



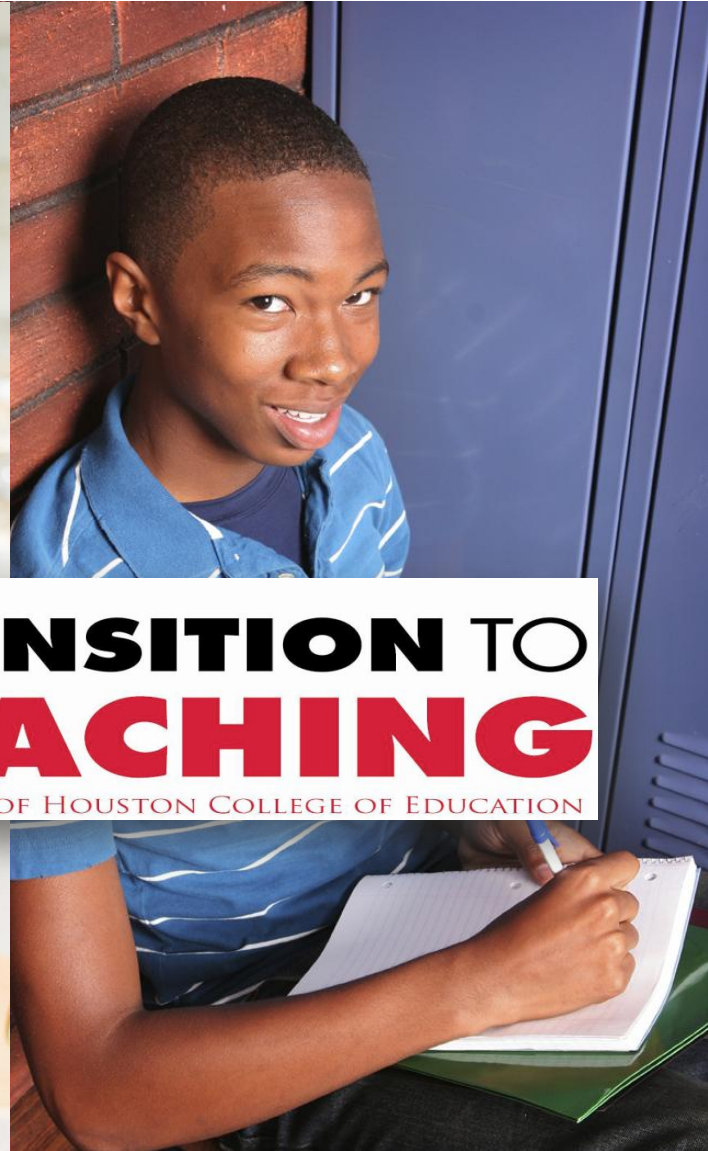
# Supporting Novice Teachers through Mentoring: An University Approach

Transition to Teaching (TTT)

University of Houston

Adam Akerson M.Ed.-TTT Mentor


Lizetta Frederick M.Ed.-TTT Program Manager



**TRANSITION TO  
TEACHING**  
UNIVERSITY OF HOUSTON COLLEGE OF EDUCATION




# Overview

-  (TTT) is a five year, 1.5 million dollar federally funded grant awarded in 2006
- Accelerated one year teacher certification program with authentic classroom work and thorough preparation
- Candidates can earn credit hours (12-18) towards a UH Master's degree



# 3-Year Commitment

-  candidates will be required to teach in a High Needs LEA in a High Needs School for a period of three years.





# Compressed Rigorous Teacher Preparation Program





# Coursework

- CUIIN 6301 - The Teaching Profession
- SEDE 6340 – Reading in Middle and Secondary Schools
- CUIIN 6375 – Classroom Management
- CUIIN 6378 – Differentiated Instruction
- Math/Science Method Courses:
  - SEDE 6320 – Teaching Mathematics in the Secondary School
  - CUIIN 6347 – Teaching Math in Grades 7-12
  - or
  - SEDE 6324 – Science Instruction in the Secondary School
  - CUIIN 6326 – Teaching Science in Grades 4-8
- Fieldwork
  - EDUC 4324, EDUC 4325 - Student Teaching
  - or
  - EDUC 4314, EDUC 4315 - Student Teaching



# District Partners

## 450 Hours of Co-teaching

- Alief I.S.D. 
- Galena Park I.S.D. 
- Pasadena I.S.D. 
- Spring Branch I.S.D. 
- Houston I.S.D. 



