Learning from the Stories of First Year Teachers

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Please sit at a table with a case study you wish to examine:

- **Shelly**: kindergarten teacher in a rural elementary school
- **Rachael**: part-time, special education pre-k teacher in rural elementary school
- **Beth**: urban elementary charter school co-teacher with MA
- **Charlotte**: urban middle school ESL teacher with an MA and alternate certification, 2 years of support
- **Sarah**: urban charter middle school, looping humanities teacher
- **Mary**: second career, alternate cert., charter high school film teacher
- **Paul**: urban high school band director, 2 years of support
- **Henry**: second career, alternate cert., urban career and tech, automotive teacher
- **Anne**: urban high school science teacher, alternate cert., 2 years of support
Warm-Up

• Please select a picture that best describes your first year teaching.

• Introduce yourself
  • Name
  • State and position
  • Why you selected the photo
My Background

- Classroom teacher – 10 years
- State-wide Induction Coach (NTC) - 2 years
- District Literacy Coach/Induction Specialist - 4 years
- BA-Elementary Ed & Music
- MA-Literacy
- PhD-Education (May 2017)
Dissertation

- Qualitative- Narrative Inquiry Methodology
- Interviewed 9 beginning teachers, 2 - 3 years after involvement in RI Induction Program
- Supported for 1 or 2 years, 90 minutes a week by a coach
- Interview Guide: Tell me your story?
  - What was the context of your first year (administration, physical space, colleagues, school culture)?
  - Tell me the story of working with your Induction Coach?
Andragogy (Adult Learning)

- Self-directed/autonomous
- Utilize knowledge & life experiences
- Goal-oriented
- Relevancy-oriented
- Highlight practicality
- Encourage collaboration

Knowles, 1980
# Novice to Expert Continuum

<table>
<thead>
<tr>
<th>Novice</th>
<th>Advanced Beginner</th>
<th>Competent</th>
<th>Proficient</th>
<th>Expert</th>
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</thead>
<tbody>
<tr>
<td>• Rigid adherence to taught rules or plans</td>
<td>• Limited situational perception</td>
<td>• Deliberate planning</td>
<td>• Holistic view of situation</td>
<td>• Transcends rules</td>
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<td></td>
<td></td>
<td>• Coping with crowdedness</td>
<td>• Prioritizes important aspects</td>
<td>• Intuitive grasp of situation based on deep understanding</td>
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<tr>
<td>• No exercise of discretionary judgment</td>
<td>• All aspects of work treated separately with equal importance</td>
<td>• Formulates routines</td>
<td>• Able to deviate from normal patterns and adapt</td>
<td>• Vision of what is possible</td>
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<td></td>
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<td>• Analytical when faced with new situations</td>
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Dreyfus & Dreyfus, 1980
Phases of First-Year Teachers’ Attitude Toward Teaching
by Ellen Moir, Founder and Chief Executive Officer, New Teacher Center

Anticipation
Survival
Disillusionment
Reflection
Rejuvenation
Anticipation

Aug  Sept  Oct  Nov  Dec  Jan  Feb  Mar  Apr  May  June  July
A Story from Sarah

Well...I remember kind of...it’s an embarrassing moment for me but we had met one day and we were just chatting and the hour went by and we had talked about everything but teaching and at that time, I don’t think I could value like how much that mattered too in a day and I remember a coworker saying like...a coworker who was in their second year, so she had missed the induction program, and saying like how is that, is it really helpful? (12:03) And I was kind of like, I don’t know, we just talk all the time, I don’t know if it’s a good use of my time....And then I remember feeling so guilty for like not valuing that time because looking back, sometimes that’s what you need, it’s just somebody to let it all out on and she was so good at just being there and being whatever we needed her to be but I didn’t get it at the time which is ironic because the biggest thing going that I have that I share with people all the time now is that I was frustrated with myself for like having these aha moments in May that could have made me a better teacher in September and Leslie said, it’s like when you have a baby, you can’t feed them chicken and rice day one, they’ll throw it back up. She said, you weren’t ready to learn those things yet and now you are. And I feel like in the bigger picture, that’s how it was about her, like, I wasn’t ready to like have her yet but now I am. (laughter) (13:01) So thankfully, I can still communicate with her.
Questions to ponder...

- Why did Sarah tell her colleague when asked about her induction coach, “We just talk all the time, I don’t know if it’s a good use of my time”?
- What is her self identity?
- Where is Sarah on the Novice to Expert Continuum?
- What qualities of an adult learner is she possessing?
- Where is she on the Phases of a First Year Teacher?
Learning from the Stories

- Read the first section of the interview excerpt
- Complete the Collaborative Assessment Log

<table>
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<tr>
<th>What’s Working?</th>
<th>Focus? Challenges? Concerns?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher’s next steps?</td>
<td>Induction Coach’s next steps?</td>
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</table>

- Discuss with a partner
- Read the second section of the interview excerpt
- What can we learn from this teacher?
- Discuss and share out with group
Stories from the Field

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My Findings

- Needs of Beginning Teachers
  - More Knowledgeable Other
  - Emotional Support
  - Classroom Management Support
  - Pedagogical Support
  - Reflection
  - Multiple Years of Support

- Coaching Phases
Implications

- Awareness in the field
- Role of Coaches
  - Flexible
  - Confidential
  - Knowledgeable
  - Resourceful
- Role of Coach in Mediating Identity
Thank you!

- Questions?
- Thoughts?
- Share your learning:
  - #NTCSym
  - @teachncoach75

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References


