



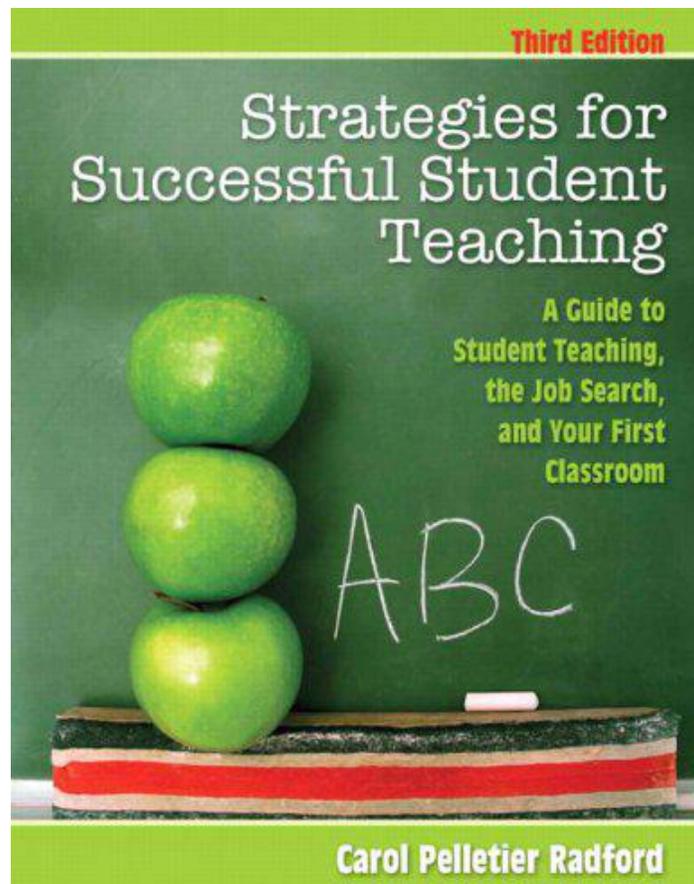
## MENTORING IN ACTION

“Your influence begins with you and ripples outward.”

Lao Tzu

# Journey into Teaching

*An e-Guide for Teacher Candidates*



*A guide for using*  
**Strategies for Successful Student Teaching**



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# Introduction

## Transformation of a Teacher

### Links:

[Teachers Make a Difference](#)

[Checklist](#)

[Journey Into Teaching e-Journal](#)

### Review:

The Preface

The Letter  
(Page v)

### ABOUT

The *Strategies for Successful Student Teaching* book is a tool to help you be more organized and focused during your student teaching experience. You may be in education to see if you “like” teaching, or you may be sure this is your life’s path. Either way, as you begin your career you will make many decisions about teaching and learning. This book helps you organize those ideas in a systematic way. Reflection is key to your professional development. This book will keep your reflections in one place so you can review them and see your transformation from the beginning of the practicum to the end.

### WATCH

Watch the video Teachers Make a Difference. This high school student shares how important her teachers are to her academic success. One of these teachers, Mr. K, is a student teacher just like you. As a student teacher you will influence many students.

### TAKE ACTION

Skim the Table of Contents to note the three sections of the book. Tag the three sections. Check the topics in the Table of Contents that stand out to you as most meaningful. Read page 1 in Section 1 to become familiar with the book. The CONNECT pages in each chapter will encourage you to reach out.

### REFLECT and SET GOALS

Download the **Journey into Teaching e-journal** to your desktop. You will use this journal to record your reflections for all the prompts listed for each chapter in this e-book. Your reflections will support your growth as an aspiring teacher.

**Prompt:** How can *Strategies for Successful Student Teaching* support you in becoming a more effective student teacher and future teacher?

Type your response in the **e-Journal** and save it. Use your **Journey into Teaching Checklist** to mark that you completed this chapter. *If you are completing this e-book as part of your practicum requirement email your reflection to your supervisor.*



# Chapter 1

## Transition from College Student to Teacher: Am I Ready?

### ABOUT

Chapter one, pages 1-24, provides an overview for your student teaching experience. Become familiar with all the pages and feel free to skip around to complete any ACTs that are most relevant to you. The Five principles on page 5 will help you to “maintain your balance” during this sometimes stressful experience. There also is an opportunity to reflect on why you actually chose to be a teacher (page 12). As you follow the mantra of the book: Plan, Connect, Act, Reflect and Set Goals you will find a rhythm for reflection. This routine will support you and minimize your anxiety.

### WATCH

[Design Alliance](#) and think about how this professional coach's message relates to you as a student teacher. Invite your cooperating teacher to watch this video with you and discuss the key points. How does Page 14 relate to this video?

