> • Deliver the material • Transfer Knowledge from instructor to learners • Offer courses and programs • Improve quality of instruction • Achieve access for diverse learners 	<ul style="list-style-type: none"> • Produce learning • Elicit learner discovery and construction of knowledge • Create powerful learning environments • Improve quality of learning • Achieve success for diverse learners
Curriculum and Instruction	Curriculum and Instruction
<ul style="list-style-type: none"> • Cover material • Knowledge comes in chunks and bits delivered by instructors • Build from perceptions of learner deficits and is authoritarian • Utilize tests which assume only one correct answer • Learning about 	<ul style="list-style-type: none"> • Specific learning results • Knowledge is constructed, created, and 'gotten'. • Build from perceptions of student strengths and experiences and facilitates learning • Utilize authentic assessments and foster self-reflection • Learning to
Learning	Learning
<ul style="list-style-type: none"> • Learning is teacher centered and controlled • Classroom environment and learning are competitive • Emphasis on discrete individual skills • Reliance on workshop-type offerings with little feedback for participants 	<ul style="list-style-type: none"> • Learning is learner centered and controlled • Learning environments and learning are cooperative and supportive • A focus on problem solving among teams • Reliance on feedback to participants and reflection to deepen learners' skills
Instructor's Role	Instructor's Role
<ul style="list-style-type: none"> • Instructors are primarily lecturers • Instructors and learners act independently • Instructors classify and sort learners 	<ul style="list-style-type: none"> • Instructors are primarily designers of learning methods and environments • Instructors and learners work in team and with each other • Instructors develop every learner's competencies and talents.

Adapted from Barr, R.B. and Tagg, J. (1995). *From teaching to learning. Change*, November/December, pp. 13-25; McCombs, & Whisler, (1997). *Comparison of conventional and learner-centered school level characteristics*; and NPEAT, (1999). *Revising professional development: What learner-centered professional development looks like.*

These ideas seem to be well received in theory but not in terms of practice. At present most professional development is focused to hone teachers' skills with learner-centered strategies, but the most common sense approach is missing—modeling best practice. Professional development must model, as well as teach, learner-centered strategies. The following tools are suggestions that can help in developing learner-centered professional development.

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Tools for Developing a Learner-centered Professional Development

Learner-centered Syllabus or Course Outline

Creating and using a learner-centered syllabus or course outline is integral to the process of creating learning communities. The concept is simple but its implications are far-reaching. The object is to facilitate student learning rather than to act as gatekeepers of knowledge, doling it out in small doses. The focus is on the process of learning rather than the content.

Some TSS classes are offered for Professional Learning Units (PLU) and others for college credit. In each case the format for the syllabus or course outline may vary to meet agency requirements. However, any format can be learner-centered by focusing on learning opportunities rather than on topics covered. These two web sites offer assistance in developing a learner-centered syllabus.

Learning-Centered Syllabi Workshop from the Center For Teaching Excellence at Iowa State University. Retrieved on July. 5, 2003 from <http://www.cte.iastate.edu/tips/syllabi.html>

The Learner-Centered Teaching Series part of the Teaching Effectiveness Program from the University of Oregon. Retrieved on July. 5, 2003 from <http://tep.uoregon.edu/workshops/teachertraining/learnercentered/learnercentered.html>

Ten Questions

Ten Questions (Tool 3.3), a guidance tool, allows instructors to rate how effectively their professional development models best practice. This tool is adapted from Mesibov, D. (2003). Effective professional development: What does it look like? *Institute for Learner Centered Education Newsletters*, 4 (4).

Newsletters

Additional background on characteristics and understanding of learner-centered education is available from the Institute for Learner-centered Education. The Institute's Newsletters on various topics were retrieved on Sept. 5, 2003 from <http://www.learnercentered.org/newsletters/Inews.htm>

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STANDARD 4

Standard 4: The Teacher Support Specialist Program shall have an assessment system that collects and analyzes data on candidate qualifications and performance to evaluate and improve the program. This standard indicates that the preparation program design includes an assessment system to assess program quality and impact and participant performance. Suggestions for development of the assessment system are presented in these two topics.

**Professional Development Evaluation
Teacher Support Specialist Assessment**

Professional Development Evaluation

Evaluations of professional development programs often focus on superficial issues (sometimes called the “happiness quotient”) rather than on the substantive impact on teacher practice.

(Fine, 1995)

Evaluating professional development programs, rather than simply assuming that they’re helping teachers and students, is essential to ensuring the integrity of professional development efforts. Well-designed professional development evaluation should address two broad purposes: (1) improving the quality of current program; and (2) determining the effects of the professional development in terms of its intended outcomes and impact in the school. The evaluation should address these two purposes at both the institutional and individual levels. The institutional level evaluates the agency’s success at implementing and administering the preparation program. Therefore, it examines the quality of the program and the program’s impact. The individual level of evaluation assesses the performance of participants, examines the participants’ mastery of the outcomes, and the impact of the learning on student performance.

Evaluation design is determined by these two purposes and by the audience for the evaluation's findings. The evaluation process begins with thorough planning and careful thought given to intended outcomes, the adult learning processes to be used, and the evidence that is required to guide decision making. It asks and answers significant questions, gathers both quantitative and qualitative information from various sources, and provides specific recommendations for future action. The evaluation should be comprehensive and ongoing and should include multiple evaluation criteria that are related to program goals and objectives. It should involve program participants and other stakeholders and should lead to substantive program improvements. The plan should include identification of the specific data sources to be used. Clear identification of these sources will aid in providing consistency in the evaluation of the program.

Guskey and Roy (1995) suggest the following guidelines for evaluating professional development programs:

- Evaluation should be ongoing.
- Evaluation expectations and procedures should be explicit and public.
- Evaluation should be informed by multiple sources of data.
- Evaluation should use both quantitative and qualitative data.
- Evaluation should focus on all levels of the organization.

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- Evaluation should be considerate of participants' time and energy.
- Evaluation results should be presented in forms that can be understood by all program participants and patrons.

North Central Regional Educational Laboratory provides a comprehensive resource for professional development evaluation in *Critical Issue: Evaluating Professional Growth and Development* retrieved Sept. 05, 2003 from <http://www.ncrel.org/sdrs/areas/issues/educatrs/profdev1/pd500.htm>

Barry Sweeny offers an online article entitled, *Components of an Effective Assessment System* retrieved Sept. 05, 2003 from <http://www.teachermentors.com/RSOD%20Site/PerfAssmt/PAsystem.html>

Teacher Support Specialist Assessment

Staff development that improves the learning of all participants uses multiple sources of information to guide improvement and demonstrate its impact. (NSDC's Standards for Staff Development, 2001)

The TSS preparation program should have an assessment plan that reflects preparation goals and objectives. Continuous assessment is necessary to ensure that the preparation and participants are of highest quality. Meeting this responsibility requires using information technologies in systematic gathering and evaluation of information. To achieve high quality and effectiveness, the program must be reviewed regularly and comprehensively using data of program delivery, participant performance, and protégé performance. In [Tool 4.9](#), Nelda Bishop provides a description of the section of First District's TSS Assessment Plan that addresses participants' work. Copies of several assessment instruments are included.

Unfortunately, a great deal of staff development evaluation begins and ends with the assessment of participants' immediate reactions to workshops and courses. While this information may be helpful to TSS instructors, good evaluation design also gathers additional information. Beyond the (1) initial collection data on participants' reactions, evaluation must focus on (2) participants' acquisition of new knowledge and skills, (3) how that learning affects working with protégés, and in turn (4) how those changes in practice affect protégé performance. In addition, evaluators may also be asked to provide evidence of (5) how effective Teacher Support Specialists have affected school culture and other organizational structures.

The plan should assess program implementation and candidate performance with both formative and summative measures. Formative participant data sources provide evidence of the growth and development of participants at specific intervals during the program. These measures are used to monitor participant progress and to inform decisions about participant performance. Formative program measures monitor program implementation and inform mid-course adjustments. Some TSS instructors use formative assessment on a daily basis during their programs. Summative participant assessment measures achievement of intended outcomes and informs decisions at program completion. Summative program data measure success in achieving goals and objectives and inform future program decisions. All summative and follow-up data are used for program improvement. Sources may include surveys, portfolios and reflective journals, systematic observation, interviews, focus groups, etc.

All Knowledge Bases

Staff developers commonly ask for feedback immediately following a professional development program, but that response rarely accounts for the long-term impact of the experience. A follow-up evaluation, completed after participants have had time to understand and implement what they learned in the TSS preparation, is more useful in assessing changes in Teacher Support Specialist and protégé practice.

Teacher Support Specialists will participate in a variety of programs, each with an evaluation component.

- Induction - To support and coach a beginning teacher
- Pre-Service - To supervise and coach a pre-service teacher
- Alternative Preparation - To evaluate and support a teacher candidate in GATAPP or other Alternative Preparation Program

Data on TSS performance in each of these programs that are gathered as part of the evaluation component should be shared. These data will comprise the bulk of follow-up data to determine the long-term impact of the preparation.

The following chart summarizes the significant points concerning professional development evaluation. Links are provided to assessment tools which are shared as examples of techniques used successfully in TSS approved programs.

	Program Evaluation	Individual Performance Evaluation
Focus	Success of design and delivery of program	Performance of Teacher Support Specialist
Purpose	Improve the quality of the TSS preparation program	Determine the effects of the preparation in terms of intended outcomes
Relate to	Vision, goals and objectives of the program	Participant competencies
Formative Measures	<p>Check periodically on program implementation; documenting how the program is being implemented</p> <p>Typically answer:</p> <ul style="list-style-type: none"> • Are the appropriate participants selected and involved in the planning activities? • Do the activities and strategies match those described in the plan? If not, are the changes in activities justified and described? • Are appropriate staff 	<p>Monitor participant progress toward outcomes; document participant progress</p> <p>Typically answer:</p> <p>3. Are participants moving toward the anticipated goals of the project?</p> <p>4. Which of the activities and strategies are aiding the participants to move toward the goals?</p> <p>Tool 4.7-Course Rubric Tool 4.8-Mentor Qualifications Checklist Tool 4.10-VSU Formative Assessment</p>

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	<p>employed and are they working in accordance with the proposed plan?</p> <ul style="list-style-type: none"> • Are the appropriate materials and equipment obtained? • Are activities conducted according to the proposed timeline? By the appropriate personnel? <p>Tool 4.5-<u>Reflection Grids</u> Tool 4.4-<u>Assessing Your Professional Learning Community</u></p>	<p><u>of Teacher Candidate</u> Tool 4.11-<u>VSU Intern Rating Sheet</u></p> <ul style="list-style-type: none"> • If candidate progress is inadequate, is assistance provided for continuation? <p>Tool 4.1-<u>Delay In Progress</u></p>
<p>Summative Measures</p>	<p>Measure success at achievement of goals and objectives</p> <ul style="list-style-type: none"> • Is the preparation successful? • Did the training meet the overall goals? • What components are the most effective? • Are the results worth the program's cost? <p>Tool 4.2-<u>Mentor-Trainer Profiler</u></p>	<p>Measure success on competency on intended outcomes</p> <p>Tool 4.3-<u>Instructor's Assessment Checklist</u> Tool. 4.7-<u>Course Rubric</u> Tool 4.6-<u>Mentor Teacher Evaluation</u></p>
<p>Follow-up</p>	<p>Measures impact on protégé's performance; sources are likely evaluation components from induction, pre-service, or GATAPP program evaluations</p>	<p>Measures continued performance of induction programs, supervising a student teacher or intern, and mentoring in an alternative preparation program; sources are likely evaluation components from induction, pre-service, or GATAPP program evaluations</p> <p>Tool. 4.6-<u>Mentor Teacher Evaluation</u></p>

These Tools are offered as examples of instruments that have been used successfully. The evaluation should include multiple sources of data and can include questionnaires, systematic observations, interviews, self-assessment instruments, and analysis of records, surveys, portfolios, reflective journals, or feedback from focus groups.

The ultimate worth of professional development for teachers is the essential role it plays in the improvement of student learning. However, Teacher Support Specialist performance is removed from direct impact on student learning. It is the protégé's work with students that should be directly impacted by the TSS. Teacher Support Specialist's work with protégés builds a professional culture of teaching and learning and is connected to school improvement initiatives. As such, Teacher Support Specialist preparation programs must be assessed to document their value to the school

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organization, individual educator, and ultimately the students. Follow-up data from protégé performance and school culture can provide realistic feedback to preparation programs.

After the evaluation has been completed, the data sometimes are set aside and forgotten. The assessment plan should be designed so that the data will be used to inform and adjust, not merely to summarize and be set aside. To ensure that evaluation efforts are put to good use, data should first be shared with participants and instructors to help them reflect on their performance and improve it. Then the TSS design team should make recommendations for delivery of future preparation programs based on an analysis of the data.

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STANDARD 5

Standard 5: Candidates demonstrate an involvement in school-based, collaborative experiences that lead to the development of skills, knowledge, and dispositions related to mentoring, supervision, and instructional coaching. This standard indicates that the designers of TSS preparation should consider the following:

Organizing the Internship

Are you ready to serve as a TSS

Organizing the Internship

*Effective (Teacher Support Specialists) mentors are developed over time through good training, opportunities to share experiences with other mentors (Teacher Support Specialists), and feedback from supervisors and protégés.
(Mills, 2001)*

The purpose of clinical practice is certainly to provide opportunities to apply principles learned in the instructional phase, to share experiences with others, and to receive feedback from supervisors and protégés. More importantly the internship should provide opportunity to further the habits of reflection and self-assessment, habits necessary to continued growth and professional effectiveness.