 **Responds:**  **TRANSITION TO TEACHING**  
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- Candidates will be recommended to the Texas Education Agency for Certification at the completion of the program and all required benchmarks.



# Certification Areas

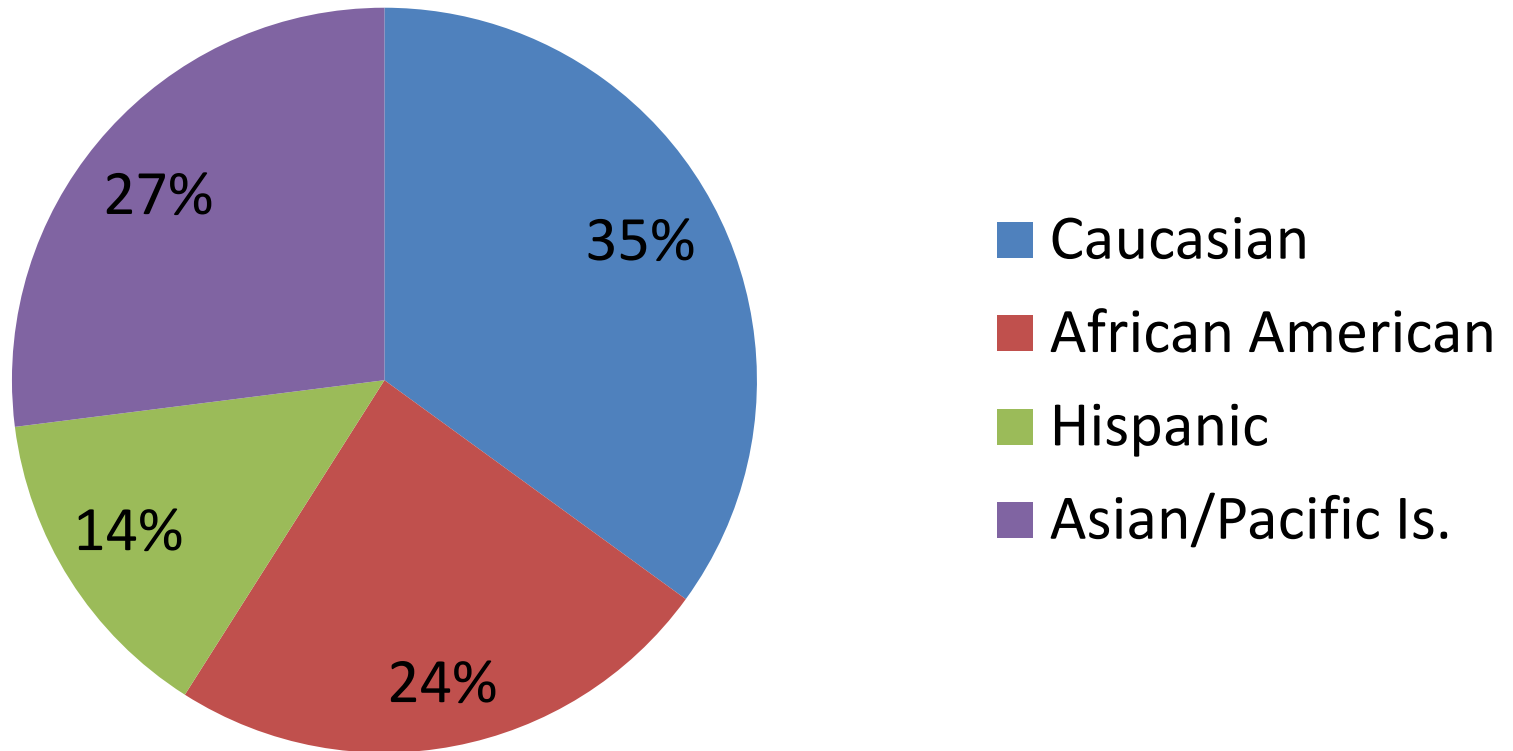
- Math 4-8
- Math 8-12
- Science 4-8
- Science 8-12



