



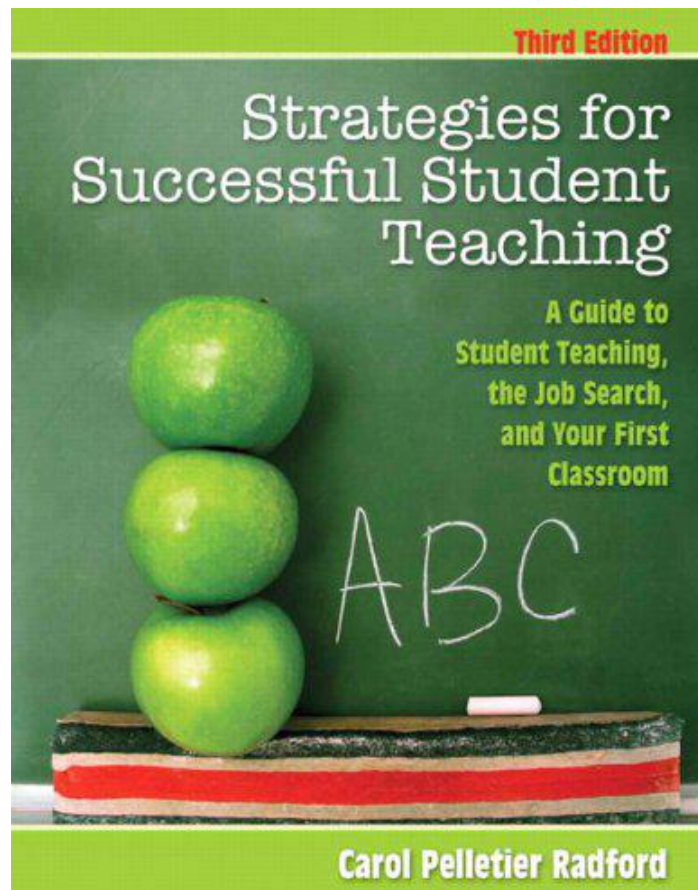
MENTORING IN ACTION

“Your influence begins with you and ripples outward.”

Lao Tzu

Journey into Teaching

An e-Guide for Practicing Teachers Seeking Initial License



A guide for using
Strategies for Successful Student Teaching



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Introduction

Transformation of a Teacher

Links:

[Teachers Make a Difference](#)

[Checklist](#)

[e-Journal](#)

Review:

The Preface

The Letter
(Page v)

ABOUT

The *Strategies for Successful Student Teaching* book is a tool that will help you be more organized and focused during this required practicum for your initial license in teaching. Even though you have already accepted a teaching position and are teaching in your own classroom, it is required that you meet the entry standards and be observed by an accredited teacher education program. This book was originally designed for teacher candidates being hosted by a cooperating teacher, however with the new PPA that is aligned to Educator Evaluation, you will find this a valuable tool to gather evidence during your practicum that you can use for evaluation. This book will keep your reflections in one place so you can review them and use them as documentation. You will continue to “transform” into a competent and confident educator through this practicum experience.

WATCH

Watch the video Teachers Make a Difference. This high school student shares how important her teachers are to her academic success. As a practicing teacher you already 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 a teacher.

Prompt: How can *Strategies for Successful Student Teaching* support you in becoming a more effective 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 requirement email your reflection to your supervisor.*



Chapter 1

Earning an Initial License While Teaching Full Time: Can I do Both?

ABOUT

You are doing two things at once! You are teaching and being observed for educator evaluation AND you are being officially certified as an initial license teacher! Skim Chapter one, pages 1-24, which provides an overview for your 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” as you establish yourself as a teacher. 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 hopefully minimize any anxiety you experience about doing two things at once.