The preparation program must provide a clinical based internship that is equal to one semester in length. It may be viewed as a separate course with a separate syllabus or it may be considered part of a unified course that includes classroom instruction and internship. The syllabus from Kennesaw State University that is shared via the Georgia Board of Regents web site is an example of the internship being a separate course. The syllabus can be retrieved from <http://www.usg.edu/p16/induction/mentor/ksu/syllabus.phtml>. The syllabus from First District RESA is an example of a syllabus addressing both the classroom instruction and internship portions as one unified professional learning experience.

Each participant must be assigned to a protégé for the internship. Protégés come from the ranks of student teachers, teacher candidates, first year teachers, GATAPP interns, and others needing peer assistance. When the TSS preparation program is offered in collaboration with local induction programs, the internship is a relatively smooth portion of the preparation. The participants begin the internship at the same time they begin the induction year with beginning teachers. There is collaboration between the support components of both the induction program and the preparation program because they usually have been jointly planned and implemented. However, in many locations there are insufficient numbers of first year teachers and interns frequently are assigned protégés from other programs. Coordinating the support and learning opportunities for interns assigned to work in various programs can pose a challenge. The TSS instructor must be sure that the participants are not stretched too thinly while meeting the obligations of the internship and the responsibilities of the protégé's program. Collaboration is necessary among all program coordinators.

Wherever the TSS serves, it is imperative that the preparation program ensure that the Teacher Support Specialist intern:

- is supervised,
- receives feedback on their skill practice,

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- continues the study of issues of teaching and learning in the professional learning community, and
- is supported.

Instructors should begin planning the internship by examining the anticipated support needs of the participants. Allowing participants to be part of this planning as suggested in [Activity 5.2](#) offers a practical perspective to the internship. The participants suggest realistic activities that will allow them to support protégés more effectively. Armed with these suggestions the instructor will collaborate meaningfully with the various program coordinators.

Providing for support needs is only one aspect of planning the internship. Instructors need to revisit the learning goals and objectives of the preparation program and ensure correlation between the internship activities and the goals. Sometimes activities are chosen because they are fun and the interns will have an enjoyable seminar. However, if the activities do not further the learning goals, other activities should be planned. Activities and assignments should be planned that allow for adequate demonstration of growth and competency. The program's assessment plan, especially the exit assessment, should also be considered when planning internship requirements and activities.

Historically the greatest challenge to organization of the internship has been the time and travel resources needed for supervision and support. Great distances between internship sites and large numbers enrolled in TSS classes create impossibility for traditional on-site visits and regularly scheduled total class seminars. Designers of programs suggest several ways to address this challenge.

1. Grouping

- Site-specific groups. Dividing the participants into site-specific professional learning groups is particularly effective in addressing the distance problem. The site groups may be one school or several close schools meeting for seminars and forming local support networks.
- Program specific grouping. Designers suggest that grouping interns by the protégé program has been helpful in addressing questions. There will be varying needs and responsibilities for the interns in the various programs--cooperating teacher, supervisor of GATAPP intern, etc. Adjusting the internship assignments, seminar topics, and even number of seminars to meet the varying needs will provide more effective support to the TSS interns.

2. Intermediary supervisors.

- LEA Administrators. The large number of participants may deem it impossible for the TSS instructor to provide adequate on-site supervision. Collaboration with local/system administrators to provide on-site support and feedback on skills practice has proven effective in several locations.
- System Mentors. The Muscogee Mentoring Program uses system mentors to provide supervision for the large numbers of participants in the program. The system mentors are coordinated and supervised by Louise Tolbert, Coordinator of the Mentoring Program. Tolbert, one of the volunteer [contacts](#) who have agreed to serve as mentors to those planning TSS preparation programs, will be delighted to explain how her program works.

3. Alternative Strategies.

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- Video. Video and/or audio recordings in-lieu of on-site visits are used more extensively. This option also provides opportunity for peer (in seminar setting) critique and feedback as well as instructor feedback.
- Electronic Interactive Journal. Electronic interactive journals are being used effectively in internship support. They allow for quick response to situations and immediate confirmation of effective actions. [Activity 5.1](#) provides participants with an opportunity to investigate the use of interactive journals.
- Chat rooms/bulletin boards. Additional electronic media, such as chat rooms, provide an alternative to on-site seminar interaction on a given topic. These are being used successfully to further study of particular teaching/learning topics. For example, case study discussion via chat room is an excellent alternative for the traditional seminar.

Boreen and Niday (2003) state that the nature of the support necessary among TSS interns and instructor could easily be lost across distances, but it can be maintained efficiently through Internet exchanges. In the chapter entitled, “Thinking Outside the Box: Using Technology to Support Mentoring”, the authors view technology as a tool that can aid the mentoring process and offer several examples of technology use to support beginning teachers.

Variations in organization of the internship are limited only by imagination and resources. While there are many alternative strategies, many TSS instructors encourage designers to keep at least one on-site visit per participant as part of the program because there is value in understanding the context of the internship. [Dr. India Podsen](#), a contact volunteer from North Georgia College and State University, is an excellent resource for suggestions on activities and assignments during the internship.

An excellent internship resource is Udelhofen, S. & Larson, K. (2003). *The mentoring year: A step-by-step program for professional development*. This book provides a framework for a yearlong induction program that targets building reciprocal relationships. While the book is framed for yearlong work, it provides an excellent resource for using some of the techniques mentioned. Continued use of such a framework throughout the induction program will ensure addressing a supportive learning environment throughout the entire year.

Whatever organization the internship takes, the internship is a continued professional learning experience, not just experience on the job. The internship should provide supervision, feedback on skill practice, support, and focused study of issues.

Are You Ready to Serve?

Accepting the responsibility of Teacher Support Specialists always brings feelings of enthusiasm and joy accompanied with a certain amount of concern, anxiety, and hesitancy. Teacher Support Specialists may question their ability to do the “right thing”. They may also question their coaching skills and doubt that they will truly be able to help. Whatever the concerns, the preparation program should provide opportunity for participants to examine these questions as they transition into the internship. This can be done with activities to examine and share feelings, to assess skills, to develop a plan of action, and to examine the stages of mentor growth and development.

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Activities [5.3](#) and [5.4](#) are suggested processes to allow participants to examine their concerns and anticipated successes, their fears and hopes. The ultimate outcome of both activities is to set appropriate goals for the internship. At the conclusion of the internship it may be desirable to reflect on these feelings again.

As participants transition into the internship they may also need to be assured that indeed they possess the skills needed. Use of the [self-assessment instrument](#) or [Tool 5.1](#) can provide a means to reflect on expected competencies and assess personal growth since the first day of the preparation program. A revisit to the exit assessment for the program is also appropriate here to focus on the expected competency to be exhibited by the conclusion of the internship.

Planning for the internship usually provides the greatest amount of security for the participant. Confidence is gained from the concreteness of planning a course of action. A first step in the planning is to consider what information or materials are critical to a new teacher, to a student teacher, or to a teacher candidate. Several ready-made lists are available to note the kinds of information needed by protégés. Lists from *Northeast RESA TSS Instruction Handbook* and from India Podsen's *Coaching and Mentoring* (2000) are included as part of [Activity 5.5](#). These generic lists are often helpful in providing generic categories for what new teachers need to know. However, there is extreme usefulness in creating a list that addresses the unique environment of individual systems and schools. [Activity 5.5](#), *The Nitty Gritty*, suggests that participants create such a list entitled *What Teachers Need to Know In My School*. The activity also asks that participants identify when, how, and by whom that information would be shared with protégés.

The list developed in [Activity 5.5](#) forms part of the action plan that is developed in [Activity 5.6](#). The plan basically answers the question, "how do I begin?" It is helpful if protégés are identified for the participants before the planning begins. Being able to address a beginning teacher, student teacher, or other individual protégés will make the action plan the useful instrument that it should be. In [Activity 5.6](#), Nelda Bishop shares several of the completed action plans from First District RESA TSS classes and provides an outline for the action plan.

Barry Sweeny (<http://www.teachermentors.com/MCenter%20Site/MCategoryList.html>) has noted patterns of mentoring stages revealed through analysis of journal entries. He states, "Mentoring usually seems to go well during the first few months. Protégés recognize how much they have to learn about their new jobs and so they are more willing to defer to the mentor's judgment and experience. The mentors feel very purposeful and appreciated. Just as marathon runners report, "hitting a wall" at some point in a race, mentors often find a similar point is reached in the mentoring process." Sweeny states that mentors should expect transitions or stages in relationships. Teacher Support Specialists should recognize these as natural transitions that do not mean that something has gone wrong. In fact, it is helpful to anticipate these stages and know that options are available for adjusting the approach to the support given. *Dialogue Journals: A Growth Tool* provides insight into these transitions and offers suggestions for changes in mentoring options as transitions are encountered. This resource can be retrieved from <http://www.teachermentors.com/MCenter%20Site/MCategoryList.html> and may be copied and distributed as long as proper credit is given. An additional resource, *The New Teacher Mentoring Process: A Working Model* is also available from the Mentor Center and can be retrieved from <http://www.teachermentors.com/MCenter%20Site/MentoringProcess.html>

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Thorough planning for the internship is a key for a successful experience. However, it is only one key. The instructional focus of the classroom course should continue in the internship—a critical focus on student learning while promoting key characteristics of good mentors, supporting the needs of new teachers, and generating reflection and collaboration. The internship is a continued professional learning experience, not just experience on the job.

STANDARD 6

Standard 6: Candidates demonstrate skills and attitudes to support a teacher in the construction of an induction portfolio that demonstrates professional growth in standards-based practice. This standard indicates that the preparation program includes the following:

Use of portfolios

What a portfolio looks like

Role of Teacher Support Specialist

Use of standards

Evidence

Reflection

Development process

Organizing the portfolio

Protégés will create a portfolio of artifacts that document growth and achievement in professional practice. Whether in pre-service programs such as student teaching, in GATAPP internship, or in beginning teacher induction programs, each protégé will be working on a portfolio while receiving the support of a Teacher Support Specialist. The TSS instructor must have two sets of materials from each of these programs before beginning this portion of the TSS training. After reviewing these materials, the Instructor/Designer of the TSS preparation program will determine how to use the information.

1. Descriptions of the specific portfolio requirements for specific programs.
2. Copies of the teaching standards, framework, rubrics, checklist, and/or guides that are being used in each program to frame the portfolio: Program may use Danielson's Framework for Teaching, INTASC Standards, GTEP Effective Practices, Georgia STEP Standards, or others.

The set of teaching standards or framework should be the same set used throughout the TSS preparation program. Specifically, the same set of teaching standards or framework that frames the instruction in the coaching process (standard 9) and the development of the Individual Induction Plan (standard 10) should frame the study of portfolio development.

A most effective strategy for developing an understanding of portfolios is to complete one. Several TSS preparation programs accomplish this by requiring a portfolio demonstrating performance on TSS competencies as an exit assessment to the preparation program. The portfolio is usually completed by the end of the Internship. Dr. India Podsen, faculty member at North Georgia College and State University, has implemented an effective portfolio task as part of the TSS preparation. Dr. Podsen is on the list of [contacts](#) that have volunteered to assist TSS instructors.

Another strategy is to have participants begin this training with a Grant Wiggins type performance-based learning task. Involvement in such a task would give participants practical experience with standards, evidence, rubrics, and guidelines. A free download entitled Results by Design is available from Grant Wiggins Associates web site, www.grantwiggins.org/documents/SACS.12.03_000.pdf.

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This PowerPoint presentation by Grant Wiggins to the SACS Conference, Fall 2003, presents a comprehensive and concise look at learning tasks.

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Use of Portfolios

The essential value of a Teaching Portfolio is its benefit to the teacher who prepares one. If a portfolio does not cause reflection by the teacher and if it does not foster collegiality among teachers, then the process has not been properly utilized. Teaching portfolios should not become a dreaded instrument of evaluation. Instead, they should be a tool for professional development.

(Green & Smyser, 1996)

Creating a professional teaching portfolio for professional growth has become commonplace. Like other professionals, teachers need evidence of their growth and achievement over time. The professional portfolio has proven to be an effective vehicle for collecting and presenting that evidence. It is a careful record of specific accomplishments attained over an extended period of time. (Campbell, et al. 1997; Glatthorn, 1996; McLaughlin & Vogt, 1996; Rogers & Danielson, 1996; Wilcox and Tomei, 1999)

These three elements form a solid foundation for the process of portfolio development: 1) self-assessment; 2) self-reflection; and 3) professional dialogue.

1. The teaching portfolio as a strategy for professional development is based on the premise that the best assessment is self-assessment. Teachers are more likely to act upon what they discover about themselves than on feedback received from others.
2. The process of planning and creating a teaching portfolio presupposes that internal change occurs as a consequence of self-reflection. The preparation of a teaching portfolio requires teachers to reflect on the meaning and evidence of effective teaching and student learning.
3. Professional dialogue in a climate of candor and trust is crucial to supporting the process of self-reflection. When teachers have to explain to one another what they value in teaching and what they hope to accomplish as teachers, they are more likely to examine for themselves whether they are being effective.

The personal assessment, reflection, and professional dialogue that occur during the preparation of a teaching portfolio are vital to the outcome. Moreover, the ongoing revision of the portfolio undergirds the habit of personal assessment that great teachers possess.

An excellent outline of portfolio information is available from the Georgia State TSS Training Program linked to the Georgia Board of Regents Mentoring Training site at <http://www.usg.edu/p16/induction/mentor/gsu/portfolios.phtml> Tool 6.1: Instructor's Notes on Portfolio provides ideas that could be used to engage participants in discussion of professional portfolios. Activity 6.1 suggests an exploration of the purposes of portfolios in terms of student teachers, beginning teachers, and Teacher Support Specialists. Additional information is available from numerous sources. The following are recommended for TSS training.