### TAKE ACTION

The Key Questions on page 7 relate to the ACTivities listed on page 11. Skim the pages to see which ACTivities relate to the topics Beliefs, Readiness, Preparation, Expectations, and Success. Print the page number in the column under Page in your book. Review the InTASC Standards (page 9) and ask your supervisor if you are being assessed on these national standards or some other standards. Discuss with your supervisors which pages you are required to complete in this chapter. You may decide to do them all even if they are not required. Check off the ACTivities you complete on page 11 to stay organized. WRITE in your book! This is a place for you to keep all your notes so you can refer back to any ideas that emerge.

### Links:

[Design Alliance](#)

### Key Questions:

Page 7

### Review:

Your beliefs  
Page 15

Advice from Student  
Teachers  
Page 16

Boundaries  
Page 22

### REFLECT and SET GOALS

**Prompt:** How do Chapter 1 in **Strategies for Successful Student Teaching** and the video, [Design Alliance](#), help you start your student teaching on a positive note?

Type your response in the **e-Journal** and save it. Use your **Journey into Teaching Checklist** to mark that you completed this chapter. *If you are completing this e-book as part of your practicum requirement email your reflection to your supervisor.*



# Chapter 2

## Learning About Teaching:

### Where Do I Begin?

#### ABOUT

Chapter two, pages 25-48, provides practical topics that relate to how you will learn about your school and community, how you will introduce yourself to your cooperating teacher, and how you can get the most out of "observing" the teacher and students. Become familiar with all the pages in this chapter so you can select the ones to complete that are most useful to your learning.

The PLAN pages organize the focus of the chapter and align the Key Questions and the standards. The CONNECT pages in each chapter will encourage you to reach out. ACT pages provide you with choices. Select the ACTivities that are most meaningful to your learning. REFLECT and SET GOALS pages at the end of each chapter offer additional reflections and suggestions for your teaching portfolio.

#### WATCH

[Qualities of Effective Teachers Through Students' Eyes](#). As you listen to these students think about their advice and how you can use it.

#### TAKE ACTION

Review page 30 and print the page number for all the ACTs in this chapter. Skim the pages to see which ACTivities stand out to you as most relevant. Print the page number in the column under Page in your book. Discuss with your supervisors which pages you are required to complete in this chapter. You may decide to do them all even if they are not required. Check off the ACTivities you complete to stay organized. WRITE in your book! This is a place for you to keep all your notes so you can refer back to any ideas that emerge.

#### Links:

[Qualities of Effective Teacher Through Students' Eyes](#)

#### Key Questions:

Page 27

#### Review:

Survival Packet  
Page 34

Teacher Observation  
Page 38

Student Interviews  
Page 47

#### REFLECT and SET GOALS

**Prompt:** How do Chapter 2 in **Strategies for Successful Student Teaching** and the video, [Qualities of Effective Teachers Through Students' Eyes](#), provide you with an overview of what to expect in student teaching?

Type your response in the **e-Journal** and save it. Use your **Journey into Teaching Checklist** to mark that you completed this chapter. If you are completing this e-book as part of your practicum requirement email your reflection to your supervisor.



# Chapter 3

## Learning To Teach: How Do I Grow and Develop?

### ABOUT

Chapter three, pages 49- 78, will guide you through the supervision process of student teaching. What is supervision? Who will be observing you and giving you feedback? How will you know you are successful? How can your own reflection help you to improve your teaching? All of these questions will be answered in this chapter. Remember that you are “learning” how to teach, so be patient with yourself. This is “practice teaching” and it will allow you to learn from any mistakes.

### WATCH

[Reactions to the Student Survey](#) and think about what the students are saying about giving their opinions of their teacher’s teaching. One way to know you are successful is to ask your students. How can you do that during student teaching?

### TAKE ACTION

Read pages 49-51. Think about how supervision will help you grow as an emerging teacher. Review the CONNECT page 53 to see how you can use these ideas and resources to expand your skills.

Review page 54 and print the page number in the Page column. Star ONE page in each topic area (Triad, Supervision, Reflection, Documentation, and Evaluation) that would be useful to read and complete. Discuss with your supervisors which pages you are required to complete in this chapter.

### Links:

[Reactions to the Student Survey](#)

### Key Questions:

Page 51

### Review:

Receiving feedback  
Page 61

Micro Teaching  
Page 64

Problem Solving  
Page 70

### REFLECT and SET GOALS

**Prompt:** How do Chapter 3 in **Strategies for Successful Student Teaching** and the video, **Reactions to the Student Survey**, help you to understand what will be expected of you during student teaching?

