

## Chapter 5

# PROVIDING INSTRUCTIONAL SUPPORT

As explained in chapters 3 and 4, beginning teachers often need physical and emotional support to make it through their first few weeks and months in the classroom. However, as beginning teachers settle into their teaching roles, mentors must provide high-quality instructional support. Mentors should ensure that mentees use effective instructional strategies in the classroom, monitor their current level of skill with those strategies, and understand what they can do to improve their level of expertise.

Once a beginning teacher catches up on grading, lesson planning, and communicating with parents, she may begin to wonder whether all of her work has actually paid off. She finally has more time to spend on developing effective lesson plans, but she isn't sure how to improve the processes she currently uses. When her lessons fail, she cannot pinpoint a reason why. Frequently, she asks herself questions such as, "Was that lesson poorly planned or just poorly executed? What does my principal expect of me? What can I reasonably expect from my students? Which strategies work? How do I know if students are learning?"

To help beginning teachers develop their expertise in the classroom, mentors can introduce them to research-based instructional strategies. Berliner (2000) argued that understanding research-based instructional strategies is just as critical—if not more critical—than a teacher's knowledge of the subject matter:

A great deal of empirical evidence exists to refute the first charge, that all you really need is subject matter knowledge to teach well. . . . Subject matter knowledge is simply not enough to make one an accomplished teacher. (p. 359)

Without proper support, new teachers are sometimes forced to develop their own instructional strategies through trial and error. This process can last for many years before it yields effective strategies. In many cases, teachers who use the trial-and-error process either revert to strategies that reflect how they were taught when they were students or end up leaving the profession completely (Freiberg, 2002). Therefore, instead of seeing the first year as a trial run, a warm-up, or a practice year, mentors should offer targeted *instructional support*, challenging mentees to improve their instructional skills and expand their repertoire of effective strategies.

As Lipton and Wellman (2001) pointed out, mentors sometimes feel tempted to spend an inordinate amount of time offering comfort and emotional support to beginning teachers. However, once beginning teachers are through the survival and disillusionment phases, mentors should shift the focus toward helping beginning teachers develop effective teaching strategies. After all, a teacher's performance in the classroom directly impacts student achievement (Nye, Konstantopoulos, & Hedges, 2004). Even during their inaugural years, new teachers can start developing skills with an eye toward future performance. Focus on progress and improvement in the classroom, giving new teachers opportunities to demonstrate that they have "mastered essential skills and [are] on the path to becoming effective" (New Teacher Project, 2013, p. 1).

While mentors do offer instructional support throughout the entire school year, this type of support takes center stage during the initial anticipation, rejuvenation, and reflection phases of first-year teaching (Moir, 1999; see figure 1.2 on page 9). This chapter outlines the various ways in which a mentor can encourage progress and create appropriate instructional challenges for a mentee. We recommend the following strategies for providing instructional support to beginning teachers.

- Establish a common language of instruction.
- Use a scale to measure progress.
- Support growth up the scale.
- Help set appropriate growth goals.
- Give focused feedback.
- Analyze data, and guide reflection.
- Provide opportunities to observe and discuss effective teaching.

Here, we explain each strategy in detail.

### Establish a Common Language of Instruction

An important element of providing instructional support involves identifying specific research-based classroom strategies and behaviors to use as the focus for growth. These strategies form the basis for a common language of instruction. In this book, we propose a framework for effective teaching that Marzano (2007) originally introduced in *The Art and Science of Teaching*. *The Art and Science of Teaching* framework has been further described in numerous other books, including *A Handbook for the Art and Science of Teaching* (Marzano & Brown, 2009), *Effective Supervision* (Marzano et al., 2011), *Becoming a Reflective Teacher* (Marzano, 2012), and *Coaching Classroom Instruction* (Marzano & Simms, 2013).

Although we reference *The Art and Science of Teaching* framework (Marzano, 2007) to exemplify how mentors might use particular strategies, it is important to note that mentors and mentees need not use this specific framework in order to use the strategies in this book. Mentors can provide effective instructional support using a variety of instructional frameworks.