Green, J.E. & Smyser, S.O. (1996). *The teacher portfolio*. Lancaster, PA: Technomic Publishing Company.

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Martin-Kniep, G.O. (1999). *Capturing the wisdom of practice: Professional portfolios for educators*. Alexandria, VA: Association for Supervision and Curriculum Development. Accessible as online text through Galileo's electronic book collection in the net library database.

Family Education Network

<http://teachervision.com/lesson-plans/lesson-20155.html>

Danielson, C. & Abrutyn, L. (1997). *An introduction to using portfolios in the classroom*. Alexandria: Association for Supervision and Curriculum Development

Rubrics are usually established to determine different performance levels for growth and achievement. A rubric is a scoring guide that seeks to assess a learner's performance based on the sum of a full range of criteria rather than on a single criterion. Some background information is included in [Tool 6.4, Instructor's Notes on Rubrics](#). Additional background is available from numerous sources, including several web sites. One important point that should be made is that the portfolio rubric should address performance on specific standards or criteria, not on skill at formatting the portfolio. If it is desirable to assess the quality or quantity of the portfolio format, than a separate rubric should be developed for that assessment. For example, a rubric from Danielson's Framework of Teaching (Example 1) illustrates the different levels of performance on specific standards or criteria. This could be used with a written lesson plan or in viewing a lesson. Example 2 from Barrett (2000) illustrates performance on specific criteria of portfolio formatting/organization.

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Example 1: A Framework for Teaching
Domain 3: Instruction
Component 3c: Engaging Students in Learning

Element	Unsatisfactory	Basic	Proficient	Distinguished
Structure and Pacing	The lesson has no clearly defined structure, or the pacing of the lesson is too slow or rushed, or both.	The less has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is consistent.	The lesson's structure is highly coherent, allowing for the reflection and closure as appropriate. Pacing of the lesson is appropriate for all students.

Example 2: Degree of Meta-Cognition and Reflection in the Portfolio

0	1	2	3	4	5
Little or no reflection or mention of standards or goals. A collection of artifacts. A scrapbook.	Simple overall reflection on the portfolio as a whole.	Level 1 plus standards or portfolio goals are included.	Level 2 plus reflections on achieving each standard or goal plus future learning goals.	Level 3 plus reflections on the role of each artifact in the portfolio.	Level 4 plus feedback from portfolio conferencing and responses from others. Includes self-evaluation of the portfolio.

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Activity 6.2 provides suggestions for studying and critiquing attributes of rubrics. *Capturing the wisdom of practice: Professional portfolios for educators* by G.O. Martin-Kniep (1999) is an excellent resource for examining portfolio guidelines and rubrics. This text is accessible as an online text through Galileo's electronic book collection in the net library database.

What Does A Portfolio Look Like?

The profession has no rulebook or manual of regulations for developing portfolios.
(Green and Smyser, 1996)

A teaching portfolio is a coherent set of materials including work samples and reflective commentary on them compiled to represent professional growth in teaching practice as related to student learning and development. The collection of artifacts is pointless unless it contributes to learning and then; to the way that learning impacts teaching practices. The portfolio takes aim at professional growth.

Green & Smyser (1996) state that the profession has no rulebook or manual of regulations for developing portfolios and that there is not a single best way to construct a portfolio. Therefore, when school districts or state departments of education try to dictate a uniform method of compiling one, they often miss the whole point. Developing a teaching portfolio is a process that should cause teachers to think about what they are doing and describe to others what they are doing. Professional portfolios are highly contextual and need to be customized to the needs of the developer.

Professional portfolios can assume different forms and contain varied kinds of artifacts. Sometimes they resemble journals that contain narratives about teachers' thinking and work. For protégés, these narratives may describe a variety of things: their philosophy and beliefs about learning; the contexts in which they work and their students' characteristics, needs, or experiences develop; the evolution that they have undergone as a professional or as a learner; the curriculum, instruction, or assessment demands that teachers face; any particularly pressing concerns; or the questions that frame their professional inquiry. Finally, these narratives might portray the protégés' specific learning needs and goals to address their needs. Unlike journals, teacher portfolios also include the objects that frame the teachers' narratives. These objects may include lesson plans, assessment measures, videos of classroom activities or of students' performances, and samples of graded and ungraded student work.

Several web sites share electronic portfolios and a number of Georgia colleges/universities are posting portfolios online.

Ball State University

<http://www.electronicportfolios.com/examples/index.html>

Curry School of Education

http://curry.edschool.virginia.edu/class/edlf/589_004/resource.html

Valdosta State University

<http://chiron.valdosta.edu/djudd/portfolio.html>

Role of Teacher Support Specialist.

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Writing one's first portfolio in isolation does not produce high-quality work; collaboration is essential and mentors are indispensable.
(Zubizarreta, 1994)

Most literature on portfolios urges teachers to enlist the creative support of a mentor. Green suggests, "when beginning a teaching portfolio a teacher should pair off with a mentor, preferably one who has experience with portfolio preparation." (1996, p.13) The Teacher Support Specialist will, of course, assist with the technical aspects of understanding the requirements and criteria to be used. The TSS will provide some of the evidence in form of observation/feedback forms as well. However, the most valuable support will come in assisting the protégé in understanding the significance of the evidence in terms of the standards and in focusing the dialogue on the evidence and standards.

Having a Teacher Support Specialist will add quality and consistency to the professional dialogue. The TSS will encourage the protégé to discuss much more than the materials that should be included. Conversations about teaching and about the best evidence of effective teaching and learning will focus on personal practice through the language and lens of the language of standards.

These conversations are framed by standards, evidence, and reflection. Standards, evidence, and reflection lose their value without a knowledgeable Teacher Support Specialist who can help focus the protégé's attention on these. It helps experienced teachers go beyond buddy style mentoring that depends on one teacher's opinions and to a more systematic and valid approach to helping protégés. Because portfolio development is grounded in a common system of standards and criteria as well as specific evidence of an individual's teaching practice, it helps give experienced teachers the confidence and legitimacy to engage in critical conversations about teaching and learning.

Use of Standards

*A portfolio without standards or goals is just a multimedia presentation
or a fancy resume
or a scrapbook*

(Barrett, 2000)

The use of standards strengthens portfolios in several ways.

- Standards give beginners and the TSS supporting them a common framework and language with which to discuss teaching and student learning.
- Standards also give beginners a comprehensive picture of the various aspects of teaching. Some aspects, such as developing as a professional, sometimes get lost in beginners' struggles with planning, instruction, and assessment.
- Standards also provide a focus for the work of the TSS and protégé. They help set a broader context for thinking about specific challenges, such as how to handle a frequently disruptive student. This context helps teachers relate their concerns to central goals of teaching, such as establishing and maintaining standards for student behavior.
- Standards are critical to demonstration of growth. Comparing the level at which their practice is documented with the next level helps protégés target specific and realistic strategies for growth.

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A well-developed framework for teaching that has wide application for induction, including portfolio development, has been developed by Charlotte Danielson (1996). In this manual, *Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson is referenced as the Danielson's Framework for Teaching. The framework was developed from research on classroom performance, assessments for teacher licensure, state performance assessment systems, and the standards of the National Board for Professional Teaching Standards. The framework offers a classification system of the domains, components, and elements of the art and science of teaching. Suggestions to enable participants to become knowledgeable about Danielson's Framework for Teaching and to understand how the framework will frame the portfolio are offered in Activities [6.3](#), [6.4](#), and [6.5](#).

Evidence

The purpose of evidence is to capture a sample of teaching practice so beginners can examine and reflect on it. The use of evidence anchors the demonstration of growth in the protégé's practice. The purpose is to capture a sample of teaching practice that can be reflected upon and examined in light of standards. To be credible and useful, it is important that evidence be as objective as possible. This means that the evidence is recorded and initially examined in descriptive terms. Evidence may include these artifacts: samples of student work, observation data, lesson plans. [Tool 6.5](#) is a list of possible evidence compiled from various sources.

Augusta State University suggests these artifacts in its induction program requirements.

- Dialogue or reflective journal to evidence work with TSS
- Lesson observation feedback forms from TSS, self, peers, and students
- Student work samples
- Lesson plans
- Professional growth/development samples
- Reflections
- Links to research, best practices, and professional literature
- Evidence of outreach to the community
- Professional growth plans

GATAPP Manual suggests these artifacts.

- Sample activities, lesson plans
- Examples of handouts, graphic organizers, worksheets
- Classroom rules and procedures
- Student work samples and analysis
- Parent communications
- At least 2 video clips documenting instruction with self-assessment
- Observation record documenting TSS observations and conferences

The most difficult materials to select for a portfolio are the products of student learning. Sometimes daunted by the pace of professional life, many beginners do not think about the importance of analyzing student products from a baseline to determine actual growth. However, products of learning are vital components in a portfolio that attempts to define the protégé's accomplishments.

All Knowledge Bases

Reflection

All portfolios contain some combination of teaching artifacts and written reflections. These are the heart of the portfolio.

(Wolf, 2000)

Note: Before compiling information for a coherent, credible portfolio, the novice teacher begins the process of written reflection--the initial and perhaps most important step in developing a portfolio. The habit of regular written reflection is addressed in Standard 7. Activities and resources in Standard 7 offer strategies for supporting daily reflection. The use of reflection and self-assessment as part of the coaching process is included in Standard 9. Suggested activities included here in Standard 6 help develop strategies for producing written reflections and narratives specifically for the portfolio. For protégés inexperienced in writing reflective pieces it is appropriate to use prompts or open-ended questions to guide the reflections. Examples of such forms are included in Tools [6.2](#) and [6.3](#).

Portfolios can become a most effective means by which protégés can examine and improve upon their work since reflection is about treating successful and unsuccessful events as learning opportunities. Protégés learn some of the knowledge, skills, and dispositions embedded in teaching in pre-service programs; however, they become effective teachers only if they fully understand learning from within. Such knowledge comes from a capacity to reflect upon and appreciate their own learning process.

The quality of the learning that results from the portfolio development process will be in direct proportion to the quality of the self-reflection on the work. The process of examining evidence in the light of standards increases new teachers' abilities to make interpretations and judgments about their own teaching. Reflection on evidence should help beginners identify strengths as well as areas of improvement so they get a comprehensive picture of their teaching practices. Often beginners are so focused on what is not working that they take their areas of competence for granted. Not only does this inappropriately reduce their sense of efficacy, but also it prevents them from using areas of strength to work on their weaknesses.

Activities [6.6](#), [6.7](#), and [6.8](#) provide suggestions for including practice with reflective writing for portfolios.

Portfolio Development Process

Most portfolio literature suggests the following development process based on the work of Danielson & Abrutyn (1997). A transparency is included in [Tool 6.6](#) for use in discussing this process.

1. **Collection.** The best advice is, "Don't save everything!", but save enough to be able to demonstrate achievement of the specific standards. The portfolio's purpose, audience and future use of artifacts will determine what is collected at this stage. Save artifacts that represent successes and growth opportunities.
2. **Selection.** The protégé reviews and evaluates the artifacts that have been saved and identifies those that demonstrate achievement of specific standards.

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3. **Reflection.** The protégé articulates his/her thinking about each piece in the portfolio. It may be appropriate to use prompts or open-ended questions to guide the reflections.
4. **Projection.** The protégé reviews the reflections on learning, taking the opportunity to look ahead and set goals for the future. The protégé Should see patterns in the work and use these observations to help identify goals for future learning. This is the stage that turns portfolio development into professional development and supports lifelong learning.
5. **Connection.** The portfolio is presented to the Induction Support Team and is discussed in meaningful conversation about teaching and/or learning. The feedback received in this stage can lead to further goal setting. In some programs this final stage is also an evaluation stage to determine competency on the standards/requirements set for a course or student teaching.

Organizing the Portfolio

*A professional portfolio is more than a hodge-podge of artifacts.
(Wolf, 2003)*

According to Wolf (2003), a professional portfolio is more than a hodge-podge of artifacts—lesson plans, list of professional activities, etc. It is a careful record of specific accomplishments attained over a period of time. The portfolio must then be organized to best tell that story. Just as artifacts are chosen to best suit the individual’s personal situation, the organization of the portfolio should be individualized to best tell the story of that individual’s growth and achievement. There is no one best organization format. These suggestions offer several ways of approaching the format.

Martin-Kniep (1999) suggests organizing around one of these themes.

- One’s organizational role
- A narrative approach (telling a story)
- A comparative approach
- Professional goals

Barrett (2000) suggests following these steps to organize the artifacts.

- Write general reflective statements on achieving each standard.
- Select the artifacts that represent achievement of the standards or goals.
- Write reflective statements for each artifact, elaborating on why it was selected and its meaning and value in the portfolio.
- From the reflections and feedback, set learning goals for the future.

Wolfe (2003) suggests this organization.

- Background Information
- Task artifacts and Reflections
- Title of artifact
- Date produced
- Description of the context
- Purpose, evaluation, or other types of comments
- Professional Information

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Weiller (2003) suggests organizing by standards with two artifacts reflecting growth in competency in each standard.

Regardless of which standards are used or how the artifacts are organized, teaching portfolios give teaching a context. The knowledge, skills, and values that protégés reveal are always in response to a unique set of circumstances. Teaching portfolios allow protégés to demonstrate what makes their teaching effective in their own environments.