# Mentoring: In the Field

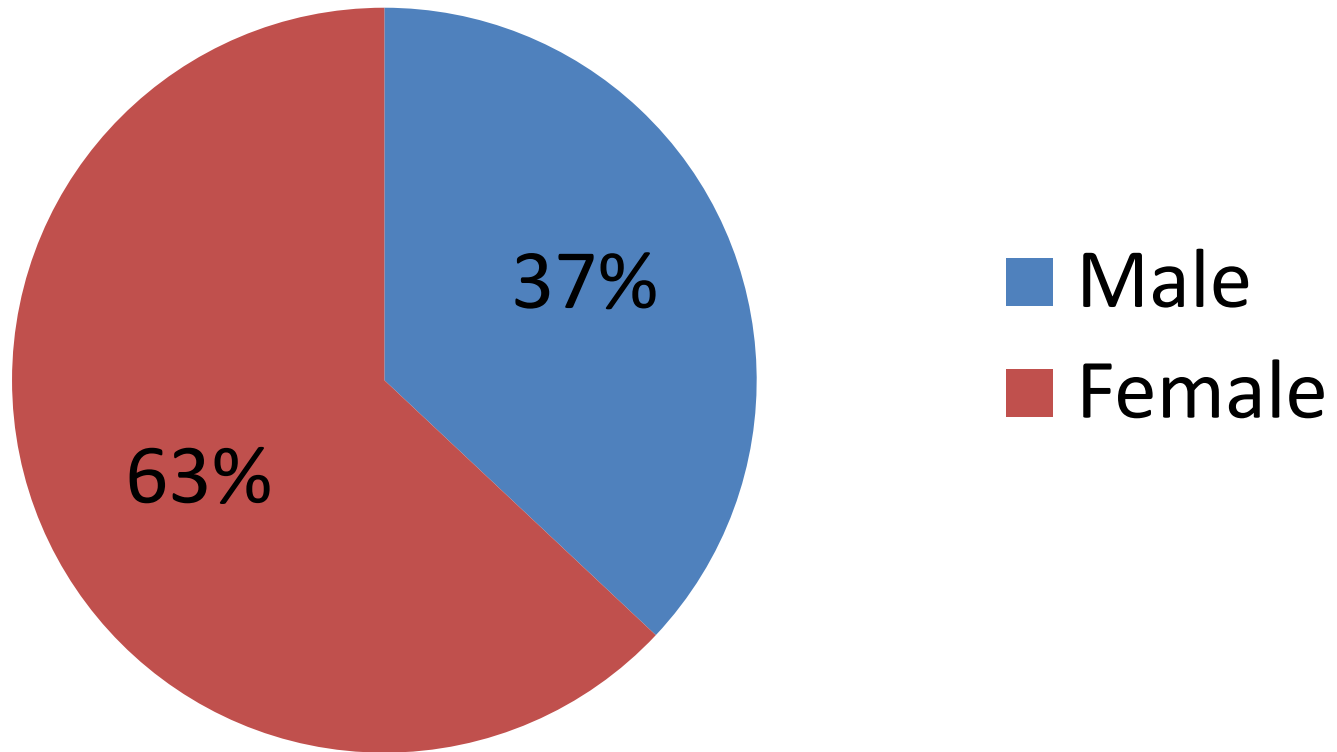


# Ethnicity





# Gender





# Age

20-24	16	40-44	7
25-29	14	45-49	4
30-34	22	50-54	5
35-39	2	55-59	4



# What do Teachers Need?

- Research Study
- Purpose
  - Identify frustrations from 1<sup>st</sup> year teachers
  - Identify characteristics of the on-campus mentoring relationship
  - Commitment to the profession



# Participants

Name	Grade/Content	Age	Gender	Ethnicity	Prior Experience
Teacher A	10 <sup>th</sup> /Geometry	44	M	Hispanic	Product Eng. Supervisor
Teacher B	9 <sup>th</sup> /Biology	55	M	Caucasian	Customer Service Manager
Teacher C	6 <sup>th</sup> /Math	26	F	Asian	Sales Coordinator
Teacher D	7 <sup>th</sup> /Earth Science	37	F	African American	Insurance