As mentioned in chapter 2 (page 15), *The Art and Science of Teaching* framework is organized around nine *design questions*, which contain forty-one specific *elements* that define expertise in the K–12 classroom. Marzano (2012) categorized these forty-one elements into three types of *lesson segments*, which define general categories of procedures and strategies that occur in the classroom. Mentors can use the lesson segments, design questions, and elements to discuss a mentee's teaching behaviors and provide specific instructional feedback. To review, lesson segments involving *routine events* include procedures that teachers use every day or at least regularly in their classrooms. Routine events include communicating learning goals, tracking student progress, celebrating success, and establishing and maintaining classroom rules and procedures. Lesson segments addressing *content* involve ways in which teachers help students engage with new information. These segments include helping students effectively interact with new knowledge, practice and deepen their understanding of new knowledge, and generate and test hypotheses about new knowledge. Finally, lesson segments enacted *on the spot* involve procedures that teachers use when necessary to engage students, acknowledge adherence or lack of adherence to rules and procedures, maintain effective relationships with students, and communicate high expectations for all students.

When using this framework to provide instructional support to a new teacher, mentors may find it helpful to focus on one category of lesson segments at a time. For example, mentors might start with lesson segments involving routine events, as these lay the foundation for an orderly, predictable classroom environment. By focusing on routines right away, mentors and mentees can create an environment in which students understand the class expectations and can gauge how well their own actions align with those expectations. Next, mentors and mentees might address lesson segments enacted on the spot. New teachers often find these strategies difficult to perform because they cannot always plan specific actions in advance. Instead, they must feel prepared to respond to students at a moment's notice. By proactively reviewing this type of strategy, mentors can help mentees build a working repertoire of on-the-spot techniques. After working through elements in the routine and on-the-spot segments, mentors and mentees can address specific strategies related to content. This is not to say that mentors and mentees should completely avoid discussing content until completing work in the first two lesson segments. However, when focusing on lesson segments involving content, mentors and mentees can focus their energies on this particular category of strategies.

Providing detailed descriptions of each design question and element is outside the scope of this work. However, mentor teachers may find this information useful in working with mentees. For more information about the instructional framework, consult Marzano (2007, 2012) and Marzano and colleagues (2011; Marzano & Simms, 2013).

### Use a Scale to Measure Progress

To monitor a beginning teacher's progress with various instructional strategies and behaviors, mentors can use *scales*. A scale is a tool for measuring and discussing a teacher's ability with a specific strategy. Visit [marzanoresearch.com/classroomstrategies](http://marzanoresearch.com/classroomstrategies) for scales specific to each of the forty-one elements in *The Art and Science of Teaching* framework. However, you can use the generic form of the scale in table 5.1 (page 50) to measure a teacher's progress with any instructional strategy.

**Table 5.1: Generic Scale for Measuring Teacher Progress**

4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
The teacher integrates several strategies or behaviors associated with an element to create a macrostrategy or adapts strategies for unique student needs and situations.	The teacher uses strategies or behaviors associated with an element and monitors the effects on student outcomes.	The teacher uses strategies or behaviors associated with an element but in a mechanistic way.	The teacher uses strategies or behaviors associated with an element incorrectly or with parts missing.	The teacher is unaware of strategies or behaviors associated with an element.

Source: Marzano & Simms, 2013, p. 23.

As shown in table 5.1, the scale values range from Not Using (0) to Innovating (4). Mentors can use this scale to measure, monitor, and discuss the beginning teacher's progress with a particular instructional strategy.

Not Using (0) indicates that a teacher is unaware of strategies or behaviors related to an element of effective teaching and therefore does not attempt to use them in the classroom. At the Beginning (1) level, the teacher is aware of strategies and behaviors related to effective teaching and attempts to use them at appropriate times in the classroom; however, the teacher makes errors or leaves out parts of a strategy when attempting to use it. At the Developing (2) level, a teacher uses strategies and behaviors related to an element of effective teaching correctly but somewhat mechanistically. That is, the teacher performs strategies and behaviors correctly but fails to monitor their effect on students. At the Applying (3) level, the teacher correctly performs or executes a strategy or behavior and monitors its effect on students and student outcomes. Finally, at the Innovating (4) level, a teacher adapts strategies for students' unique needs or integrates several strategies to create a *macrostrategy*, or a set of instructional strategies used in combination to achieve a certain goal.