Just as teaching portfolios let protégés define the context for their teaching, they allow protégés to accommodate diversity in the students they teach and encourage diversity in the ways that they teach. The actual evidence that protégés accumulate for inclusion in their teaching portfolios reveals much more about diversity of learning and teaching styles than does any classroom observation.

STANDARD 7

Standard 7: Candidates demonstrate skills and attitudes to create a supportive and reflective environment for addressing issues facing beginning/pre-service teachers. This standard indicates that the preparation program includes the following:

Reflective Practice
Building Trust
Communication Style
Adult Development
Beginning Teacher Development

Reflective Practice

*Through reflection, real growth and therefore excellence are possible.
By trying to understand the consequences of actions and by contemplating
alternative courses of action, teachers expand their repertoire of practice.
(Danielson, 1996)*

Reflection is deemed an important component of the teaching profession. NBPTS formalizes the expectations for reflective practice in one of the five tenets of the national board certification: *Teachers think systematically about their practice and learn from experience.* Reflective teaching practice is addressed in INTASC Standard #9: *Teachers are reflective practitioners who continually evaluate the effects of their choices and actions on others (student, parents, and other professionals in the learning community) and who actively seek opportunities to grow professionally.* Danielson's Framework incorporates this standard in Domain 4, Component 4a, *Reflecting on Teaching.*

The notion of reflective teaching stems from Dewey (1933) who contrasted 'routine action' with 'reflective action'. According to Dewey routine action is guided by factors such as tradition, habit, and authority and by institutional definitions and expectations. Dewey insists that reflective thinking frees us from mere impulsive and routine activity. It enables us to act in deliberate and intentional fashion to achieve what we need. It distinguishes us as human beings and is the hallmark of intelligent action, as opposed to mere blind and impulsive action.

Experience + Reflection = Growth

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As this equation suggests (and as John Dewey argued), we do not actually learn from experience as much as we learn from reflecting on experience. Reflection on an experience, to put it most simply, means to think about the experience, what the experience means, how it felt, where it might lead, and what to do about it.

Learning to teach well is a result of reflective practice. As teachers engage in instruction and then reflect on it, the process offers insights into various dimensions of teaching and learning that can lead to better teaching. As teachers engage in reflection, they become more thoughtful about their practice and, consequently more effective teachers. Once the habit of reflection is set, teachers will use the habit to consider all aspects of relationships, decisions, and actions in the teaching environment.

In supporting a protégé, a TSS is an important catalyst for development of systematic reflection habits. The TSS has an important opportunity to cultivate in protégés a critical disposition that will guide their reflective practices. Portner (2002) shares the antidote from the perspective of a mentor teacher.

Margaret M., a mentor-teacher in California's Beginning Teacher Support Assessment program, reports that her protégés—whose focus is to gather evidence from students, reflect on those data, and modify practice accordingly—move ahead much more rapidly than those who do not focus and reflect. On the basis of her experience Margaret offers the following advice and observations about focused reflection:

The basis for reflection must be student work—objective evidence. Otherwise, reflections are based on perceptions that are not always accurate. Novices tend to confine reflections to impressions and feelings. New teachers should reflect under the guidance and structure of a veteran teacher. If they are prompted by “hard” questions, new teachers will quickly become skilled in the process.

Reflection can be built into your day. You can even do it while commuting. Always ask yourself the big questions:

What did my students do well today?

What did I do to facilitate their learning?

What did my students have difficulty with today?

What could I have done to prevent that difficulty or to correct it once it surfaced? (p. 56)

For the most part, teachers function in the isolation of their classrooms with little opportunity or encouragement to engage in any type of reflective activity with other educators. Even when opportunities to reflect on practice are presented and supported, many teachers have little understanding of what reflection really means and how it is accomplished. Structured activities that involve posing questions and teaching dilemmas, discussing possible solutions or procedures, implementing strategies, analyzing student work products, and evaluating results in a collaborative manner are examples of structured activities that can be offered during the TSS preparation. The following resources will be helpful in planning this portion of the TSS preparation so that a variety of structured activities are included.

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1. A course outline for studying reflection from Georgia State University can be located at Georgia Guide to Collaborative University Induction Programs
<http://www.usg.edu/p16/induction/mentor/gsu/reflection.phtml>
2. *Teacher Support Specialist Instructor Handbook* by Northeast Georgia RESA, Pp. 37-40
3. A free professional resource supporting reflective teaching is located at <http://www.rtweb.info/>
4. Activities 7.1, What is Reflection, and 7.2, Experiences with Reflective Teaching, and transparencies to support classroom instruction.
5. Zeichner, K. and Liston, D. (1996). *Reflective Teaching*. Mahwah, NJ: L. Erlbaum Associates.

Teacher Support Specialists should be prepared to guide protégés in developing reflective habits through modeling, reflective dialogue, and written formats such as journals or one-pagers.

Modeling An excellent way to promote reflection is for the Teacher Support Specialist to model reflective processes and actions. The modeling, in this case, is not a the TSS demonstrating to a protégé what to do. It is, rather, the demonstration of commitment to their own professionalism and professional development by daily reflective actions. This kind of modeling needs to explicitly discussed in TSS preparation courses and demonstrated, in turn, by the course instructor's own behavior. As part of the preparation program participants could be ask to take fifteen minutes at the end of the day to relax and think about how the day went. This would be particularly helpful during the internship. Participants could adopt one of the formats suggested below or use their own. When guiding a protégé in reflective practice, the TSS and protégé will probably evolve their own structure that suits their styles. Over time, a pattern of behavior will emerge to guide growth and a focus on student learning will continue.

Suggested structures for daily reflection:

Portner (2002) suggests these big questions.

- What did my students do well today?
- What did I do to facilitate their learning?
- What did my student have difficulty with today?
- What could I have done to prevent that difficulty?

Danielson (1996) suggests the following.

- To what extent were student productively engaged?
- Did students learn what I intended? How do I know?
- Did I alter plans as I taught the lesson? Why?
- What would I do differently? Why?

Podsen and Denmark (2000) suggest that daily reflection may be viewed from the perspective of a Facilitator of Learning or a Decision-Maker.

- As a Facilitator of Learning:
 - What activities I did today
 - What I learned today
 - Evaluation of lesson taught today
- As a Decision-Maker:
 - What activities I did today

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- What I learned today
- Classroom management skills I practiced today

Georgia State University's course outline for studying reflection contains additional sources of reflection formats. This outline is located on the Georgia Board of Regents' web site, Georgia Guide to Collaborative University Induction Programs at <http://www.usg.edu/p16/induction/mentor/>

Reflective Dialogue A Teacher Support Specialist's most important tool in promoting reflection with the protégé is dialogue. Nothing is more important than setting aside time to talk with the protégé about what is happening in the classroom. Frequent conversations with the TSS will reassure the protégé and provide the added benefit of a longer view that sees beyond current problems. These informal conversations are in addition to the more formal reflective conversation following a classroom observation by the TSS.

In practice, however, reflection can be difficult to integrate into daily teaching routine in a sustained, meaningful way. Even when conditions are conducive for reflective dialogue, it can be difficult for teachers to think and talk openly about their work in meaningful ways. Unlike veteran teachers, beginning teachers often feel barely a day or an hour ahead in their lesson planning. Although they have completed student teaching or an extended practicum, these new teachers simply aren't used to the complexities of teaching—which often explains why the initial weeks in the classroom seem overwhelming. Systematic reflection, however, can significantly enrich the beginning teacher's understanding of teaching. Protégés need a wide range of ongoing opportunities to think and talk about teaching practice.

Protégés often focus on a classroom catastrophe or unproductive activities. These are significant challenges and are worthy of reflection. However, reflection on challenging aspects must be balanced with reflection on successful practices. By looking at successful activities, protégés can identify characteristics they can replicate. Whether it is a challenge or success, the TSS will need the skills to help the protégé remain focused on student learning and instruction. The preparation program should provide opportunities for the participants to focus on reflective practice and to plan for ways to guide protégés in reflection.

Activities 7.3, Looking Back, and 7.4, Reflection Dialogue, provide opportunities for practice.

Journals Writing in a journal can be an effective way to reflect on classroom occurrences, events, conflicts, and disappointments. When author Hal Portner (2002) asked a novice teacher what she considered one of the best things a new teacher can do to learn to teach better, the response was “get a journal and write a bit every day”. Protégés can capture and then critique what is working well and what is working poorly. If the journal is included as part of an induction program or pre-service requirements, it should be perceived as important to the program and should be the focus of regular dialogue.

One-Pagers Boreen and others (2000) suggest the use of one-pagers as an alternative to the journal. The one-pager is a single page of writing whose purpose is to promote reflective thinking and

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dialogue. The limited space forces the protégé to focus the analysis of a critical incident or event. Boreen suggests dividing analysis into two parts: 1) a description of the happening and 2) an analysis of thought and feelings about it.

Module 4 of the *Modules for the Development of Teacher Support Specialists* produced by the Georgia Professional Standards Commission and eSchool Online is especially helpful and could serve as an instructional core to this part of the program.

- Module 4: Supporting the Development of Protégés

NOTE: The habit of regular written reflection is addressed here in Standard 7 and the resources offer strategies for supporting daily reflection. The use of reflection and self-assessment as part of the coaching process is included in Standard 9. Suggested activities included in Standard 6 help develop strategies for producing written reflections and narratives specifically for the portfolio.

Building Trust

Teacher Support Specialists and protégés develop a relationship that is the very essence of the support program. No amount of district organization, incentives, and good intentions will substitute for a relationship built on trust and respect. Establishing a positive supporting relationship is very much like establishing other valued human relationships in a number of respects. Both parties usually have a genuine desire to understand the values and expectations of the other person and to respect and become sensitive to one another's feelings and needs. At the same time, supporting relationships differ in an important way from other personal relationships because they are professional in nature. Teacher Support Specialists are responsible for conveying and upholding the standards, norms, and values of the profession. They are also responsible for offering support and challenge to protégés while protégés strive to fulfill the profession's expectations.

Healthy supporting relationships are evolutionary rather than static in nature. They change because the purpose of the relationship is to enable protégés to acquire new knowledge, skill, and standards of professional competence. The perceptions of both members of the relationship evolve as protégé's performance evolves to new levels of competence under the Teacher Support Specialist's guidance and support.

Barbara Ross of Irving Park Middle School, Chicago, IL describes the development of a trusting relationship is this way.

I have been a Mentor in my school building for some time now. My experience has been with first year teachers and, also, with student teachers and their cooperating-teachers in my building.

I think that trust is something that a Mentor/peer develops on an individual basis. If someone looks to me as a mentor, in whatever capacity I am needed, I need to establish that the relationship is between us and does not necessarily result in reports to those in charge, as well. Nobody likes to have someone looking over their shoulder if they know that every action may "get back" to the powers in charge. (Retrieved July 5, 2003 from <http://www.middleweb.com/INCASEmentoring.html>)

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Activities 7.5, Supportive Relationship, and 7.6, Establishing Trust, provide opportunities for participants to examine characteristics of and factors influencing trusting relationships.

Module 3 of the *Modules for the Development of Teacher Support Specialists* produced by the Georgia Professional Standards Commission and eSchool Online is especially helpful and could serve as an instructional core to this part of the program.

- Module 3: Establishing an Effective Professional Relationship with a Protégé

During this relationship, the TSS is privileged to confidential information that is to be used only between the two partners as a way to help the protégé grow. There are always grey areas of decisions in reference to confidentiality. It would helpful to participants if the preparation program addresses questions such as the following.

- Why is confidentiality so important to the relationship and the protégé’s potential growth?
- Would confidentiality ever be broken? When or under what conditions?
- How does confidentiality differ in meaning and/or application when working with a pre-service teacher rather than a beginning teacher?
- Under what conditions is it ethical for an administrator to ask the TSS for confidential information that might contribute to formal evaluation of the protégé?

Most lists of qualities of good mentors come from beginning teachers’ responses to researchers questions. The lists are comparable and contain more attitudinal and personal characteristics than knowledge and skill attributes. TSS participants should examine a list such as the one below compiled by DeBolt (1989) and note how each of these qualities effect the trusting relationship.

Approachable	Candid, but non-critical	Reality based
Compatible style	Belief in mentoring	Accepting
Open minded	Reliable	Innovative
Similar teaching area	Confidential	Knowledgeable

Several authors indicate that the trusting, supportive relationship begins with communication and the willingness to talk is the starting point. The case study used in Activity 7.6 provides a situation where there is an unwillingness to communicate. As participants work through that case, they will explore what strategies the TSS could use to get the protégé to be more open to communication. In addition, the preparation program should examine three possible challenges to the TSS/protégé relationship: a) difficulty in communicating, b) conflict of value systems, and c) inability to confront problems. Information on all three is drawn from *Coaching and Mentoring First Year and Student Teachers* by India Podsen (2000) and is used with permission.

a. **Difficulty in Communicating:** Teacher Support Specialists express this apprehension with statements like the following: “Our personal style may clash. We may not be able to work together. I’m afraid I will overpower or threaten him. She has become too demanding and too dependent. Can he take honest, well-intentioned criticism?”

Individuals who take time at the outset to become acquainted with one another’s interests, shared values, professional goals, and expectations greatly enhance the development of a strong foundation for a supporting relationship. Such knowledge allows individuals to deal with major differences in expectations, to prevent unwelcome surprises later on, and to recognize those relatively rare

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instances where serious personal clashes are foreseeable and avoidable.

