

# Coaching Beginning Teachers

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# Why this topic?

- Many new teachers being hired
  - New learning for experienced teachers
  - New learning for new teachers
    - Enculturation process
    - Change process
- Awareness that first few years of teaching are unique
  - Must differentiate professional development and coaching

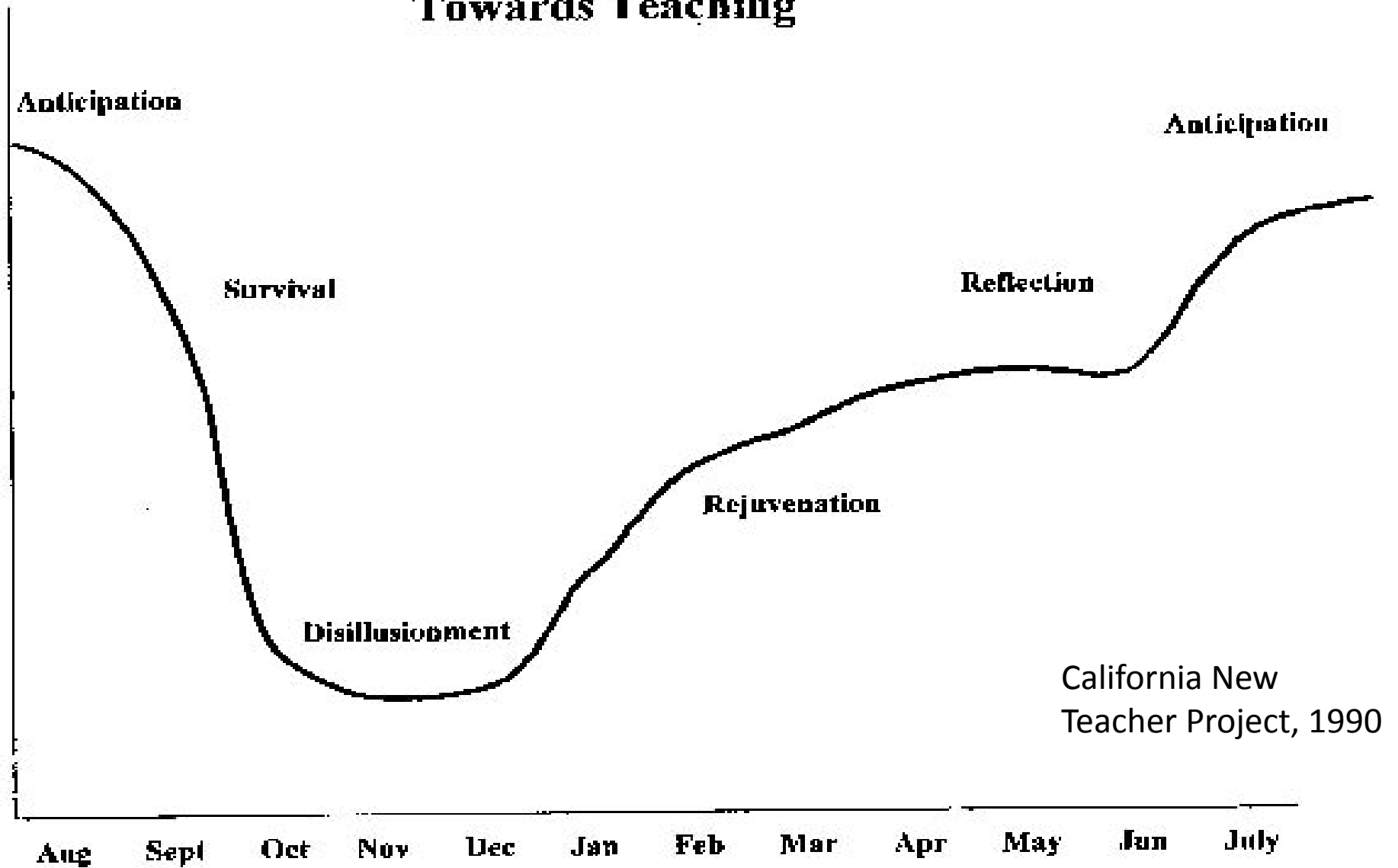
# If staff is 2 or more years into professional development/coaching...

- May want to consider separate training sessions for new teachers, including some background on the journey so far
- Still include new teachers in ongoing professional development with rest of staff
- Balance can be tricky! Too much professional development can overwhelm, but separating new teachers from rest of staff hinders relationships and team-building

# Getting to Know First-Year Teachers

- Enthusiasm, dreams, high hopes
- Learning from the university
  - General background in a variety of approaches
  - Experience with supervisory observations
  - Recent course participation experiences
- Desire to do well and make a difference
- Often unaware of what they don't know
- Limited practical experience (inert knowledge/application)

## Phases of First Year Teacher's Attitude Towards Teaching



We need to work both within and beyond the first-year teachers' visions of themselves as educators.