Again, a teacher at the Not Using (0) level does not yet know which behaviors and strategies relate to a given element of effective teaching and, as a result, does not attempt to use them in the classroom. Note that beginning teachers commonly score at the Not Using (0) level in many—if not all—elements of effective teaching when they first enter the classroom. Consequently, mentors and mentees should not view this score as deficient, at least not at the beginning of the year. Rather, the mentor should take steps to help a beginning teacher become familiar with various instructional strategies. Thus, an appropriate goal for a new teacher using *The Art and Science of Teaching* framework is to be at least at the Beginning (1) level in all forty-one elements by the end of the first year. This means that the teacher would have at least read about and briefly experimented with each element.

The idea that new teachers might score at the Beginning (1) level for many elements of effective teaching at the end of their first year runs counter to the traditional view that all new educators should teach at a proficient level immediately upon entering the profession. Cognitive psychology research indicated that a teacher must progress through at least three phases of understanding every time he or she learns a new strategy (Fitts & Posner, 1967; Shiffrin & Schneider, 1977).

To meaningfully understand the logic of the scale in table 5.1, consider the following three phases of learning (Marzano, 2012).

1. **Cognitive phase:** The teacher tries to understand a new strategy.
2. **Shaping phase:** The teacher starts using a new strategy.
3. **Autonomous phase:** The teacher uses the strategy easily and fluently.

New teachers require time to move through each of these phases when learning new strategies. Table 5.2 depicts how these three phases of learning align with the five levels of the scale.

**Table 5.2: Phases of Learning at Each Level of the Scale**

	Autonomous		Shaping		Cognitive
Level of the scale	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)

Source: Adapted from Marzano, 2012; Marzano & Simms, 2013.

As shown in table 5.2, the cognitive phase correlates with the Not Using (0) level because the teacher is unaware of the strategy and therefore does not use it. As a teacher's awareness and understanding of a strategy grow, he or she moves to the Beginning (1) level of the scale and the shaping phase. At this point, the teacher performs the strategy or behavior incorrectly or with parts missing. At the Developing (2) level, the teacher uses strategies and behaviors related to an element in a mechanistic way, performing them correctly but failing to monitor their effect on students. Therefore, a teacher at the Developing (2) level still operates within the shaping phase.

At the Applying (3) level, the teacher correctly executes strategies and behaviors related to an element while also monitoring their effect on student outcomes. Because a teacher at this level can perform the strategies with ease and fluency, he or she has moved into the autonomous phase. Ideally, teachers using *The Art and Science of Teaching* framework will eventually reach the Applying (3) level for a majority of the forty-one elements. It is important to note that each individual teacher develops at a different rate—districts and school leaders can make individual decisions about how many years they allow for beginning teachers to reach this level. Finally, the autonomous phase extends into the Innovating (4) level, in which the teacher integrates several strategies to create a macrostrategy or adapts a strategy to meet unique student needs or situations. The ability to consistently perform at this level is the mark of an expert teacher.

### Support Growth Up the Scale

Although beginning teachers should accept the primary responsibility for their own professional growth, mentors also bear a responsibility to support their mentees as they grow. In order for mentors and coaches to guide beginning teachers through each level of the scale, they must understand what types of support beginning teachers need at each step. The following sections provide strategies mentors can use to help mentees advance from one level of the scale to the next.

#### Not Using (0) to Beginning (1)

To help beginning teachers move from the Not Using (0) level to the Beginning (1) level, mentors can inform them of the current research, theory, and strategies associated with the element of effective teaching they are currently focusing on. Ideally, new teachers should only focus on one or two

specific elements at a time. Start by providing a brief synopsis of the research and theory associated with the element, and then move on to a discussion of specific strategies for implementing the element. Collaborate with the mentee to brainstorm a list of strategies related to the element, adding strategies that the beginning teacher might not be aware of yet. Next, help the beginning teacher select one of the strategies from the list to focus on. Outline specific teacher actions for executing the strategy and the desired student responses for each one. Be sure to include actions regarding adjustments for advanced and struggling students. Finally, ensure that the mentee understands how to perform the strategy. A mentor might show video examples of other teachers implementing the strategy or ask the mentee to observe the strategy in the classroom of a teacher who uses it effectively. When the mentee demonstrates understanding of the strategy, he or she can begin implementing it in his or her classroom. Use this process throughout the school year to introduce new strategies to mentees.

