

Five Phases in Teacher Development

The Hoenny Center for Research and Development in Teaching

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Phase One - Elementary School

What teachers and parents can do:

- look for pedagogical perspective
- assign coaching, confer w/teaching child
- confer with parents
- develop discipline base beyond minimums

What to look for:

- "spirals" (shows interest in peer lrg.)
- willingness to coach peers, discuss after support for long-term devel.
- high aptitude in one or two disciplines

Phase Two - Middle and High School

What teachers, parents, and students can do:

- expand peer coaching, teaching
- assign routine teacher "duties"
- deepen, expand content study in a few fields
- multiply opportunities in best fields
- plan college study, teacher input

What to look for:

- rewards, plans, reflection
- acceptance, efficiency
- thoroughness, consistency, interest
- curiosity, preparation, self-ratings
- discernment, focus, interest

Phase Three - College or University

What students and professors can do:

- expand content kn., teaching opportunities
- challenge ped. motivations, actions
- "get out more"

What to look for:

- continuity of ped. perspective
- growing insight, knowledge, skill
- expanded professional network, etc.

Phase Four - First Job in a Situated Career

What beginning teachers can do:

- find a mentor
- become integrated in school's comm.
- continue content and ped. study
- expand prof. networks

What to look for:

- self-reflection, experimentation
- tenure; master's degree
- maturing content kn., teaching abilities
- conf. attendance, volunteering

Phase Five - Career Professional

What veteran teachers can do:

- advocate for subj. field, students, peers
- deepen professional knowledge, networks
- accept student teachers; prep. as tchr. educator

What to look for:

- mentoring opportunities
- leadership opportunities
- curiosity; critiques of alternatives