Podsen suggests that the Teacher Support Specialist's ability to minimize the 12 most common barriers to communication will lead to a more successful interpersonal relationship. To communicate effectively with a protégé, the TSS must be cognizant of the risks these barriers may have on the relationship and learn to avoid them. This list of 12 barriers is included as a transparency for use in class presentation. A Communication Inventory is also included to determine your communication style and minimize any communication roadblocks.

b. **Conflict of Value Systems:** There are times when the TSS's personal beliefs or values may be in conflict with those of the protégé. When this happens the TSS must not allow personal values or beliefs to influence a judgment of the protégé's actions. Podsen suggests that the first step is for the TSS to clarify his/her own values and beliefs and to see how these factors have shaped them as a teacher. It is important to see how these belief systems make one different and how they may not be seen as right by a protégé. The handout, Through the Looking Glass can be used to clarify beliefs.

c. **Inability to Confront Problems:** An inability to confront problems results in a break in the relationship, that continues to widen until the problems are confronted. Podsen suggests that a process of conflict resolution needs to be discussed at the very beginning of the relationship. The TSS should present a process to be implemented by either participant when a problem has developed. The process should be discussed and mutually agreed on as a positive way to resolve differences. The process Podsen recommends is collaborative problem solving outlined in Problem-Solving Conference Guide attached as a handout.

Communication Style

The preparation program should include examination of individual operating styles and preferences as an important consideration in establishing a trusting and supportive relationship. Everyone has preferences, and these preferences impact not only the way we teach and learn, but the ways in which we interact with other people. Many individuals are simply unaware of their tendencies and inclinations. A greater awareness of personal preferences and a tolerance for those of others is very important to the TSS/protégé relationship.

These preferences of operating style are presented in various frameworks—communication style, task orientation, leadership style, learning style, and personality types. The framework chosen for use in the TSS preparation program should allow opportunity for the participants to consider the following aspects.

- determination of personal preferences
- daily operating style is a combination of all styles
- the characteristics of various styles
- adjustment of personal style to enhance the TSS/protégé relationship

The frameworks suggested below have been used successfully by TSS instructors.

Instructional Leadership Approaches by Carl Glickman

Information and a style inventory are found in Glickman, C. D. (2002). *Leadership for learning: How to help teachers succeed*, Alexandria, VA: Association for Supervision and Curriculum

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Development. Accessible as online text through Galileo's electronic book collection in the netLibrary database Glickman's text provides an excellent review of instructional leadership approaches (pp. 39-44), a leadership inventory (pp. 45-49), illustrations of the approaches applied in case studies (pp. 52-80), and discussion of teachers' developmental characteristics and their relationship to the interpersonal approach chosen by the coach (pp. 84-93).

True Colors Communication Group

Information is located at <http://www.true-colors.com/about/index.htm> and <http://www.true-colors.com/> One perspective on using True Colors is found at <http://www.uwsp.edu/education/wkirby/pluralis/colors.htm>

Gregorc Style Delineator

Information is located at <http://www.gregorc.com/>

Communication Style Profile

Information and style inventory are found at <http://www.communicationu.com/103.html>

Kaleidoscope Profile from Performance Learning Systems

Information is located at http://www.plsweb.com/sec06_learningstyles/kscope/index.html

Activities 7.7, Operating Style Inventory, and 7.8, Characteristics of Style, will provide participants the opportunity to understand their own style, to understand the characteristics of various styles, and to appreciate others' operating style.

Adult Development

When examining preferences in operating style and its influence in the TSS/protégé relationship, it is imperative to remember that criteria for determining style are never static. Thinking and problem-solving skills of teachers, like those of all individuals, are not fixed. Teachers' attitudes and enthusiasm, even work ethic, change depending upon adult development, teaching environment, and personal concerns. Stages of adult development significantly influence the adjustment of style and the operational choices made in the relationship. Adult development is a complex topic and can be considered in multiple ways. Gordon (1990) provides direction and purpose for viewing adult growth in terms of commitment, cognitive, conceptual, and ego development. Glickman (2002) refines and expands the theory to include diversity and cultural issues as well. These two resources are used in Activities 7.9, Understanding Adult Development, and 7.10, Case Study, as a basis to examine the implication of stages of adult development on the TSS/protégé relationship.

Beginning Teacher Development

A final factor that should be considered when establishing and maintaining a supportive, trusting relationship is beginning teacher development. Beginning teacher development is usually considered in terms of attitudinal development, curricular and instructional needs, and environmental concerns.

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Module 4 of the *Modules for the Development of Teacher Support Specialists* produced by the Georgia Professional Standards Commission and eSchool Online is especially helpful and could serve as an instructional core to this part of the program.

- Module 4: Supporting the Development of Protégés

If a group of beginning teachers was asked what kind of help they need, many would probably say help with discipline, classroom management, and lesson planning. In addition, most would indicate they need information about school policies and procedures. Does this mean that all new teachers have the same needs? Yes and no; yes, because there are categories of needs that the majority of new teachers have in common, and no, because there are sets of specific needs within each of these categories that are unique to individuals. Throughout other sections of this manual, strategies and materials are provided to assist the TSS in addressing curricular and instructional needs of beginning teachers. In this section, needs resulting from attitudinal phases and environmental difficulties are addressed and should be included in the preparation program.

Each year first year teachers enter the classroom confident of their abilities to meet their responsibilities. Most have been well prepared in terms of curricular and instructional responsibilities and have sufficient exposure to address many instructional problems. The difficulties that catch beginning teachers off guard are generally environmental in nature and come under the heading of unforeseen difficulties. Gordon (1990) discusses six environmental challenges and their cumulative effects: inadequate instructional resources, difficult work assignments, unclear expectations, isolation, role conflict, and reality shock. Activity 7.12, Unforeseen Difficulties, uses this resource to consider how Teacher Support Specialists can assist the protégé in meeting these challenges.

Moir (1990) and her colleagues have defined the phases teachers move through during the first year. While not every teacher moves through an exact sequence in predictable periods of time, understanding these phases can be helpful to those providing support. It can define what kind of help is needed at a particular point in the beginning teacher's development. The work of Moir and her colleagues is the resource used in Activity 7.11, New Teacher Growth.

STANDARD 8

Standard 8: Candidates demonstrate skills and attitudes to use student work to evaluate and inform practice. This standard indicates that the preparation program includes the following:

**Approaches to studying student work
Protocols**

Approaches to Studying Student Work

"In the hierarchy of professional development practices, examining student work would rank near the top because of the way that teachers work together to sharpen their practice to improve student learning."

(Richardson, 2001)

All these years' teachers have been looking at students' work in order to see whether they have done what teachers told them to do. Now with new and broader purposes, teachers are learning from the student work whether they chose well in what they asked them to do.

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Shulman (2002) suggests that achievement of academic standards by students is not dependent upon teacher knowledge of content but upon teachers' ability to tell what students really know and can do. Studies indicate that most teachers feel unprepared to interpret standards through alignment of instruction and assessment. Through study of student work, instruction, and assessment teachers are improving those skills. In examining student work teachers are beginning to fully understand how state and local standards apply to their teaching practice and to student work.

Teachers are improving their abilities to think more deeply about their teaching and what students are learning. As teachers see what students produce in response to their assignments, they can see the successes as well as the situations where there are gaps in learning. In exploring those gaps, they can improve their practice in order to reach all students.

This type of formal study is happening throughout the country and is usually associated with school improvement or school reform initiatives. Examples of such groups include the following.

Coalition of Essential Schools. Retrieved on Sept. 5, 2003 from <http://www.essentialschools.org>

Dimensions of Learning. Retrieved on Sept. 5, 2003 from www.fsk.org/teachers/dol.html

Georgia RESA Network. *Success by Design*, a PowerPoint presentation and GATAPP
Understanding by Design, a PowerPoint presentation.

Grant Wiggins Associates. Retrieved on Sept. 5, 2003 from www.grantwiggins.org

Learning About Student Work. Retrieved on Sept. 5, 2003 from www.lasw.org

Learning-Focused Schools. Retrieved on Sept. 5, 2003 from
www.iu13.k12.pa.us/inst_learningfocussedsch.shtml

Working on the Work (WOW). Retrieved on Sept. 5, 2003 from
<http://www.middleweb.com/schlechty.html>
And <http://www.evsc.k12.in.us/icats/design.htm>

Understanding by Design. Retrieved on Sept. 5, 2003 from www.sdttl.com/2002/ubd.htm

Before planning this portion of the TSS preparation, the program designer should become knowledgeable of initiatives in the local schools where the Teacher Support Specialists will work. If appropriate, the protocol for study of student work that is followed locally should be used in the TSS training. If no protocol is used in the local area or if the local protocol is inappropriate, the TSS instructor should guide participants in the selection or design of one.

Module 7 of the *Modules for The Development of Teacher Support Specialists* produced by the Georgia Professional Standards Commission and eSchool Online is especially helpful and could serve as an instructional core to this part of the program.

- Module 7: Focusing Professional Learning On Student Achievement

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Protocols

“This experience left me convinced that examining student work and discussing implications for teaching are among the most powerful kinds of adult learning in which we can engage. I would suggest that there is no better way to focus adults in the schools on student results”.

(Murphy, 2001)

A protocol is agreed upon guidelines or structure for framing the conversation about student work. Individuals who have participated in study groups find that if the protocol fits the school, then it is helpful to:

- Keep the conversation focused on work samples and standards, not on individual personalities.
- Help build the skills and culture necessary for collaborative work.
- Ensure that discussion lead to instructional and curricular improvement.
- Keep the parties focused on common language of the standards.
- Provide a structure for a trusting environment.
- Encourage honest exchanges among group participants.

Many protocols have been designed because each school or site usually develops its own to suit the culture and goals of the school, each designed to emphasize a different aspect. Some are more evaluative in nature, aiming to analyze and thus improve teaching strategies and curriculum. Others rely more on close description to heighten teachers’ understanding of individual children and hence affect their practice. Some look at a moment in time; others take an accumulated body of evidence to examine a larger picture.

Two excellent sources of sample protocols are:

Richardson, J. (2001) Group wise: Strategies for examining student work together. *Tools For Schools*, February/March, 2001. This article includes 4 protocols.
<http://www.nsd.org/library/publications/tools/tools2-01rich.cfm>

Looking at Student Work, www.lasw.org includes 12 protocols.

Many published protocols are inappropriate for coaching needs mainly because they are developed for use with groups of 6 or more to analyze assignments and work samples and provide feedback to the teacher. For mentoring, a protocol is needed that 2 people can follow and that emphasizes protégé reflection, collaborative analysis, and jointly planned follow-up. The protocol will structure a conference to study student work that will be similar to post-observation conferences. The primary difference is the source of evidence, not observation evidence but protégé planned instruction and student work samples.

Just as selecting or designing a protocol that fits the culture of the school is a crucial factor in successful use of study groups, designing a protocol to fit the culture of coaching is critical. Protocols used in local induction programs must be designed to suit the coaching needs of the TSS and must target specific growth needs of the protégés. Participants will develop a protocol to fit their local culture and the needs of beginning teachers in their schools. However, participants in the preparation program should experience using protocols before designing one for use in their support

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of protégés. Activity 8.1 provides general information on 3 protocols: one for use by an individual in reflection, one for use by 2 or more, and one designed for a larger group. Each has strengths and limitations for use in induction support. Each may provide ideas for developing a protocol.

In selecting work samples to use in practice sessions, Richardson (2001) suggests obtaining work samples from outside sources. Practicing on student work in which participants have no investment can help them feel more comfortable about conversations. Looking at Student Work, www.lasw.org, provides links to sites that post work samples on the Internet.

Activity 8.2 provides the opportunity to develop or adapt a protocol. A suitable protocol will not only be used to focus a conference, but its use will encourage protégé reflection and aid in developing the habit of examining work. The protocol should have the following characteristics.

- Be practical and user friendly
- Not be so detailed as to be complicated
- Encourage reflection
- Link instruction with student work
- Focus on Component 1f of Danielson's Framework for Teaching or other teaching standards

As Teacher Support Specialists begin to work with protégés they will find a multitude of questions about assessment and student learning. Case studies are always helpful in trying to prepare for a variety of beginning teacher dilemmas. *Using Assessment To Teach For Understanding: A Casebook for Educators* by J. H. Shulman, A. Whittaker, and M. Lew is an excellent resource for TSS classes, especially Chapter 5, "Using Assessments To Guide Support For Beginning Teachers". Cases encourage thorough analysis of substantive and pedagogical issues associated with assessment and student learning.

STANDARD 9

Standard 9: Candidates demonstrate skills and attitudes of effective instructional coaching to assist teacher in planning, implementing, and assessing classroom instruction engaging all students in active learning. This standard indicates that the preparation program includes the following:

Coaching Overview
Five Step Observation Cycle
Intervening

Coaching Overview

The best known, oldest, and most widely used structure for working directly with classroom teachers is clinical supervision.

(Glickman, 2002)

Many veteran teachers throughout Georgia have participated in coaching classes, usually cognitive coaching or peer coaching. Because so many have completed this type of professional development, TSS instructors are urged to incorporate a beginning strategy that establishes the

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prior knowledge and experience of the group. The instructor will then be able to build upon this expertise. A KWL activity is suggested in [Activity 9.1](#).

Several coaching and clinical supervision models have developed during the past 25 years. Most of them are based on the original clinical supervision model developed by Anderson and Goldhammer (1969) and Cogan (1973). Goldhammer, Cogan and their colleagues emphasized that the teacher-practitioner must be an active participant in the observation of the classroom.

Using a cyclical approach involving pre-observation planning and conferencing, observing, and post-observation conferencing, Goldhammer and Cogan strongly recommended that the teacher have direct input into what will be observed. According to Cogan, clinical supervision produces teachers who can analyze their own performance and are self-directed.