### Beginning (1) to Developing (2)

Beginning teachers can only move from the Beginning (1) level to the Developing (2) level for a given strategy when they perform it correctly (without errors or omissions) in the classroom. When a mentee first begins implementing a strategy in the classroom, mentors should conduct frequent observations, if possible. Hold a debriefing conversation with the mentee after the lesson. Point out what aspects of the strategy the mentee performed correctly, and offer suggestions for improvement. When beginning teachers demonstrate successful use of all the teacher actions associated with a strategy, they have reached the Developing (2) level.

### Developing (2) to Applying (3)

For a beginning teacher to move from Developing (2) to Applying (3), he or she must actively monitor student responses to a specific strategy. To help the mentee move to the Applying (3) level, acquaint him or her with the desired student responses to the strategy, and use classroom observations to help increase the new teacher's awareness of students' reactions and responses to the strategy. During debriefing conversations, ask the mentee what effect the strategy had on students, and help him or her figure out if he or she achieved the desired effects of the strategy.

### Applying (3) to Innovating (4)

A teacher can move beyond the Applying (3) level to the Innovating (4) level by creating a macrostrategy, which involves integrating several different strategies at the Applying (3) level. As previously mentioned, a *macrostrategy* is a set of instructional strategies used in combination to achieve a specific purpose. In order to create a macrostrategy, a teacher will need to be at the Applying (3) level for each of the individual strategies within it. The idea is to combine the individual strategies into an overarching strategy (with multiple steps) that facilitates student learning. For example, reciprocal teaching (Palincsar & Brown, 1984) is a macrostrategy that combines summarizing, questioning, clarifying, and predicting in order to help students deeply process content. Alternatively, the mentee can adapt an existing strategy for unique student needs or specific situations. This involves modifying a strategy to include extra support and scaffolding (for struggling students) or extensions (for advanced students).

### Help Set Appropriate Growth Goals

A fourth component of providing instructional support involves helping a beginning teacher set appropriate growth goals. To accomplish this, ask the mentee to conduct a *self-audit*, an analysis of one's own performance, to determine his or her level of competence in various elements of effective

teaching. To conduct a self-audit for elements in a given lesson segment, a beginning teacher needs a scale (such as the one in table 5.1, page 50) for each element. Mentors can visit [marzanoresearch.com/classroomstrategies](http://marzanoresearch.com/classroomstrategies) for reproducible scales for each of the forty-one elements of *The Art and Science of Teaching* framework, along with a reproducible self-audit form.

A mentor can help make the self-audit process easier for a mentee by breaking it down into smaller sections. For example, mentees who are using *The Art and Science of Teaching* framework might begin the self-audit by only rating themselves on the five elements within routine lesson segments. At a later time, the mentor could ask them to rate themselves on the eighteen elements within lesson segments enacted on the spot. On a separate occasion, mentees could rate themselves on elements associated with lesson segments involving content. Guide the mentee in focusing on only a few elements at a time.

Next, the mentee creates growth goals for specific elements based on the results of the self-audit. Mentors should collaborate with mentees to create growth goals. Effective growth-goal statements specify the following three components.

1. The element on which the mentee has chosen to focus (for example, *celebrating success*)
2. The amount of growth the mentee wants to make in regard to the element (for example, *moving from Not Using [0] to Developing [2] on the developmental scale*)
3. A time frame for achieving the growth goal (for example, *by February*)

Mentors can also help mentees monitor their progress on their growth goals. When the mentee has reached the Beginning (1) or Developing (2) level for elements within lesson segments involving routine events, he or she can move on to the elements in on-the-spot lesson segments. Again, the mentee completes a self-audit and collaborates with the mentor to develop new growth goals. Continue this process for lesson segments involving content, keeping in mind that the amount of attention dedicated to instructional support may fluctuate depending on the new teacher's need for other types of support (particularly emotional support).