Literacy coaching is most effective when it begins with the teachers' interests, needs, and concerns, and therefore, literacy coaches are wise to develop the habit of listening and learning before all else.

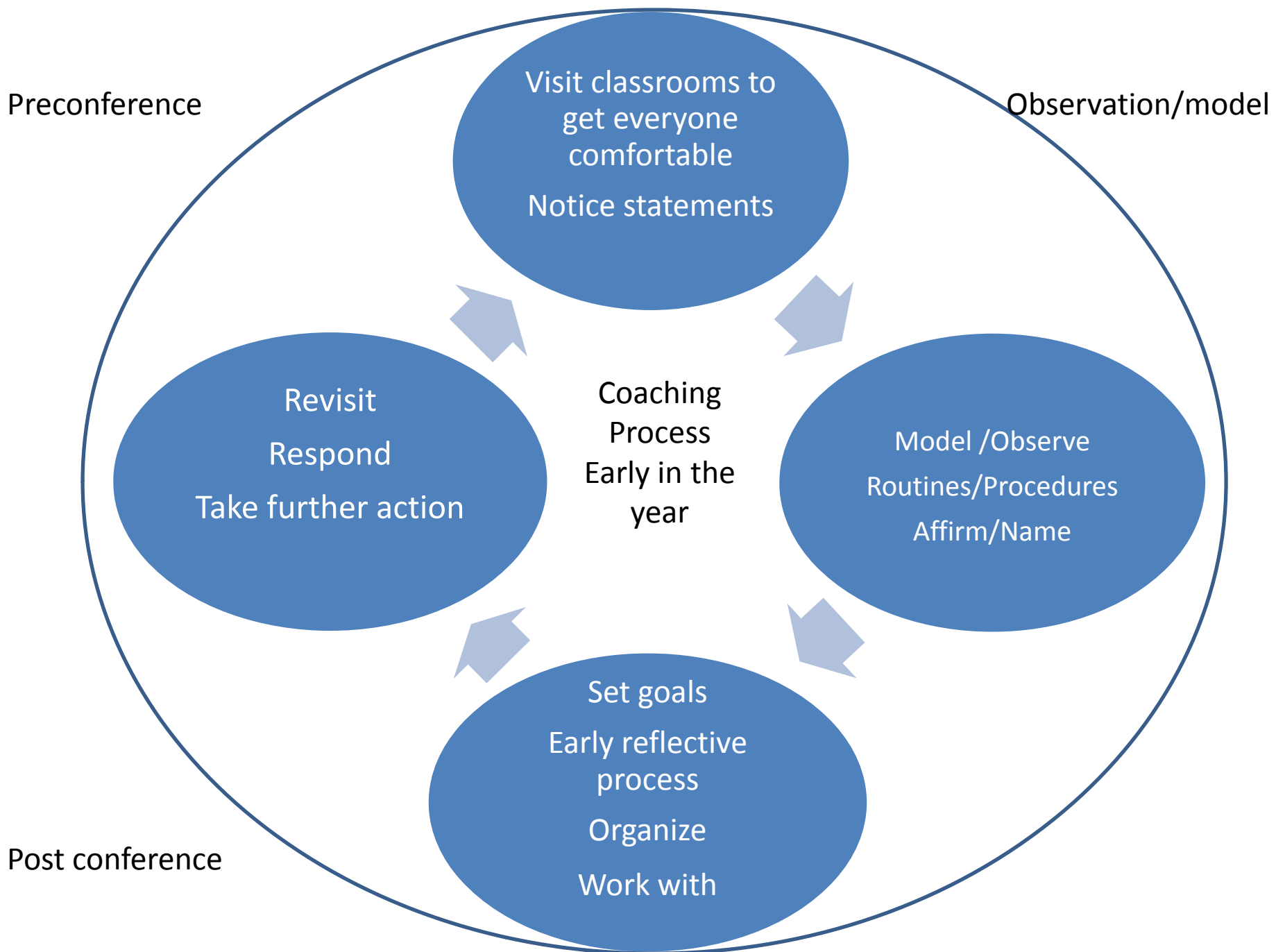
Toll, C. (2006). The literacy coach's desk reference. NCTE.