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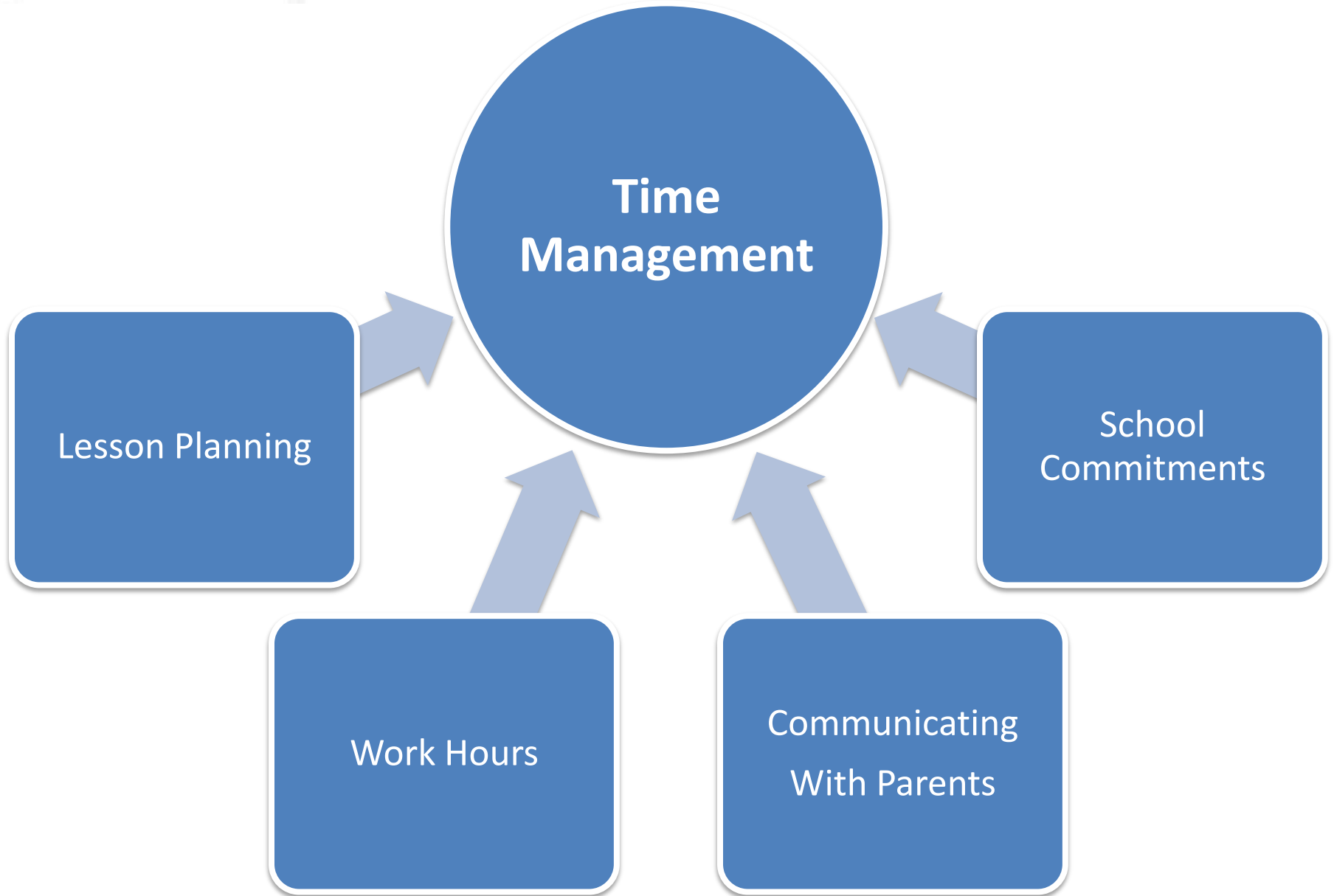
# Instrumentation