### Give Focused Feedback

As previously mentioned, teachers can engage in *deliberate practice* of specific instructional strategies. In deliberate practice, people do not simply repeat a process or strategy over and over to attain automaticity. Instead, they target specific areas of weakness and take steps to improve them. To help beginning teachers identify areas that need improvement (and, therefore, engage in deliberate practice), a mentor can provide *focused feedback* (Marzano, 2012)—feedback that specifically refers to a teacher's progress toward his or her growth goals. Focused feedback should only concern the specific strategy on which the teacher is focusing. It does not include information about other strategies. Focused feedback can come from two sources: (1) mentors and (2) students.

#### Focused Feedback From Mentors

Provide focused feedback to mentees to help them know what to work on as they develop expertise as teachers. Mentors can provide focused feedback during debriefs of classroom observations, in one-on-one meetings with the beginning teacher, or via a virtual platform. Email and Google Drive both work well for sharing and receiving focused feedback. Additionally, mentors and mentees can use the online platform SmarterCookie ([www.beasmartercookie.com](http://www.beasmartercookie.com)) to upload videos for discussion, reflection, and dialogue.

Beginning teachers might also video-record their own lessons and watch the video with their mentor to receive focused feedback. The process of video recording need not be cumbersome or expensive; most modern technology tools—such as smartphones, tablets, and computers—have video-recording capabilities. Video recording can be particularly beneficial if a mentor is unable to observe a mentee in person because of scheduling issues. It also allows a mentor and mentee to pause the video to discuss specific steps or aspects of the strategy.

**Focused Feedback From Students**

Student survey data can provide another powerful form of focused feedback. Each student might complete a survey related to the beginning teacher’s growth goals. Visit [marzanoresearch.com/classroomstrategies](http://marzanoresearch.com/classroomstrategies) for reproducible surveys designed for students in grades K–2, grades 3–5, grades 6–8, and grades 9–12 and related to *The Art and Science of Teaching* framework. Students do not need to answer every single question on a specific survey—they only need to answer those particular questions that correspond with the beginning teacher’s growth goals.

Consider a mentee’s comfort level when prompting him or her to collect student data, recognizing that some beginning teachers might find this process intrusive. Beginning teachers who feel uncomfortable using student survey feedback can reserve this method for an end-of-the-year data point. Alternatively, teachers can use student surveys at various points throughout the year to continually monitor progress on a given growth goal.

Eventually, mentors can help their mentees interpret student achievement data to determine the effectiveness of a given strategy. Mentees and mentors might use the following four-step process to study the impact of a specific strategy on student achievement (Marzano, 2012).

1. Identify two distinct groups of students who learn the same content but at different times. At the secondary level, this might involve two different classes taking the same course. At the elementary level, a teacher may need to create these groups by, for example, dividing the class in half and teaching the same content to each half at different times (the half not being taught at a particular time might work on enrichment or another activity in the school library).
2. Teach the same content to both classes using the selected strategy in one class but not in the other.
3. Administer the same pretest and posttest to both groups.
4. Compare the results.

Because gathering student achievement data requires extensive preparation and planning, beginning teachers may have too much on their plates to implement this practice right away. However, it is important to keep this tool in mind as the beginning teacher progresses up the scale for specific elements.

**Analyze Data, and Guide Reflection**

After collecting focused feedback, beginning teachers can analyze and reflect on the data. One way to do this is with a *teacher progress log*, a summary of data regarding a teacher’s progress on a specific strategy, such as the one presented in figure 5.1. See page 59 and visit [marzanoresearch.com/classroomstrategies](http://marzanoresearch.com/classroomstrategies) for the reproducible.

**Name:** Laura Mason

**Date:** January 4, 2014

**My initial score was** Not Using (0).

**My goal is to be at** Applying (3) **by** 6/1/14.

**Lesson segment:** Lesson segments involving routine events

**Instructional strategy:** Celebrating success

**Implementation steps:** Give at least three pieces of effort-based verbal feedback every day. Plan an end-of-unit celebration for students who achieved a summative score of 3.0 or higher.