Even though the model advocated collegiality, some thought that the model did not go far enough in that direction. Through the years variations and extensions of the clinical supervision model have been made, most often to illustrate a collegial, peer relationship rather than a supervisory one. Later models also emphasize the reflective and self-assessment processes that enable teachers to analyze their own performance.

The chart below compares several recent models used in Georgia TSS programs. These models are basically the same; however, each has a slightly different focus or emphasis to each step. Some focus on coaching in a peer-to-peer relationship; others focus on supervisor to teacher role. Each model can be adjusted to be appropriate to any coaching relationship. The value to TSS instructors is not the label of the steps but the explanation of what happens at each step. Reviewing each, noting similarities/differences, and compiling one model for TSS training will be helpful in reviewing the nuances in each step as applied to various TSS roles.

- Cooperating teacher to student teacher
- Mentor coach to beginning teacher
- Peer coach to veteran teacher
- Supervising teacher to GATAPP intern

[Activity 9.2](#) provides some resources for this review.

Glickman, 2002	Georgia RESA Network, COAPES MODEL	Northeast GA RESA	Costa and Garmston, 1991
Pre-conference with teacher	Confer	Pre-observation	Pre-conference
Observation of classroom instruction	Observe	Observation/Data Collection	Lesson Observation
Analyzing and interpreting the observation and determining conference approach	Analysis Plan	Analysis and Strategies	
Post-conference with teacher	Exchange Ideas	Post-conference	Post-conference

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Critique of previous four steps	Self-Examine	Post-conference Analysis	
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Two points should be mentioned that might not be included in the resources in Activity 9.2.

The first point is the role of the protégé in the observation cycle. As each step is discussed the idea that protégés have responsibilities in the cycle should be reinforced. Especially, explore the protégé’s reflection of the lesson as part of Step 3: Analyzing and Planning. Without that reflection the post-observation conference may become one-sided dialogue.

The second point is consideration that observation is not the only coaching activity. The terms observation/feedback and coaching are often used synonymously because observation is the major focus in most coaching models. Teacher Support Specialists must remember that the coaching process is centered on data or evidence of teacher/student behavior. Most often the observation step is where the data/evidence is gathered. However, it is just as critical that evidence from student work, portfolio development, or Individual Induction Plan be sources of evidence in the coaching process. Coaching still involves conferencing, reflective dialogue, and consideration of options regardless of the source of evidence.

Role of TSS The Teacher Support Specialist will be the primary coach for beginning teachers even though the entire support team is involved in supporting the protégé. The TSS is the member who will regularly offer one-to-one support. The TSS will be the coach whose responsibility is not to change the beginning teacher’s beliefs and related behaviors but to build the beginning teacher’s capacity to modify her/his beliefs and behaviors through quality reflection and example. Teacher Support Specialists will need to think like coaches, resisting their perceived role as experts and adopting a more collegial stance. Podsen (2000) notes that the coaching approach is the trend in teacher preparation--to dialogue with pre-service teachers before a teaching episode and again after the lesson has been taught. This approach of dialogue is moving from expert dispensing strategies of correction to team reflection seeking options collaboratively. The emphasis has shifted from “the what of teaching” (the different strategies) to “the why of teaching” (why a particular strategy is useful and in what context). Effective coaching requires a philosophy that encourages questioning, recognizes territoriality, and models continual learning. Teacher Support Specialists will need to be prepared to describe the why and how of their own practice.

Research from the California support program states found that two ingredients are essential for the observation process to be effective.

1. A strong, trusting relationship between the protégé and the support provider is crucial if the protégé is to perceive the observation process as contributing to her/his professional growth. Trusting relationship is covered in depth in Standard 7.
2. The observation process should be integrated within the broader system of support and assessment in order to ensure maximum impact. In Georgia induction programs, coaching support is part of a broader system including study of student work and preparation of portfolio and Individual Induction Plans.

Teacher Support Specialists need to keep coaching activities structured on Danielson's Framework of Teaching (or other framework or standards). The framework plays an important role in the TSS-protégé coaching relationship. If the protégé has conducted a self-assessment using the framework, this analysis will be most helpful in determining which area of teaching

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needs primary attention. Alternatively, the TSS may observe the protégé in action, review lesson plans, react to portfolio artifacts or collaboratively analyze student work with the protégé--all using the framework to show areas of strength and areas needing improvement. All coaching activities need to be coached in the language of a teaching framework. Danielson states that a framework for teaching "provides a road map to teaching; by using the road map, both the mentor and the beginning teacher can focus their energies on those areas of teaching where improvement will have the largest overall effect" (1996, p. 55).

The role of the TSS as coach vs. evaluator needs to be examined in depth. Most coaching literature states that a coach should not serve as an evaluator. However, Teacher Support Specialists may serve in several roles and specific responsibilities are determined within the context of the specific programs.

- Cooperating teacher to student teacher
- Mentor coach to beginning teacher
- Peer coach to veteran teacher
- Supervising teacher to GATAPP intern

For example, a TSS working with a beginning teacher is not an evaluator, but a TSS working as a cooperating teacher is a supervisor and evaluator of the student teacher. [Activity 9.3](#) suggests a strategy for reviewing coaching and evaluator roles.

Five Step Observation Cycle

Step 1: Pre-observation Conference--This initial discussion between coach and protégé is to plan the observation. The following decisions should be made at the conference so that the coach and protégé are clear about what will transpire: purpose, focus, observation tool, time of observation, lesson background, and time of post-observation conference.

- **Purpose of the observation.** This decision will certainly dictate the remaining decisions. Look at two situations and follow the decisions made for each.

Situation A: The protégé may just say, "Come and see how I'm doing."

Coach needs to probe to determine if indeed there is a narrower focus; if not, then the purpose will be "to see how I'm doing."

Situation B: The protégé may just say, "Jane constantly misbehaves and I don't know what to do." Probing further the coach determines that there may be a pattern to Jane's behavior and that she appears to become more disruptive in response to the protégé's reactions.

[Activity 9.4](#) taken from *Coaching Teachers in Exemplary Practices* is suggested to give practice in identifying open-ended questions. Following that activity, participants could compile a list of appropriate questions to probe for further clarification in Situation A and B above.

- **Focus of the observation.** Note that the focus always returns to teaching standards or frameworks. Glickman (2002) stresses that individuals involved in observations must remain on the mutually agreed upon focus. He states, "It certainly is appropriate to do a few general observations to gain an overall feel for a classroom... But after a point, if the leader and the teacher don't know what is being looked at together, then discussions predictably will move away from issues of teaching and learning to issues outside the classroom." (p.35)

Situation A: The focus then becomes overall teacher and student behaviors. The focus will be Domains 2 and 3 of Danielson's Framework for Teaching.

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Situation B: The focuses are Jane’s behavior and interaction with other students and the teacher and the protégé’s behavior especially in interactions with Jane. It appears that the focus could be Domain 2: Component 2a and/or 2d.

- **Observation tool.** Numerous methods and tools have been developed for observation--some very simple, others more complex. Instructors are encouraged to consider using *Another Set of Eyes Part I*, a media resource from ASCD to introduce and practice the major types of observation tools. Examples of tools used in Georgia TSS programs included in First District Tools, RESA Instruments, and Framework Observation Form. Activities 9.5 and 9.8 provide opportunities for participants to become familiar with various methods and to develop tools needed for specific situations. For practice, instructors can decide what tools to use for Situation A and B.

Situation A: The method will be a general scan, as identified in *Another Set of Eyes, Part I*. What tool could be used?

Situation B: The method will be interaction analysis focusing on teacher and Jane, as identified in *Another Set of Eyes, Part I*. What tool could be used?

- **Time of the observation** Keeping in mind the purpose of the observation, the coach and protégé should determine if the time of day should be a factor. Consideration should be given to the type of lesson appropriate for the observation. A mutually agreeable time should be determined for the observation.

Situation A: Both decide on a class period when students are “coming and going” to pull out classes.

Situation B: Both decide on a lesson where large group and small group discussion is used because discussion seems to offer Jane the ideal environment for misbehavior.

- **Lesson Details.** Lesson details may not be available at this conference; however, the protégé should know what lesson background material the coach wants before the observation. Often it is a copy of the lesson plan.
- **Post-observation conference data.** The coach needs sufficient time to analyze the data gathered and to prepare for the post-observation conference but the protégé wants immediate feedback on the observed lesson. Even though the protégé also needs time to reflect, he/she will more often want some type of immediate feedback. Therefore, the coach must set the parameters--what is given as immediate feedback and when the two of them conference.

Step 2. Observation --This is time to collect evidence of performance as the coach observes in the classroom. Participants should be reminded that the key role in this process is to help the protégé gather evidence of their practice in relationship to a given standard or framework. It is most critical to be clear that the focus is teacher and student behavior, not the teacher or students as individuals. Standards or frameworks enable the TSS and protégé to remain focused on behaviors and products.

The process of gathering evidence, not opinion, is critical to the support process. It guides the decisions that Teacher Support Specialists make about how to best support protégés. As Teacher Support Specialists engage in the process of collecting evidence of protégés’ practice, it is important that they refrain from making judgments without evidence about a teacher’s practice. The role of the TSS is to gather evidence and then come to an assessment of the practice in collaboration with the protégé. Only observed behaviors should be recorded.

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Activity 9.6 is an opportunity to raise the participants' level of consciousness about the quality of the evidence collected. Individuals often make judgements without realizing it; comments that may sound objective may contain tacit or implied judgments or opinions. Before having participants practice collecting observation data, it is critical to discuss the importance of refraining from making judgments about the quality of a teacher's practice during the observation step.

Activity 9.7 involves collecting observation data from a video. The preparation program should schedule as much time as possible in observation practice.

Step 3. Analysis and Planning -- The coach analyses data, categorizes the data into desirable and undesirable behaviors, and decides as how to present the evidence to the protégé. The protégé reflects and prepares for the conference.

Regardless of the instrument, questionnaire, or open-ended form used, the coach must make sense of the information gathered. Two approaches for coaches to use in analyzing the data are included in Activity 9.9. It is very helpful for the protégé to have a structure for reflection, especially in early observations. Tool 9.1 provides one structure; others are included in Standard 7.

Glickman (2002) suggests that the first step for the coach in planning for the conference is to decide what interpersonal approach is appropriate. This topic relates to the study of interpersonal style in Standard 7 (directive, non-directive, etc.) Glickman's text provides an excellent review of instructional leadership approaches (pp. 39-44), a leadership inventory (pp. 45-49), illustrations of the approaches applied in case studies (pp. 52-80), and discussion of teachers' developmental characteristics and their relationship to the interpersonal approach chosen by the coach (pp. 84-93). Additional resources from the Ohio Department of Education's Entry Year Program are included.

In addition, the TSS should plan questions to be used in the conference. All questions cannot be planned, but key points to be presented should be planned. The coach should plan questions based on the given information and the protégé's current level of professional development. These questions should:

- Help scaffold and promote teacher reflection by asking questions that will promote reflection.
- Help the protégé to consider how the application of new insights might apply to future lessons.

Stephen Barkley's article, *Empowering Questions for Teacher Conference*, discusses several characteristics of effective conference questions. The article is included in Module 2 of the *Georgia Modules for the Development of Teacher Support*. The article is included here as part of Activity 9.10.

Several sources suggest that following an outline or form will ensure that all major points to be included in the conference are planned. Two such outlines are included as resources.

Step 4. Post-Observation Conference--This conference is to discuss the analysis of the observation and, if needed, to make adjustments to the Individual Induction Plan. Instructors are encouraged to

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consider using *Another Set of Eyes, Part II*, a media resource from ASCD, to introduce and practice conferencing skills.

All coaching literature agrees that the climate of this conference is most important. The coach will seek to maintain collaboration and a collegial and reflective environment. The climate is so important that many models use alternative terms for this step to emphasize the type of dialogue expected. It is sometimes called Reflection Conference, Reflective Dialogue, and Exchange Conference.

Coaches assist the protégé to

- Summarize impressions and assessment of the lesson.
- Recall data supporting those impressions and assessments.
- Compare planned with performed teaching decisions and student learning.
- Infer relationships between student achievement and teacher decisions/behavior.

Communication skills are critical to maintaining a positive climate. Modules 3 and 5 of the *Georgia Modules for the Development of Teacher Support Specialist* provide excellent video clips illustrating effective conferencing skills. Resources are also provided in the [Communication Skills Packet](#) for use in reviewing and practicing communication skills. These resources are printable as handouts.

The preparation program should examine two possible challenges to maintaining a collaborative relationship: a) difficulty in communicating, and b) a conflict of value systems. Information on both is drawn from *Coaching and Mentoring First Year and Student Teachers* by India Podsen (2000). (This material is also included in Standard 11.)

a. Podsen suggests that the Teacher Support Specialist's ability to minimize the 12 most common barriers to communication will lead to a more successful interpersonal relationship and more successful conferences. To communicate effectively with a protégé, a TSS must be cognizant of the risks these barriers may have on the relationship and learn to avoid them. This list of 12 barriers is included as a [transparency](#) for use in class presentation. A [Communication Inventory](#) is also included to determine personal communication style and help to minimize any communication roadblocks.

b. There are times when the TSS's personal beliefs or values may be in conflict with those of the protégé. When this happens the TSS must not allow personal values or beliefs to influence a prejudgment of the protégé's actions. Podsen suggests that the first step is to clarify personal values and beliefs and to see how these factors have shaped individuals as teachers. It is important to see how these belief systems may seem right to a veteran teacher and how they may not be seen as right by a protégé. Use the handout [Through the Looking Glass](#) to clarify personal beliefs.