# What can coaches do?

- Early in the year (high support)
  - Overview of school and district literacy practices
  - Develop understanding of teaching contexts
  - Build understanding of PD and coaching process
  - Assist with managing routines and procedures
  - Begin where they are

# What can coaches do?

- Build relationships with each teacher and develop a network for them
- Begin reflection and goal setting (routines and procedures)
- Be patient, tolerant, and provide a shoulder to cry on



Preconference

Observation/model

Visit classrooms to get everyone comfortable  
Notice statements

Model /Observe  
Routines/Procedures  
Affirm/Name

Coaching  
Process  
Early in the  
year

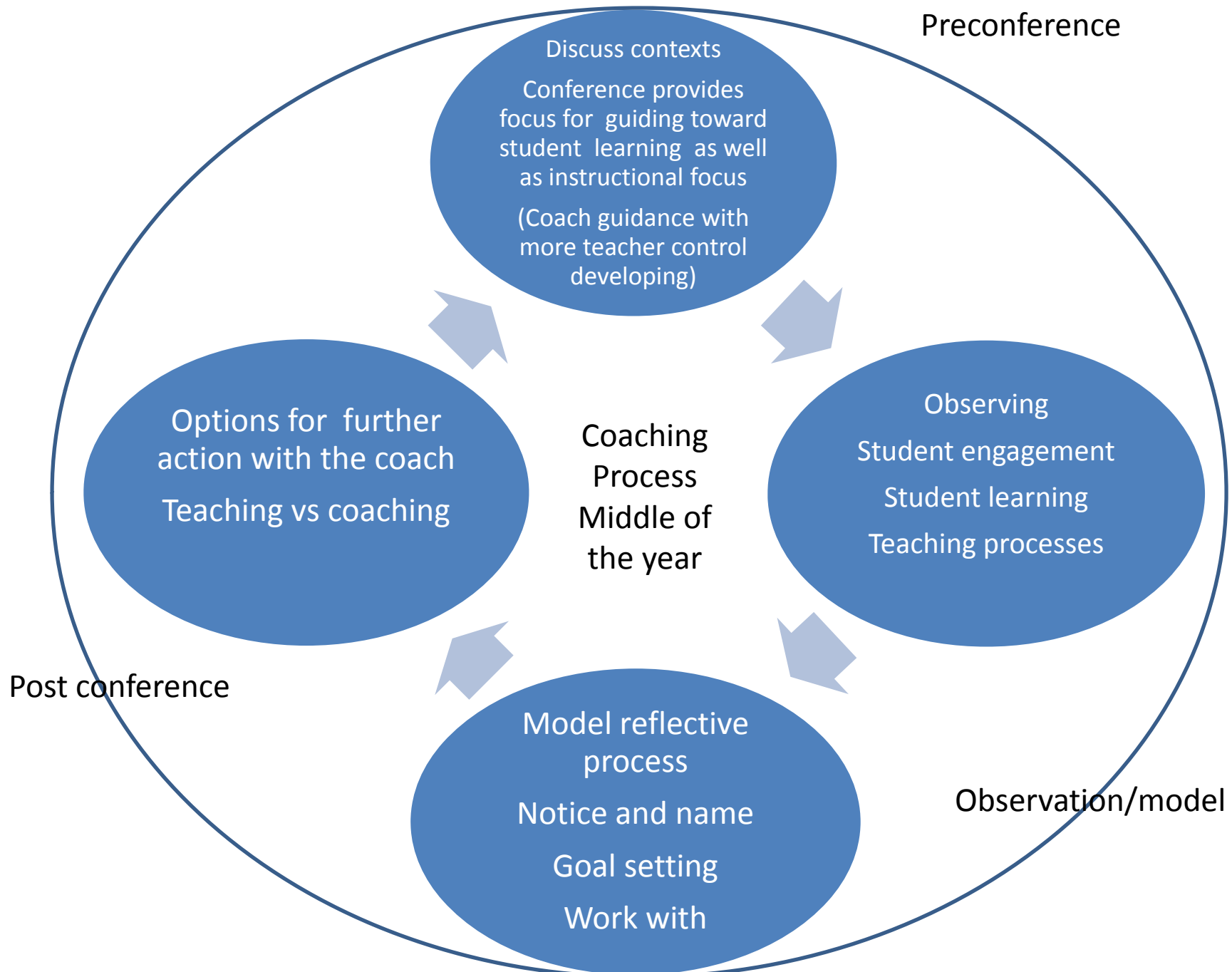
Revisit  
Respond  
Take further action

Set goals  
Early reflective process  
Organize  
Work with

Post conference

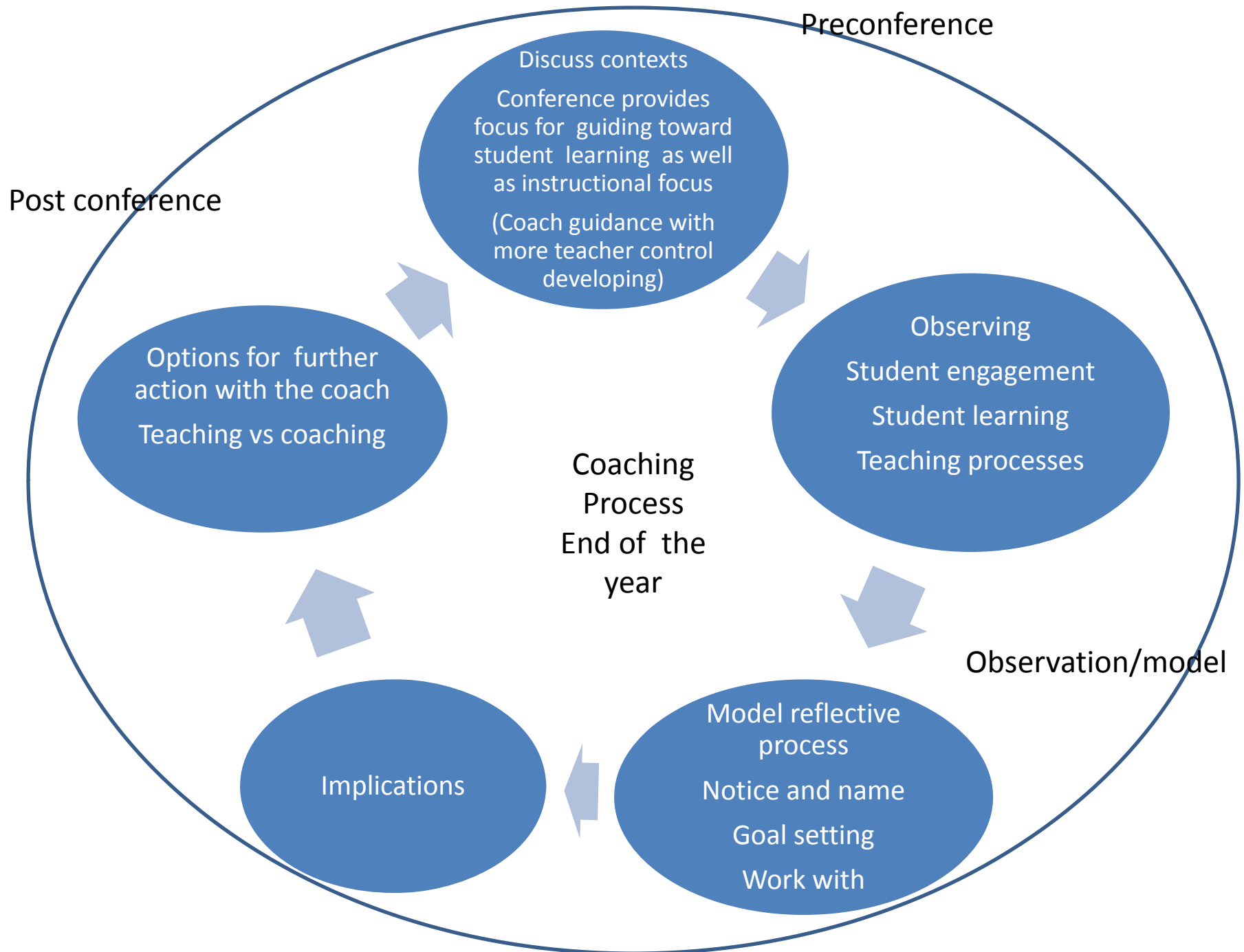
# What can coaches do?

- Middle of the year (guiding practice)
  - Move beyond procedural knowledge to deepen understanding of teaching contexts
  - Determine their view of what they need
  - Begin to shift reflection process toward analyzing teaching and learning
  - Be patient, tolerant, and provide a shoulder to lean on



# What can coaches do?

- End of the year (Still guiding practice)
  - Reflect back to the beginning and analyzing shifts in teaching and learning
  - Use student data to inform teaching decisions
  - Analyze and plan teaching in response to students' strengths and needs
  - Be patient, tolerant, and work shoulder to shoulder (side by side)



# What can coaches do?

- Beginning of the second year (shifting toward independence)
  - Ask new teachers reflect on how they would start differently, knowing what they know now (At end of year 1)
  - Be available as 2<sup>nd</sup> year teachers put everything in place all at once for the first time
  - Provide opportunities to revisit first year training/coaching, in addition to ongoing professional development with rest of staff
  - Continue to develop and deepen a shoulder-to-shoulder relationship

“Engaging in reflective practice and continuous self-improvement are actions good teachers take every day” (NCTM, 2000). One of our greatest tools as professional support providers is the formulation of well-structured questions to engage teacher reflection and conversation on instructional decisions made in the classroom.

Huinker, D., & Freckman, J. L. (2004, March). Focusing conversations to promote teacher thinking. *Teaching Children Mathematics*, 352-357.