Type your response in the **e-Journal** and save it. Use your **Journey into Teaching Checklist** to mark that you completed this chapter. If you are completing this e-book as part of your practicum requirement email your reflection to your supervisor.



# Chapter 4

## Demonstrating Your Teaching Skills

### Links:

[Managing Stress to Promote Well Being](#)

[Managing Your Stress](#)

[CAP Standards](#)

### Key Questions:

Page 83

Page 108

Page 127

Page 150

Page 174

### ABOUT

Chapters 4-8, pages 79-195, focus on teaching skills and applying what you have learned in your teacher preparation courses to the classroom. The purpose of these chapters is not to teach you these topics for the first time. It is to reinforce what you already know and remind you that now is the time to demonstrate these skills with real students.

The quote on page 80 from a former student teacher says, "Enter the classroom with a sense of humor and humility. There are lots of ups and downs in the practicum. This is your opportunity to make risk-free mistakes. So take risks!"

### WATCH

[Managing Stress to Promote Well Being](#) and [Managing Your Stress](#) to learn how you can take care of yourself during the student teaching experience.

### TAKE ACTION

Read page 79 to understand how Part 2 of this book is organized. Review the Chapter Titles and the ACT pages in each chapter (page 85, 110, 130, 152, and 176) and star any page(s) that stand out as important to you. Discuss with your cooperating teacher and university supervisor which pages you should complete.

**Color Code the activities in these chapters using the document we've provided in the links section of this page. This will serve as evidence for CAP.**

### REFLECT and SET GOALS

**Prompt:** How will chapters 4-8 in **Strategies for Successful Student Teaching** and the videos, [Managing Stress to Promote Well Being](#) and [Managing Your Stress](#), help you to be prepared during student teaching?

Type your response in the **e-Journal** and save it. Use your **Journey into Teaching Checklist** to mark that you completed this chapter. If you are completing this e-book as part of your practicum requirement email your reflection to your supervisor.



# Chapter 5

## Completing the Practicum

### Links:

[Advice to New Teachers from Other Beginning Teachers](#)

### Key Questions:

Page 201

Page 218

Page 232

Page 250

### Consider This:

Philosophy  
Page 205

Self-Assessment  
Page 221

There are four important chapters in Part 3. Which chapters are most relevant to you?

Are you required to design a portfolio for your practicum? Would you like to create a portfolio for your job search to make you stand out from other applicants? Review Chapter 9 and begin this process early in your practicum so you can be collecting artifacts as you move along.

Chapter 10 is very important. Review this chapter with your university supervisor at the beginning of the practicum, so you are very clear about what is expected at the end. You don't want any surprises the last week.

Chapters 11 and 12 support you in your job search and transition to your first classroom. Everything you are learning in this book can help you in your first year of teaching. If you know now that you plan to apply for jobs, use your student teaching experience to demonstrate your abilities and your professional qualities.

### WATCH

[Advice from New Teachers from Other Beginning Teachers](#) to hear practical ideas you can use during your student teaching and in your first year of teaching.

### TAKE ACTION

Read page 197 to note what you might need to complete from this section of the book. Tag any pages that stand out as important and review requirements with your university supervisor to understand how you will be assessed for a final grade.

### REFLECT and SET GOALS

**Prompt:** How will chapters 9-12 in **Strategies for Successful Student Teaching** and the video, [Advice from New Teachers from Other Beginning Teachers](#), help you begin your journey into teaching?

Type your response in the **e-Journal** and save it. Use your **Journey into Teaching Checklist** to mark that you completed this chapter. If you are completing this e-book as part of your practicum requirement email your reflection to your supervisor.



# Closing

## Completing your *Journey into Teaching* e-book

### Links:

[MentoringinAction.com](http://MentoringinAction.com)

Certificate of Completion

### Consider This:

Page 215

Page 229

Page 247

Page 270

### WRAP UP

Congratulations! You have successfully completed the

### *Journey into Teaching e-book!*

You now have an understanding of the structure of the book and how it can help you achieve success during your student teaching experience.

### TAKE ACTION

Go to [MentoringinAction.com](http://MentoringinAction.com) to view more videos in the **Video Library** that can help you with your teaching. Click on the image of Novice Teachers to find the categories that relate to you.

Please share your suggestions and comments with the author of **Strategies for Successful Student Teaching**, Carol Pelletier Radford. You can contact Carol through the [MentoringinAction.com](http://MentoringinAction.com) website.

If you completed this e-book as a requirement of student teaching, you may download a **Certificate of Completion** (see links section on this page) to be signed by your supervisor.

Enjoy your journey into teaching!

The Mentoring in Action Team