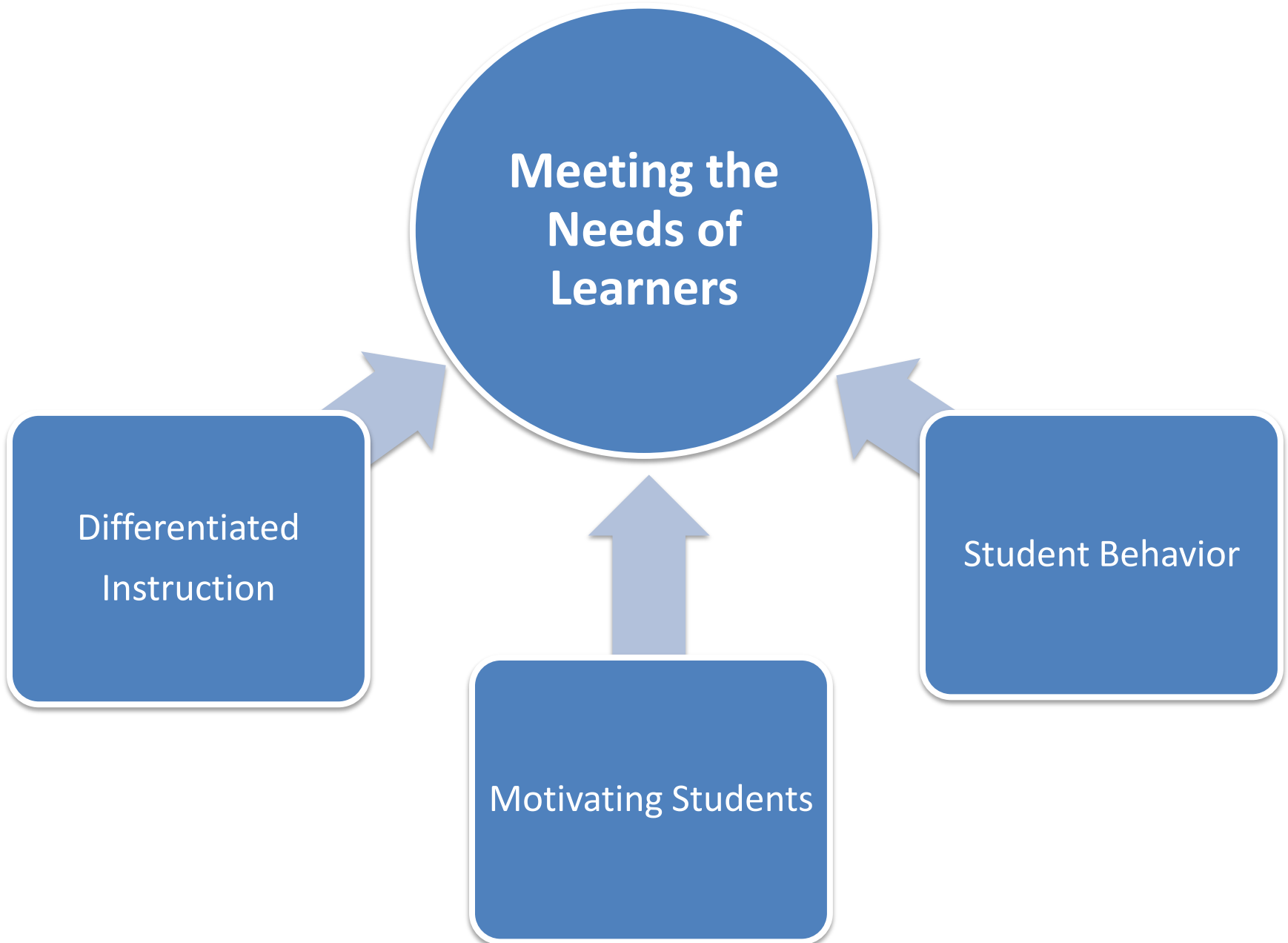
- Qualitative design
  - Interviews
- Driven by the research question
  1. Most common points of frustration
  2. Characteristics of the on-campus mentor relationships
  3. Commitment beyond 3 years



# Research Question 1

- What are the most common points of frustration as reported by teachers who received teacher preparation through the ECATE program and have completed their first-year of teaching?