Step 5. Critique -- This final step is for reviewing the format and procedures of the cycle as well as reflecting on the Post-Observation Conference. The review of the format and procedures should include both the protégé and coach. This review could be held anytime, at the end of the conference or at the beginning of the next pre-observation conference. Consider such questions as "What was valuable in what we did?" "What was of little value?" "What changes should be made?"

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Two forms are included in the Conference Review Packet for use by the coach in reflecting on his/her own performance. Activity 9.11 suggests practice in critiquing conferences.

Intervening

For many reasons all conferences will not go as neatly as the model descriptions depict. Sometimes the professional development level requires a non-collaborative, non-reflecting approach. Sometimes there are deeper problems than can be addressed with the observation model. Sometimes there are deeper problems than can be addressed by the TSS and protégé. Sometimes there is conflict—conflict that is always part of a dynamic organization where all seek to do their jobs well. Confronting these problems will often call for greater intervention than is typically part of the observation process.

The preparation program should include two intervention approaches that the TSS could take in confronting these challenges.

a. First, the fact that the TSS does not operate without support should be reinforced. When problems arise, the TSS should confer with the appropriate support group--the Induction Support Team or the College Supervisor of the teacher preparation program. The preparation program should provide information regarding the appropriate support groups and discuss the protocol to be followed when contacting the support groups.

b. Second, the TSS should be provided with tools to problem solve. Podsen (2000) suggests that a process of conflict resolution needs to be discussed at the very beginning of the relationship. The process should be discussed and mutually agreed on as a positive way to resolve differences and be one that can be initiated by either party. The process Podsen recommends is collaborative problem solving outlined in Problem-Solving Conference Guide attached as a handout. *Coaching Teachers in Exemplary Practices* includes a protocol for Conducting a Difficult Conference that is attached here as a handout.

As part of the preparation, participants should be reminded that the coaching process is centered on data or evidence of teacher/student behavior. Most often the observation step is where the data/evidence is gathered. However, it is just as critical that evidence from student work (Standard 8), portfolio development (Standard 6), or Individual Induction Plan (Standard 10) be the source of evidence in the coaching process. Coaching still involves conferencing, reflective dialogue, and consideration of options regardless of the source of evidence.

STANDARD 10

Standard 10: Candidates demonstrate skills and attitudes to collaborate with the beginning teacher in the development and implementation of an Individual Induction Plan (IIP) that supports the professional growth of the teacher. This standard indicates that the preparation program includes the following:

**What is an Individual Induction Plan (IIP)
Steps in Development an IIP**

What is an Individual Induction Plan?

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I cannot improve my craft in isolation from others. To improve, I must have formats, structures, and plans for reflecting on, changing, and assessing my practice.

(Glickman, 2002)

The Individual Induction Plan (IIP) is an action plan designed to guide professional growth by documenting the protégé's strengths and areas for growth. The plan also describes the actions the protégé will take to address the growth areas. Holcomb (1996) suggests that generally the IIP should answer five basic questions for the protégé.

1. Where am I now?
2. Where do I want to go?
3. How will I get there?
4. How will I know I am there?
5. What do I need to do next?

In order for the plan to lead to realistic improvement it must be meaningful, manageable, and measurable. The meaning comes from the protégé's desire to increase his/her effectiveness. Goals and strategies will be grounded in a pattern of strengths and needs based on the protégé's reflection, assessment, and student feedback. Based on an analysis of the patterns the protégé will define a plan that will meet her/his needs and interests, ultimately serving the primary objective of increased student learning. Without the meaning provided by the protégé's own motivations for improvement, a plan will be unlikely to inspire the energies needed to attain it.

A plan also must be manageable to be successful. It should take into realistic account the time, resources, and effort required in completing it. It should balance those needs with the other demands on the protégé. The selection of strategies should focus on activities that will have the greatest impact on success and can be balanced with the protégé's daily professional and personal activities.

Measurement must yield the data that indicate whether the plan is on track. The effects of the activities on the protégé's knowledge, skills and dispositions, as well as on student learning, must be carefully quantified so that benchmarks of success can be established. The Teacher Support Specialist will work closely with the protégé in development of the plan to ensure that it is meaningful, manageable, and measurable.

As part of the induction program, each beginning teacher will develop a comprehensive individual induction plan with the advice and agreement of the Induction Support Team. The TSS member of the team will assume the lead in assisting the beginning teacher with this process throughout the two-year induction program. The Coordinator or Director of the Local Induction Program has responsibility for reviewing the purpose and format of the IIP for beginning teachers. GATAPP staff will inform GATAPP Interns. If student teachers create professional growth plans as part of the pre-service program, the university would take responsibility for reviewing the purpose and format.

Before planning this portion of the Teacher Support Specialist preparation, the program designer should become knowledgeable of the Individual Induction Plan formats used in local induction and/or pre-service preparation programs. Some programs may call these Professional Growth Plan or Individual Growth Plan. If no format has been adopted locally, the designer should choose or develop one for planning training activities. Several examples are included in this chapter.

Georgia TAPP Individual Induction Plan

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IIP Option A

IIP Option B

IIP Option C

IIP Option D

Modules 4 and 6 of the *Georgia Modules for the Development of Teacher Support Specialist* produced for the Georgia Professional Standards Commission by the eSchool® Online, a Harcourt Education Company are especially helpful and could serve as an instructional core to this part of the program.

- Module 4: Supporting the Development of Protégés (particularly the 4th topic in the module, Working Jointly to Develop an IIP)
- Module 6: Using a Variety of Professional Learning Approaches to Support Protégés

System-wide induction programs often include generic one-shot workshops that focus on particular teaching strategies or practices. The assumption guiding many of these workshops is that all beginning teachers require the same kind of support and information in order to succeed in their classrooms. Most of these in-services overlook the individual needs of the protégé. Some new teachers require assistance in managing the classroom more productively, others in organizing and planning instruction.

This is not to suggest that system or school sponsored workshops and programs are not useful; they are very productive. But not every beginning teacher will benefit from these activities, and it is important to blend system and school objectives with the protégé's needs and professional development goals. Individualized plans should primarily address the unique needs of individual teachers including consideration of their prior preparation and experience. However, the IIP may also include common topics and activities for all participants in the induction program. The individualized plan will allow the protégé to focus on specifically targeted professional growth goals.

Steps in Development of IIP

A Teacher Support Specialist will most likely question how to assist the protégé in developing an Individual Induction Plan that includes diverse professional learning experiences and resources. Boren (2000) suggests that Teacher Support Specialists can best support protégés by

- Encouraging consideration of both long and short-term goals.
- Monitoring these goals frequently and encouraging revision.
- Celebrating the achievement of short and long-term goals.
- Encouraging the protégé to document professional progress and achievements in the portfolio.

While encouragement is the most essential support, the TSS will also need to offer guidance in preparing the plan. The TSS will conduct a planning conference to either consider a draft plan developed by the protégé or to begin drafting a plan with the protégé. The following steps could be followed in such a conference.

1. Assess needs and set goals. Begin by reviewing evidence or other feedback that provides information about practice and performance. Usually the protégé and TSS will review this individually before coming to a planning conference. Both consider what questions, strengths, and

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areas for improvement are suggested by the evidence. The evidence is always considered in light of teaching standards or frameworks. Use of the rubrics in Danielson’s Framework for Teaching will assist the TSS and protégé in determining what is the present and desired level of performance. The protégé might create three or four summary statements based on this examination. These summary statements may be the groundwork for statements of goals. Sources of evidence include:

- observation evidence,
- study of student work samples,
- language and behavioral cues,
- self-assessment,
- reflection, and
- informal or anecdotal evidence provided by the protégé, TSS or Support Team members.

Both short and long term goals should be considered. Short-term goals are those that can be achieved in a relatively brief amount of time—a couple weeks or a month. They focus on immediately useful tasks or teaching strategies. Early in the year, the TSS may wish to direct the protégé’s attention to achieving short-term goals. Short-term goals reinforce the significance of setting goals, build confidence to undertake more challenging goals, and often lead direction to long-term goals.

2. Consider specific teacher or student behaviors that will indicate the goal(s) have been achieved. What performance or product would be evidence? Beginning with the end in mind provides clearer direction for strategy choice.

3. Consider all available strategies that would help the protégé achieve the goal. It is critical for Teacher Support Specialists to have a variety of tools or strategies available. Module 6, *Using a Variety of Professional Learning Approaches to Support Protégés* provides a look at various strategies.

4. Select strategies that seem most effective and target the protégé’s needs. Strategies must be responsive to the needs of the protégé in order for them to be most effective in helping the protégé move his/her practice forward. Just as an effective classroom teacher must select instructional strategies, the TSS must have an understanding about when to use strategies appropriately. A framework for assisting the TSS in selection of strategies is the professional development model addressed in Standard 7.

5. Consider how to group and sequence the approaches. Jointly the TSS and protégé work out a timeline and sequence of activities.

Hints:

- Keep the plan manageable—one that does not attempt to address too many goals at one time. Remember that this is a working tool, which is revised frequently.
- Include strategies for which resources are available.
- Remember analyze how teaching standards are reflected in the evidence.

Several of the IIP option formats included in this chapter are completed plans that may serve as models for this process. Providing practice with simulation data is sometimes difficult and often very contrived. One approach to practice in developing a plan is to have the participants develop a plan for their own personal growth as a Teacher Support Specialist. A sample format that could be used

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during the internship is included. Not only would the practice help when working with protégés, it could serve to individualize instruction in the internship.

STANDARD 11

Standard 11: Candidates demonstrate an understanding of the roles and responsibilities of support providers in induction programs. This standard indicates that the preparation program includes the following:

- Understanding Induction**
- Knowledge of local induction programs**
- Meaning of Teacher Support Specialist**
 - Roles and responsibilities**
 - Profile**
 - Competencies**
 - Benefits**
- Professional Conduct**

Understanding Induction

Induction must be explicitly connected to other reform-components in transforming the teaching profession. These programs must address the needs of all teachers new to the system or school, not just beginning teachers.
(Hargreaves & Fullan, 1999)

One definition of teacher induction is the period of transition from student to professional. Some interpret this to include the internship or student teaching year(s) as part of induction; others interpret the definition to mean the period beginning with the first year of full time employment. Still others interpret the definition to include the first years in a new position. Regardless of the interpretation, the Teacher Support Specialist is prepared to work as a support provider to any teacher in these professional stages.

The findings gleaned from a review of research and best practice in induction most often reflect programs for beginning or first year teacher. While this terminology will be used in this brief discussion of induction, keep in mind that TSS training is focused on providing support to a protégé in any professional career stage.

While first year teacher support programs have become widespread over the past decade or more, their implementation has all too often been disappointing. Many fall short of their potential because of a failure to realize that they must be integrated with other developments in policy and practice that are required to transform teaching. Induction programs should be designed so that they are explicitly seen as instruments of school improvement. This means that all those involved must work on the deeper meaning of support, seeing support of new teachers as a way of preparing teachers to become effective change agents. Induction in this sense becomes not just a way of supporting individual teachers, but it is also a device to help build strong professional cultures of teaching in the schools.

An induction program should move

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- away from being performed in pairs to becoming an integral part of professional growth of the faculty,
- away from hierarchical dispensations of wisdom to shared inquires into practice, and
- away from being an isolated innovation to becoming an integrated part of improvement. (Hargreaves & Fullan, 1999)

Induction programs should engage the beginning teacher in self-assessment, reflection on practice, and formative assessment—the same ingredients found to enhance student learning (Danielson, 1999). As beginning teachers are engaged in a reflective examination and development of their instructional practice with veteran colleagues, they will more likely develop confidence and satisfaction in their teaching, teaching that is rooted in professional competence. This type of support promotes beginning teacher development by cultivating a disposition of inquiry, focusing attention on student thinking and understanding, and fostering disciplined talk about problems of practice. Conventional support programs offer short-term, feel-good support. Comprehensive induction programs are practice-centered, inquiry-oriented professional development driven by a vision of powerful learning for all students and supported by a collaborative professional culture. Induction is ongoing and systematic.

An understanding of induction is necessary to Teacher Support Specialists as they begin to plan their work in support roles. Activity 11.1 suggests a jigsaw activity using the following readings to explore the nature of induction and mentoring.

Recommended readings:

Mentoring in the New Millennium by Andy Hargreaves and Michael Fullan. Retrieved July 5, 2003 from http://www.oct.ca/english/ps/december_1999/mentoring.htm

Mentoring Beginning Teachers: Lessons from the Experience in Texas by Diane T. Pan and others. A policy research report from the Southwest Educational Development Laboratory. Retrieved July 5, 2003 from www.sedl.org/pubs/policy23/9.html

Baltimore Takes Mentoring to the Next Level by Tom Ganser, Mary J. Marchione, & Arlene K. Fleischmann. In Scherer, M.Ed. (1999). *Better Beginning: Supporting and Mentoring New Teachers*. Alexandria, VA: ASCD. Retrieved July 5, 2003 from <http://www.ascd.org/publications/books/1999scherer/ganser.html>

Recruiting New Teachers, Inc., Highlights of the 1999 report of national study of induction programs. Retrieved July 5, 2003 from http://www.rnt.org/channels/clearinghouse/findteacher/145_keepsuccessful.htm

Knowledge of Local Induction Programs

A new teacher support program should be designed to meet the specific needs of a particular school.

(Heidkamp & Shapiro, 1999.)

The design of local induction programs to meet the needs of specific school or system contexts has increased during the past ten years. The 1999 national study by Recruiting New Teachers, Inc.

