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Autore	Podsen India <1945-, >
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Nota di contenuto	Cover; Title Page; Copyright Page; MEET THE AUTHORS; TABLE OF CONTENTS; 1 SINK OR SWIM-YOU'RE ON YOUR OWN; Scenario One; Scenario Two; Toughing It Out; Student Internships and Entry-Level Realities; A Viable Option; How to Use This Guide; To the Cooperating Teacher and First-Year Peer Mentor; To the Staff Developer or College Instructor; References; Coaching Boosters; 2 FROM MASTER TEACHER TO MASTERFUL MENTOR; Why We Need You, the Master Teacher; So What Is Mentoring?; Summary; References; Coaching Boosters; 3 ASSESSING YOUR COACHING AND MENTORING APTITUDE; 4 SIZING UP THE SITUATION Case StudyRecent Trends in Teacher Education; What is a Professional Development School and Why Do We Need Them?; What Does a Cooperating Teacher or First-Year Peer Mentor Do?; Summary; References; Coaching Boosters; COMPETENCY TRAINING MODULES; COMPETENCY 1: UNDERSTANDING THE COACHING AND MENTORING ROLE; Competency Statement; Knowledge Base Highlights; Purposes for

Mentoring; Mentor's Roles and Tasks; Selection of Mentors; Mentor Qualifications; Matching Mentees and Mentors; Student Interns; Entry-Level Teachers; Training and Support for Mentoring; Benefits for All; The Student Intern

The Cooperating Teacher MentorEntry-Level Teachers; Peer Mentors; Context for Mentoring in Schools; Teacher-Mentoring Program Evaluation; Summary; References; Coaching Boosters; COMPETENCY 2: PROMOTING COLLABORATIVE LEARNING; Competency Statement; Knowledge Base Highlights; Creating a Connection; Getting to Know Your Mentee; Planning for Success-Clarity of Purpose; Improving Your Facilitation Skills; Fostering Open Dialog; Reserving Criticism and Judgment; Dealing with Conflict; Conflict Defined; Conflict Approaches; Confronting Problems; Summary; References; Coaching Boosters

COMPETENCY 3: NURTURING THE NOVICE: ACTIVATE COGNITIVECOACHINGCompetency Statement; Knowledge Base Highlights; Sequencing the Teaching Experiences; For Student Interns; For First-Year Teachers; Reality Therapy; For Student Interns; For First-Year Teachers; Providing Constructive Feedback; What You Need to Know About Adult Learning and TeacherDevelopment; What You Need to Know About Cognitive Coaching; Cognitive Coaching Defined; Key Principles and Basic Assumptions; Cognitive Coaching Tools; Sensitivity to the Novice's Teacher-Preparation Program; Collaborating with Supervisors

For Student InternsFor First-Year Teachers; Summary; References; Coaching Boosters; COMPETENCY 4: DEVELOPING YOUR PERFORMANCE-COACHINGSKILLS; Competency Statement; Knowledge Base Highlights; Performance Coaching-A Five-Step Process; Step 1: Present the Basic Knowledge, Operating Skills, and/or Rationale for theTeaching Skill; Step 2: Demonstrate How the Skill Works Under VaryingConditions Within Classrooms; Step 3: Let the Novice Practice the Skill in NonthreateningConditions; Step 4: Provide Feedback on Performance That is Specific and Nonjudgmental

Step 5: Employ a Systematic Coaching Cycle That IncludesConferences to Encourage Novices to Reflect on TheirTeaching and Develop Problem-Solving Skills

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Sommario/riassunto

Features over 60 step-by-step procedures, checklists, and planning guides for supervisors, mentors, and all those engaged in in-service teacher training. NEW to this edition: updated coverage of standards, assessment, analyzing student work, cognitive coaching, and more.

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