**Anticipated data sources:** Video observations, written plans for celebration, student surveys (exit slips), and mentor observations

		Date										
		1/4	1/22	2/11	3/2	3/17	4/5	4/23	5/3	5/16	6/1	
Level	Innovating (4)											x
	Applying (3)									x		
	Developing (2)					x	x	x	x			
	Beginning (1)		x	x	x							
	Not Using (0)	x										

**Summative score:** 3.5

Figure 5.1: Sample chart from a teacher progress log.

Using this chart, the beginning teacher tracks his or her progress on a selected instructional strategy. In figure 5.1, the teacher did not originally celebrate student success in the classroom; that is, her command of the strategy was at the Not Using (0) level. However, over a period of five months, the teacher developed her mastery of the strategy. She even surpassed her goal—to reach the Applying (3) level by June—and demonstrated use of the strategy at the Innovating (4) level before the end of the school year. As shown in figure 5.1, the mentee specified her initial score on the scale, her desired score and timeline, and action steps for meeting her goal. Then, she and her mentor tracked progress by recording when she used the strategy and at what level she was working. Use a combination of observational feedback and student-survey feedback—remembering to align survey questions to specific strategies—to determine whether the mentee is at the Innovating (4), Applying (3), Developing (2), Beginning (1), or Not Using (0) level. In cases where mentees have implemented a given strategy in one class and not another, they can also use student achievement results to assess their own progress.

In a *teacher reflection log*, the mentee records his or her reflections in the form of key learnings and new questions. Figure 5.2 (page 56) shows a sample teacher reflection log. See page 60 and visit [marzanoresearch.com/classroomstrategies](http://marzanoresearch.com/classroomstrategies) for the reproducible.

Reflection Prompts	
I am doing well with:	Significant events that I need to prepare for are:
In terms of supplies, I feel:	As a result of my instruction, my students can:
What I love most about my classroom is:	If I could redo one day or class this week, it would be _____ because:
I am feeling frustrated by:	I need help with a student, _____, because:
I take care of myself by:	When I think about work-life balance, I feel:
I'd love to see this person or strategy, _____, in action because:	I'd like to work with a colleague, _____, on:
I am curious about:	I'd like to contribute to the school or district community by:
I realize I need to learn more about:	I'd love for my mentor to see me:
I am so proud of:	
Significant events that occurred this week were:	
Key Learnings	New Questions
<i>This week, I definitely learned the importance of flexibility. The school schedule was changed twice due to the magazine sale kick-off assembly on Monday and the delayed start we had due to weather on Wednesday. At first I panicked, but then I took a deep breath and realized that these events were out of my control. I was able to adjust my lesson plans, and I am learning how to deal with these disruptions while still moving ahead.</i>	<i>Motivating students has been frustrating for me. I feel like no matter what I do, I still have a few students who don't seem interested and aren't living up to their full potential. Do you have any ideas that I can use to help motivate my students?</i>

Figure 5.2: Sample teacher reflection log.

As shown in figure 5.2, the teacher reflection log provides a list of questions that guide the mentee's reflections. A mentee might select one or a few of the reflection prompts and use them to formulate key learnings and new questions. For example, in figure 5.2, the mentee responds to the prompt "Significant events that occurred this week were:" to formulate key learnings and the prompt "Something that's frustrating me is:" to formulate new questions.

Each time the mentee focuses on a different strategy, he or she starts both a new teacher progress log and a new teacher reflection log. When meeting face-to-face with a mentee, remind him or her to bring both logs to the meeting. If using a different method to conduct the meeting (such as telephone, Skype, email, and so forth), request the logs from the mentee in advance so that they can guide the conversation.

### Provide Opportunities to Observe and Discuss Effective Teaching

A final component of providing instructional support involves arranging opportunities for the mentee to observe effective teaching. One way to do this is through the use of video recording. Show video recordings of your own teaching to mentees, and discuss the effectiveness of the strategies they observe. Additionally, help the mentee procure videos from other mentor- and master-status teachers in the building. (A school or district using *The Art and Science of Teaching* framework might even create its own library of videos for each of the forty-one elements that mentors can use with all beginning teachers.) Mentors can also find videos on YouTube ([www.youtube.com](http://www.youtube.com)), TeachingChannel ([www.teachingchannel.org](http://www.teachingchannel.org)), or Success at the Core (<http://successatthecore.com>) and share them with mentees, taking care to prescreen them to ensure examples of quality teaching.

