

1. Record Nr.	UNINA9910792281903321
Autore	Jonson Kathleen Feeney
Titolo	Being an effective mentor [[electronic resource]] : how to help beginning teachers succeed / / Kathleen Feeney Jonson
Pubbl/distr/stampa	London, : SAGE, c2008
ISBN	1-4522-9403-8 1-4833-2956-9 1-4522-8247-1
Edizione	[2nd ed.]
Descrizione fisica	1 online resource (xv, 206 p.) : ill
Disciplina	371.102
Soggetti	Mentoring in education - United States First year teachers - Training of - United States
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Cover; Contents; Preface to the Second Edition; Acknowledgments; About the Author; Part I - Setting the Stage for the Teacher-Mentor; Chapter 1 - Passing the Torch; Enter the Mentor; The Role of the Teacher-Mentor; The Good Mentor: What Does it Take?; Conclusion; Chapter 2 - Setup for Success; Exemplary Programs Across the United States; Qualifications of a Good Mentor; Effective Training; Mentor Support; Mentor-to-Mentee Pairing; Establishment of the Mentor-Mentee Relationship; Recognition of Service; Program Evaluation; Alternative Mentor Programs; Conclusion Chapter 3 - Remembering the First DaysPreservice Training; The Need for Warm Bodies; Reality Shock; Fears and Anxieties of beginning Teachers; Conclusion; Chapter 4- Beyond Survival; Teaching Skills; Interpersonal Skills; Coping Skills; Conclusion; Chapter 5 - Moving Toward Professionalism; Teacher Induction Programs; A Model: the Santa Cruz New Teacher Project; From Novice to Professional; Mentoring Programs for Professional Growth; Conclusion; Part II - Effective Strategies for the Good Mentor; Chapter 6 - Working as a Partner with the Adult Learner; Beliefs about Supervision and Mentoring Phases in the Mentoring Relationship: Three ModelsGetting to Trust; Adult Lives, Adult Learning Styles; The Importance of Reflection; Conclusion; Chapter 7 - Stages in Teacher Development; The First Year:

The New Teacher Center Model; Through the Years: The Katz Model; Conclusion; Chapter 8 - Practical Strategies for Assisting New Teachers; Direct Assistance; Demonstration Teaching; Observation and Feedback; Informal Contact; Assistance with an Action Plan for Professional Growth; Role Modeling; Assessing Student Work; Conclusion; Chapter 9 - Overcoming Obstacles and Reaping the Rewards
The PitfallsFinding Time; Defining the Role; Working with Difficult Mentees; Underutilizing Professional Growth Opportunities; The Payoffs; Conclusion; Part III - Putting it all together; Month-by-Month Mentoring Activities; Year-at-a-Glance Checklist; Appendix A: First-Day Checklist; Appendix B: Mentor-Mentee Action Plans; Appendix C: Supervisory Beliefs Inventory; References; Index

Sommario/riassunto

Thoroughly embedded in the current research, theories, and best practices of mentoring, this book provides the support and knowledge that mentor teachers need to help new teachers through their critical first years.