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(RNT), reported that an increasing number of school districts offered induction programs to orient, support, assist, train, and assess new teachers in their first three years. The study found many forms of induction programs in just over half the states. While the study found commonalities among programs, these components were implemented to meet the local needs. Induction programs that included full mentoring relationships, staff development courses and workshops, and multiyear programs have proven most effective in supporting new teachers. Numerous studies have been completed in the last ten years to evaluate the design of induction programs and can be found through a web search. A new teacher support program should be designed to meet the specific needs of a particular school or system. Answers to the following questions can form a basis for an effective support program.

- What is unique about working in your particular environment?
- What should a new person know to succeed in your school?

Following a comprehensive review of induction research and best practice, Georgia has adopted a set of Induction Program Standards. Under these Standards novice teachers will be provided with comprehensive guidance and support through locally designed induction programs that meet state standards and have all of the components of best practice. These Induction Program Standards are designed to encourage individual design of local programs while maintaining the components of best practice in each program. Additional information can be found in *Guide for Using Georgia Induction Standards*. An understanding of these standards should be addressed as part of TSS preparation.

In addition, the preparation program should present information on local induction programs and local pre-service programs. Several examples of local program descriptions are provided; however, they cannot substitute for local information.

1. A description of the Muscogee Induction Program is included in Villani, S. (2002). *Mentoring Programs for new teachers: Models of induction and support*.
2. A description of the Georgia Southern University Induction Program GSU Induction Program.pdf is reprinted with permission.
3. The Mentor Section of the Middle Grades Pre-service Handbook from Valdosta State University is reprinted with permission.
4. The Importance of a Good Start: Birmingham's TEACH Mentoring Program is available from <http://www.middleweb.com/TEACH.html>
5. A description of Valdosta State University's Teacher Support Specialist Program has an excellent graphic on the components and organization of a local induction program. Note that the site is under construction. Retrieved on July 5, 2003 from <http://coefaculty.valdosta.edu/tss/induction.htm#Induction>
6. Georgia Board of Regents' Induction Program Content is available at <http://www.usg.edu/p16/induction/content/>

Where possible, resources to be used in the TSS preparation program should include materials such as handbooks, brochures, guidelines, etc., from

- local (system or school) induction programs,
- colleges and universities concerning the pre-service program and the TSS (cooperating teacher) role in the program, and

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- GATAPP and other Teacher Alternative Preparation Programs in which TSS will serve as member of a support team or supervising teacher.

Understanding Teacher Support Specialist Role

Teacher mentors (Teacher Support Specialists) must understand the role and be committed to acquiring appropriate knowledge and skills.

(Denmark & Podsen, 2000)

Common Definitions

The literature under the heading of “mentoring” reveals a bewildering range of interpretations of the term. Most programs assume a one-to-one relationship between mentor and protégé, but even these often describe differing roles and functions for the mentor. The term induction is often mistakenly used synonymously with the terms mentoring and orientation. In Georgia, Teacher Support Specialists is often used synonymously with mentor and TSS program synonymously with induction program. Clearly Teacher Support Specialist, mentor, mentoring, and induction have become slippery terms and they mean different things to different stakeholders. An excerpt from a news release from [Hopewell Virginia](#) illustrates the differences in definitions.

In their research, Feiman-Nemser and Parker (1993) discovered that how mentors (Teacher Support Specialists) define and enact their role has a great influence on the character and quality of support given and its influence on protégés’ practice. For this reason, it is necessary that the stakeholders in TSS preparation programs as well as those in Induction Programs share a common vision, definition, and beliefs upon which the programs are implemented.

Often slippery terms can best be defined through a metaphor to define the roles. In addressing Standard One, program developers have already defined vision and goal statements for the TSS preparation program. Along with sharing these with the participants, effective TSS programs have involved participants in the process with activities similar to Activity [11.2](#), [11.3](#) and [11.4](#).

NOTE: For purposes of this manual, mentoring means teacher mentoring and is consistent with the definition in No Child Left Behind.

The term teacher mentoring means activities that consist of structured guidance and regular and ongoing support for teachers, especially beginning teachers that are designed to help the teachers continue to improve their practice of teaching and to develop their instructional skills; and are part of an ongoing developmental induction process. Mentoring will involve the assistance of an exemplary teacher and other appropriate individuals from a school, local educational agency, or institution of higher education and may include activities such as coaching, classroom observation, team teaching, and reducing teaching loads.

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Roles and Responsibilities It is simplistic to think of a TSS as a guru, a master teacher, at whose feet one sits and to whom one poses occasional questions hoping to absorb the mysteries of the art. The role of the TSS as expert who has the answers has its place and value, but new teachers need to develop the capacity and confidence to make their own informed decisions, enrich their own knowledge, and sharpen their own abilities. Porter (2003) suggests that a TSS functions best in the role of relating, assessing, coaching, and guiding.

- **Relating:** A TSS builds and maintains a relationship with the protégé based on mutual trust, respect, and professionalism. Relating behaviors create an environment that allows a TSS to develop a genuine understanding of the protégés ideas and needs and encourages the protégé to honestly share and reflect upon their experiences.
- **Assessing:** A TSS gathers and diagnoses data about the protégés ways of teaching learning. Assessing behaviors ensure that the protégés’ professional needs are identified and addressed by thoughtful decisions.
- **Coaching:** A TSS helps the protégé fine-tune professional skills, enhance a grasp of subject matter, and expand the teaching repertoire. This mentoring function is where relating, assessing, and facilitating behaviors are applied directly to improving performance.
- **Guiding:** A TSS encourages the protégé through the process of reflecting on decisions and actions while placing the responsibility of the decision making with the protégé. The guiding skill of the TSS is to ask the right questions at the right time—questions that encourage the protégé to reflect upon decision. Guiding behaviors stimulate the protégé’s critical thinking, encourage protégé to take informed risks, and help the protégé build the capacity to take appropriate actions.

Within these general functions, specific roles and responsibilities are determined within the context of specific programs. For example, a TSS working with a beginning teacher is not an evaluator, but a TSS working as a cooperating teacher is a supervisor and evaluator of the student teacher. During the preparation program, information from local programs, induction and pre-service, should be provided for discussion of the specifics of roles and responsibilities in each. Module 3: Establishing an Effective Professional Relationship With a Protégé in the *Georgia Modules for the Development of Teacher Support Specialists* includes an effective presentation of the differing roles in various contexts.

Local induction programs provide for a support team to work with each beginning teacher. The key member of this team is the TSS who is specifically trained to work one-to-one providing consistent and continuous support to the protégé. Examples of transparencies to clarify the support team concept are included in the materials section.

Profile of a Good Mentor There are just about as many lists of qualities of good mentors as there are mentoring publications on the web. However, most lists include comparable characteristics. This list that includes attitudes and personal qualities, was compiled by DeBolt (1989) from protégé responses to research questions.

Approachable	Candid, but non-critical	Reality based
Knowledgeable	Belief in mentoring	Accepting
Open minded	Reliable	Innovative
Similar teaching area	Confidential	Compatible style

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Other lists include skills and knowledge factors. The lists used by Northeast RESA in its TSS preparation program and suggested by Barry Sweeny include all factors. After a review of one or more of these lists, Activity 11.5 provides an opportunity for participants to identify qualities of a TSS in case studies.

Competencies During the past ten years, research on induction and mentoring programs has generated various lists of competencies: attitudes, knowledge, and skills needed by effective support providers. From this research the Georgia Teacher Support Specialist Program Standards were developed. Additional states have developed competency lists which guide mentor training in their states. One example is Indiana which has its list on the Department of Education website. Additional understanding of competencies can be gained from the resources cited in Activity 11.6.

James Rowley offers his competencies organized in the High-Performance Mentoring Matrix available as a free download at http://www.teacher-development.com/mentor_more.asp Competencies of a Mentor, adapted by National Staff Development Council from Denmark, V.M. & Podsen, I.J. (2000). The mettle of a mentor: What it takes to make this relationship work for all. (*Journal of Staff Development*) 21(4), is available at <http://www.mwsu.edu/~educ/coe/mentor/compentencies.htm>

Activity 11.7 provides opportunity for participants to summarize their understandings of a Teacher Support Specialist.

Activity 11.8 provides opportunity for participants to assess their strengths and areas for growth.

Benefits

Facilitators of mentoring programs and researchers are recognizing that mentors also derive substantial benefits from the mentoring experience.
(Huling & Resta, 2000)

Serving as a Teacher Support Specialist brings benefits as well as presents challenges to teachers. A very valuable strategy to approach the study of both benefits and challenges is to examine the personal experience of those who have served. Activity 11.9 suggests using a panel of experienced Teacher Support Specialists to talk about benefits and challenges from their own experiences.

Additional resources for benefits include:

Huling, L. & Resta, V. (2000). Teacher Mentoring as professional development. Washington, DC: ERIC Clearinghouse on Teacher and Teacher Education. This document may be downloaded and distributed. Retrieved July 5, 2003 from <http://www.ericasp.org/pages/digests/01-04.pdf>

A transparency entitled Benefits to Experienced Teachers is included for use in classroom presentations. The transparency highlights the four major categories of benefits. A reflection activity, which focuses on reflection of an experience serving others. Activity 11.10 focuses on determining benefits from an experience serving others.

Are there risks or challenges associated with serving as a Teacher Support Specialist? The answer is, “Relatively few,” and those few can be avoided or reduced through knowledge and planning. The

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preparation program should examine three possible challenges to the TSS/protégé relationship: a) difficulty in communicating, b) conflict of value systems, and c) inability to confront problems. Information on all three is drawn from *Coaching and Mentoring First Year and Student Teachers* by India Podsen and Vicki Denmark (2000).

d. **Difficulty in Communicating:** Teacher Support Specialists express this apprehension with statements like: “Our personal style may clash. We may not be able to work together. I’m afraid I will overpower or threaten him. She has become too demanding and too dependent. Can he take honest, well-intentioned criticism?” Individuals who take time at the outset to become acquainted with one another’s interests, shared values, professional goals, and expectations greatly enhance the development of a strong foundation for a supporting relationship as presented in Standard 7. Such knowledge allows individuals to deal with major differences in expectations, to prevent unwelcome surprises later on, and to recognize those relatively rare instances where serious personal clashes are foreseeable and avoidable.

Podsen suggests that the Teacher Support Specialist’s ability to minimize the 12 most common barriers to communication will lead to a more successful interpersonal relationship. To communicate effectively with a protégé, the TSS must be cognizant of the risks these barriers may have on the relationship and learn to avoid them. This list of 12 barriers is included as a transparency for use in class presentation. A Communication Inventory is also included to determine your communication style and minimize any communication roadblocks.

e. **Conflict of Value Systems:** There are times when the TSS’s personal beliefs or values may be in conflict with those of the protégé. When this happens the TSS must not allow personal values or beliefs to influence a judgment of the protégé’s actions. Podsen suggests that the first step is for the TSS to clarify his/her own values and beliefs and to see how these factors have shaped them as a teacher. It is important to see how these belief systems make one different and how they may not be seen as right by a protégé. The handout, Through the Looking Glass can be used to clarify beliefs.

f. **Inability to Confront Problems:** Inability to confront problems results in a break in the relationship, which continues to widen until the problems are confronted. Podsen suggests that a process of conflict resolution needs to be discussed at the very beginning of the relationship. The TSS should present a process to be implemented by either participant when a problem has developed. The process should be discussed and mutually agreed on as a positive way to resolve differences. The process Podsen recommends is collaborative problem solving outlined in Problem-Solving Conference Guide attached as a handout.

Professional Conduct

Three of the five key principles that the National Board for Professional Teaching Standards cite as the foundation for the assessment of accomplished teachers and the awarding of advanced certificates fall into Domain 4:

- “Teachers are committed to students and their learning”
(included in Component 4f)
- “Teachers think systematically about their practice and learn from experience” (included in Component 4a)
- “Teachers are members of learning communities” (included in Component 4d)

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(Danielson, 1996)

Professional conduct encompasses meeting all professional responsibilities as well as upholding professional ethical standards. Teacher Support Specialists should be knowledgeable of both areas to assist the protégés.

Professional responsibilities encompass roles of the teacher that are also outside the teaching domain. These behaviors range from self-reflection and professional growth to interactions with parents and the professional community. Domain 4: Professional Responsibilities in Danielson's framework, presented in Standard 6, describes the behaviors clearly and comprehensively. Using this resource to address this content of TSS preparation is recommended. See [Activity 11.11](#).

The TSS and protégé should review the Georgia Code of Ethics early in the year. The website of the Georgia Professional Standards Commission, www.gapsc.com, presents a copy of the documents along with sample possible infractions which could be used in studying the Code. The TSS preparation program might use this website as part of the TSS training. [Code of Ethics for Educators](#), PowerPoint presentation from the Georgia RESA Network, is included for use in TSS preparation.

At the beginning of the year, the TSS must talk with the protégé about a protocol to be followed if there should be a possible infraction of the Code of Ethics by the protégé or if the protégé is concerned about an infraction by another professional. Believing that the relationship between the TSS and protégé is founded on trust and confidentiality, the protégé trusts that all the information concerning their actions and feelings will be kept confidential by the TSS. Therefore, one of the first interactions between the TSS and protégé is to set ground rules—to clarify certain expectations of the relationship. The TSS must make it clear to the protégé that the Code of Ethics holds the TSS to the responsibility of reporting possible infractions. Reporting an infraction overrides the confidentiality of the relationship. This is the one and only time when the confidentiality could be broken. [Activity 11.12](#) provides an opportunity for the TSS preparation participants to consider a protocol to be followed in case of possible infractions.

Many preparation programs schedule a presentation by a Board of Education attorney or by a knowledgeable administrator to speak about professional conduct in induction programs. This presentation is particularly effective when timed just before the TSS begins to work out an action plan for the beginning of the year.