A second, more common method of arranging observations involves visits to other classrooms in the building. These in-person observations—similar to instructional rounds (Marzano, 2012)—allow beginning teachers to visit classrooms of professional-status, mentor-status, or master-status teachers. In other words, the mentee observes the most effective teachers in the building—teachers who have proven their ability to enhance student achievement. Join the mentee during an observation, and lead a follow-up discussion. Guide the beginning teacher's reflection on the observation by asking about positive events or outcomes he or she observed, as well as what teacher practices or strategies might have led to those events or outcomes. Next, ask the beginning teacher to share questions or concerns about how the observed teacher used different strategies in the classroom. Finally, help beginning teachers identify strategies and instructional practices in three categories (Marzano, 2012).

1. Strategies that they already use and saw the observed teacher use effectively
2. Strategies that they already use but would like to re-examine or modify based on their observations
3. Strategies that they don't use but want to try based on their observations

As beginning teachers advance to professional status and beyond, they should continue the professional growth practices described in this chapter, albeit without direct mentoring support. Helping beginning teachers establish these professional growth practices during their first year in the classroom can set them up for growth and development throughout their careers.

### Summary

In this chapter, we explained that instructional support helps mentees use research-based instructional strategies to develop their expertise as teachers. Although mentors can give instructional support to mentees throughout the year, they may emphasize it most during the initial anticipation, rejuvenation, and reflection phases of first-year teaching (Moir, 1999; see figure 1.2 on page 9). The chapter presented seven strategies for providing instructional support to mentees. The next and final chapter presents strategies that mentors can use when providing institutional support to beginning teachers.

## Chapter 5

**Comprehension Questions**

1. Define and describe instructional support.
2. During which phase or phases from Moir's (1999) "The Stages of a Teacher's First Year" do new teachers typically need instructional support the most? Why?
3. Give three examples of instructional support that a mentor can provide for a beginning teacher.
4. Which types of instructional support do mentees only require at the beginning of the school year? Which types do they continually require throughout the year?
5. How can a mentor provide focused feedback and opportunities for a mentee to observe and discuss teaching?
6. Describe the five performance levels from the scales presented in this chapter: Not Using (0), Beginning (1), Developing (2), Applying (3), and Innovating (4).

**Teacher Progress Log**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

My initial score was \_\_\_\_\_.

My goal is to be at \_\_\_\_\_ by \_\_\_\_\_.

Lesson segment: \_\_\_\_\_

Instructional strategy: \_\_\_\_\_

Implementation steps: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Anticipated data sources: \_\_\_\_\_

\_\_\_\_\_

		Date (MM/DD/YY)												
		//	//	//	//	//	//	//	//	//	//			
Level	Innovating (4)													
	Applying (3)													
	Developing (2)													
	Beginning (1)													
	Not Using (0)													

Summative score: \_\_\_\_\_

## Teacher Reflection Log

Reflection Prompts	
<p>I am doing well with:</p> <p>In terms of supplies, I feel:</p> <p>What I love most about my classroom is:</p> <p>I am feeling frustrated by:</p> <p>I take care of myself by:</p> <p>I'd love to see this person or strategy, _____, in action because:</p> <p>I am curious about:</p> <p>I realize I need to learn more about:</p> <p>I am so proud of:</p> <p>Significant events that occurred this week were:</p>	<p>Significant events that I need to prepare for are:</p> <p>As a result of my instruction, my students can:</p> <p>If I could redo one day or class this week, it would be _____ because:</p> <p>I need help with a student, _____, because:</p> <p>When I think about work-life balance, I feel:</p> <p>I'd like to work with a colleague, _____, on:</p> <p>I'd like to contribute to the school or district community by:</p> <p>I'd love for my mentor to see me:</p>
Key Learnings	New Questions