Phases and Stages of Beginning Teacher Development

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“Life’s greatest gift is the opportunity to throw oneself into a job that puts meaning and hope into the lives of other people. Seizing this opportunity is the surest way to put meaning and hope into one’s own life.”

Martin Haberman
Goals

• To become familiar with two models of beginning teacher development

• To gain awareness of how support varies based on the teacher’s stage of development
What are the most commonly reported challenges of beginning teachers as reported by beginning teachers?
Beginning Teachers Most Often Report These Challenges:

9. Relations with colleagues
8. Students’ personal problems
7. Insufficient materials and supplies
6. Evaluating student work
5. Planning class work
4. Parent relations
3. Dealing with individual differences
2. Motivating students
1. Classroom discipline
What Would a Beginning Teacher Say in...?

- August through October
- November through February
- March through July
Phase One: Anticipation

- Begins during student teaching
- Is marked by romanticization and a commitment to making a difference
- Carries through the first weeks of school
Phase Two: Survival

• Reality hits.

• Teachers in this stage are primarily focused on self.

• Some key Survival phase questions
  • How am I doing?
  • Will I make it?
  • Do others approve of my performance?
Phase Three: Disillusionment

- Extensive time commitment—seventy hours per week
- High stress
- Self-doubt
- Lower self-esteem
Phase Four: Rejuvenation

• Focus on time and task
• Some key Rejuvenation phase questions
  • Is there a better way?
  • How can I do all that is expected of me?
  • How can I improve this?
Phase Five: Reflection

• Assessment of impact on students
• Focus on student learning
• Some key Reflection phase questions
  • Are students learning?
  • What are students learning?
  • How can I raise achievement levels?
  • Is this meaningful to students?
Developmental Stages of Concern

Frances Fuller (1969) asked teachers to describe their chief concerns about teaching. The study resulted in the identification of three developmental levels of teacher concern.
The Stages of Concern

Stage 1: Survival
Stage 2: Task
Stage 3: Impact
Stage 1

The SURVIVAL Stage

Stage One

Survival Stage

Self
Stage 2

The TASK Stage

Stage Two

Task Stage

Stage One

Survival Stage

Time/Task

Self
Stage 3

The IMPACT Stage

- Stage Three: Impact Stage
  - Student Learning
- Stage Two: Task Stage
  - Time/Task
- Stage One: Survival Stage
  - Self
Give One to Get One

- Review the notes on your Phases and Stages card.
- On a sticky note, write an aha, comment, OR question, as you reflect on your learning about phases and stages.
Give One to Get One (cont’d)

• At the sound of the chime, get up, mingle, and exchange sticky notes with as many people in the room as possible. **Acknowledge each other’s contribution non-verbally.**

• After 3-4 minutes, you will hear another chime. Return to your table group with the last sticky note you received. Share your learning.

• Each table group chooses their favorite aha, comment, or question to share with the group.
“The most important characteristic of a successful mentor is a commitment to provide personal time and attention to the beginner.”

Steven Gordon
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