

Tool: **Developmental Stages for Teachers**
Timing: Prior to and throughout the mentoring experience
Purpose: Mentors become more aware of the typical stages and associated concerns of novice teachers

Stages of Concern

Self-Adequacy *(survival level)*

- ◆ Doing well when a supervisor is present
 - ◆ Getting favorable evaluations
- ◆ Being accepted and respected by other teachers
 - ◆ Knowing that students like them
- ◆ Knowing how students evaluate them as teachers

Teaching Tasks *(increasing concern for their teaching environment and their teaching responsibilities)*

- ◆ Instructional concerns include pressures of teaching routinization and the inflexibility of the teaching environment
 - ◆ Concerns with student load, workload, and lack of academic freedom
- ◆ Discipline concerns include class control, conflict between student values and attitudes and adult values and attitudes, and disrespectful students.

Teaching Impact *(concern is with student learning and students' general well-being)*

- ◆ Academic concerns include diagnosing and meeting individual needs
 - ◆ Focus is on sparking unmotivated students, and facilitating students' intellectual and emotional development
- ◆ Concerns for students' general well-being include interest in such things as student health and nutrition, the school's physiological climate, student absence, students dropping out of school, and students' use of drugs.

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Most entry level teachers are probably at the self-adequacy stage. The mentor should not, however, rule out the possibility of a beginner reaching the “teaching tasks” stage or even the “teaching impact” stage during the first year of teaching.

F. Fuller, (1969). *Concerns of teachers: A developmental conceptualization*. AER Journal, 6, 207-226.