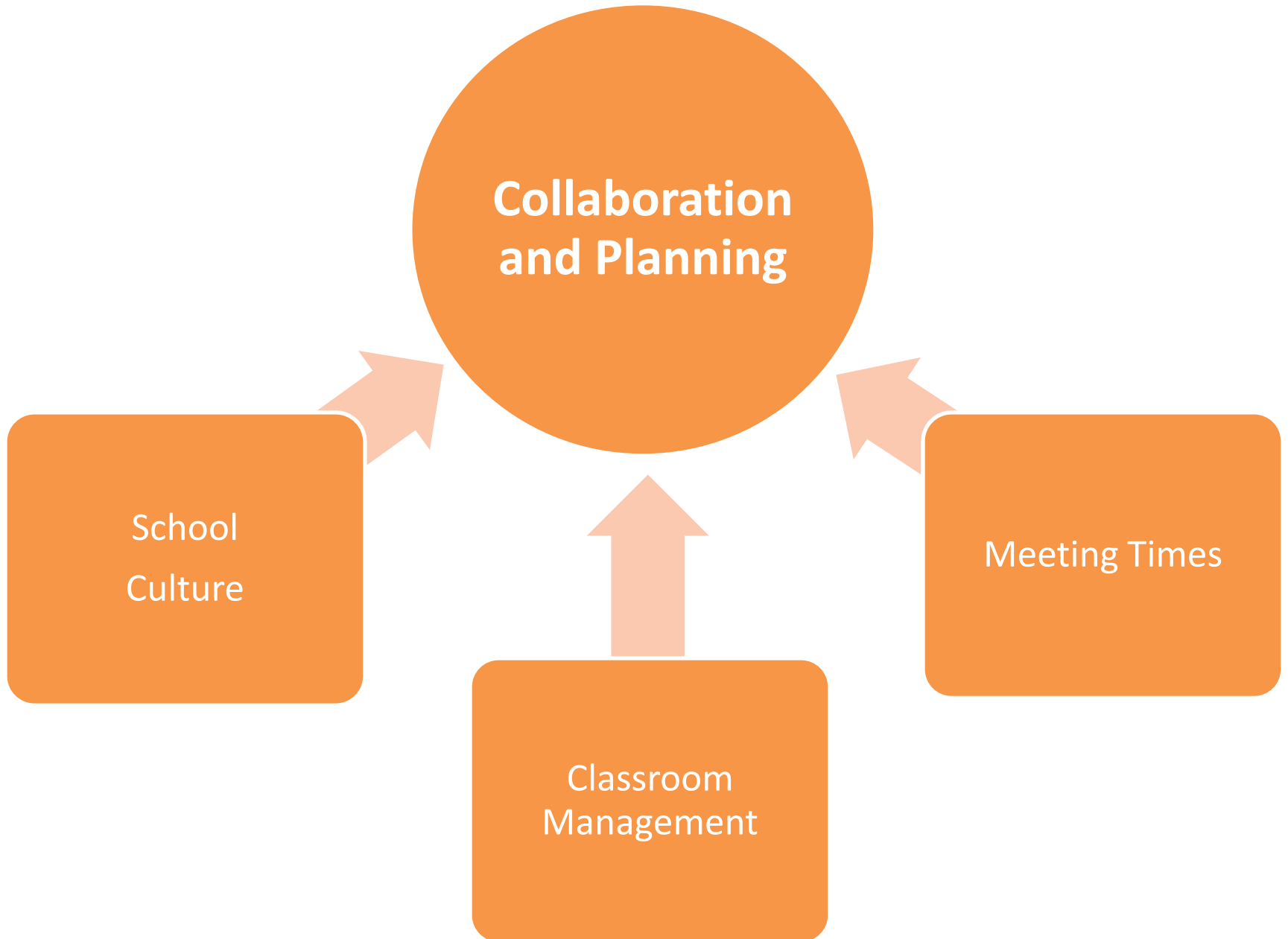






## Research Question 2

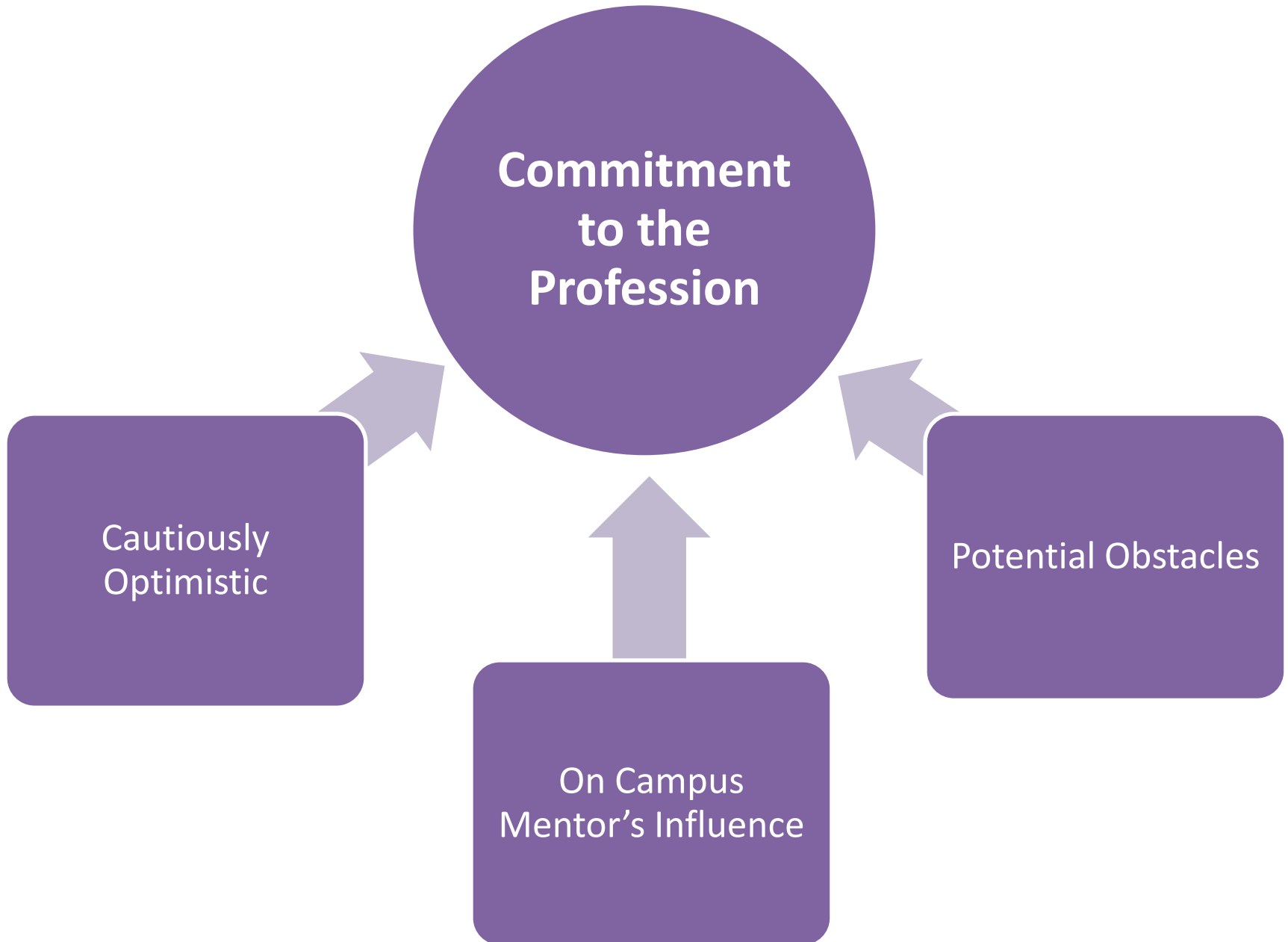
- What are some of the characteristics of an on-campus mentoring relationship as reported by teachers who received teacher preparation through the ECATE program and have completed their first-year of teaching?





## Research Question 3

- How did having an on-campus mentor impact your decision to remain in the profession upon completion of the three year teaching commitment of the ECATE program?





# Considerations

1. All were assigned an on-campus mentor
2. On-campus mentor training
3. Different districts
4. Standardized, open-ended questions
5. Number of participants



# Using the Information

- Implications for University Mentors
  - Build a “trusting” relationship
  - What works/doesn’t
  - Fill the “gap”
  - Availability



# Connecting With Teachers

## Monthly Newsletters



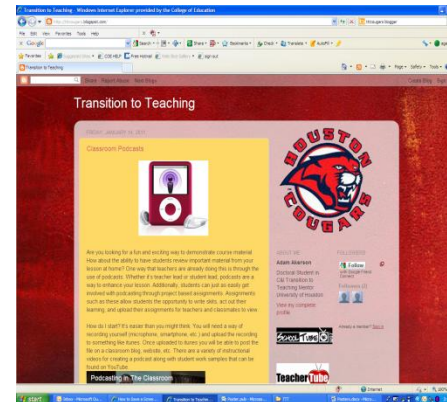
## Coffee Talks



## Classroom Visits



## Program Blog





# Mentoring

Those NOT Teaching

- Job Fairs
- Review Sessions (Content/Review)
- Resume Assistance
- Interview Practice



## Further Discussion

- ✓ Mentoring Strategies
- ✓ Examples From the Field
- ✓ Comments/Questions/Concerns