WATCH

[Design Alliance](#) and think about how this professional coach's message relates to you as a teacher. Invite a co-teacher or the teacher assigned to sign off on your initial license paperwork 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. Discuss the new CAP with your supervisor and supervising practitioner and decide which pages you can use for educator evaluation too. 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

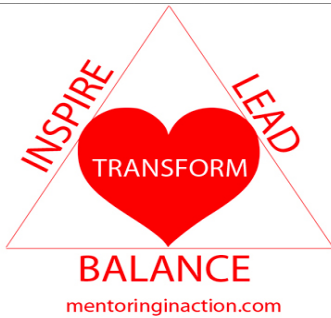
Advice from Student
Teachers
Page 16

Boundaries
Page 22

REFLECT and SET GOALS

Prompt: How do Chapter 1 in **Strategies for Successful Student Teaching** and the video, [Design Alliance](#), support you in meeting the required standards for CAP?

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 requirement email your reflection to your supervisor.*



Chapter 2

Continuing to Learn About My School and Community

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

ABOUT

Chapter two, pages 25-48, provides practical topics that relate to how you may enhance your learning about your school and community. Become familiar with all the pages in this chapter so you can select the ones to complete that are most useful to your learning. You may have done all of this or you may need a refresher.

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. Think about which pages would forward your learning and discuss with your supervisor which pages you are required to complete in this chapter. You may decide to do them all for educator evaluation 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.

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 students may say about a beginning 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 requirement email your reflection to your supervisor.



Chapter 3

Improving My Teaching: How Do I Grow and Develop?

ABOUT

Chapter three, pages 49- 78, will guide you through the supervision process of 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 beginning your journey to becoming an accomplished teacher so be patient with yourself. You can learn from your mistakes! You are also being evaluated by your principal or department chair, which is also supervision. Use both of these experiences to deepen your understanding of teaching.

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?

TAKE ACTION

Read pages 49-51. Think about how supervision will help you grow as a 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 supervisor 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 how students' perspectives can help you become a more effective 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 requirement email your reflection to your supervisor.



Chapter 4

Demonstrating My 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. Since you are already in the classroom, much of this may be familiar. However, since you are being evaluated by your district, you must demonstrate proficiency now! 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 deepen your practice.

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 teaching. Continue to try new things and when they fail, try something else!"

WATCH

[Managing Stress to Promote Well Being](#) and [Managing Your Stress](#) to learn how you can take care of yourself while assuming the myriad responsibilities of a teacher.

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 supervisor which pages you should complete. Think about where you might need evidence for educator evaluation and complete those pages.

Color Code your book to align with CAP Standards (see links section for color coding information)! Use as evidence.

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 complete requirements for your initial license while you are managing your teaching responsibilities?

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 requirement email your reflection to your supervisor.



Chapter 5

Completing Initial License Requirements

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? As a practicing teacher these may not apply to you right now. However, if you decide to change positions and need to apply in the future this information may be useful.

Review Chapter 9 and see if anything is relevant for you right now, like collecting artifacts that you may need for educator evaluation

Chapter 10 is very important. Review this chapter with your university supervisor at the beginning of the practicum to be very clear about what is expected at the end. You are completing all requirements for initial license! You don't want any surprises the last week. Don't forget to thank your colleague who served as your supervising practitioner.

Chapter 11 and Chapter 12 don't relate to you since you already have a teaching position. But skim them now so you know if there is any resource that could help you in the future. Page 261 is always a good refresher.

WATCH

[Advice to New Teachers from Other Beginning Teachers](#) to hear practical ideas you can use right now in your classroom.

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 useful to you for educator evaluation in your school and also for the CAP. You are required to complete all CAP requirements and receive a grade in this practicum course to gain initial license.

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 reflect on your teaching practices as you continue 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 requirement email your reflection to your supervisor.



Closing

Completing your *Journey into Teaching* e-book

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 meet the requirements for initial license and also use these reflections as evidence for your educator evaluation.

TAKE ACTION

Go to 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 website.

If you completed this e-book as a requirement, 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

Links:

MentoringinAction.com

Certificate of Completion

Consider This:

Page 215

Page 229

Page 247

Page 270