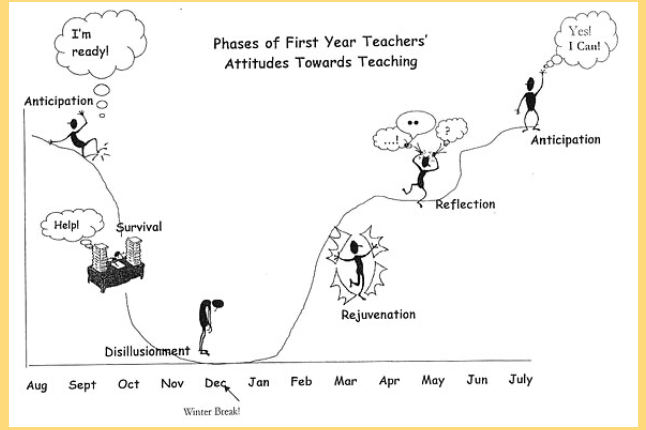


HOW SCHOOL LEADERS NAVIGATE THE WAY FOR NEW TEACHERS WEATHERING THE STORM

DISILLUSIONMENT: NOVEMBER-JANUARY

THE PHASES OF TEACHING

The Phases of Teaching, first proposed by Ellen Moir of the Santa Cruz New Teacher Center in 1999, describes the cycle of new teachers' attitudes throughout the school year.



THE DISILLUSIONMENT PHASE



In this phase, teachers realize that things won't be as smooth as they hoped and that there is an extensive amount of time and work involved. They may begin to question their ability to do the job the way it "needs" to be done and many get sick. Demands of parent conferences, classroom management, first grading period and first-time evaluations add to the stress and feelings of overwhelm and inexperience many teachers feel.

CONNECT

- Connect new teachers with grade-level and department colleagues.
- Provide new teachers with resources, information, and support for mental health and well-being.
- Talk to Mentors to check in on your new teacher(s).
- Schedule regular, informal classroom walk-throughs.



COLLABORATE

- Suggest integration of new teachers' Induction goals into administrative evaluations.
- If integration isn't appropriate, collaborate on professional growth goals in formal evaluations.
- Focus on Accomplishments and Reflection.

COMMUNICATE

- Be transparent about the evaluation process.
- Reassure new teachers in the evaluation process and beyond of the purpose of formal evaluations - that you share the same goal of professional growth.
- Empathize with new teachers' experiences.



CREATE RELEVANCE

- Relate formal evaluations to Induction work and the observations new teacher Mentors provide.
- Use relevant, 3rd-point data (such as student work) to encourage reflection and growth of teaching practice.
- Ask about Induction work that is due in early December!



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