

"Alien Superstar"

Crafting A Plan for Resilient New Teachers From Alternative Places

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About Me

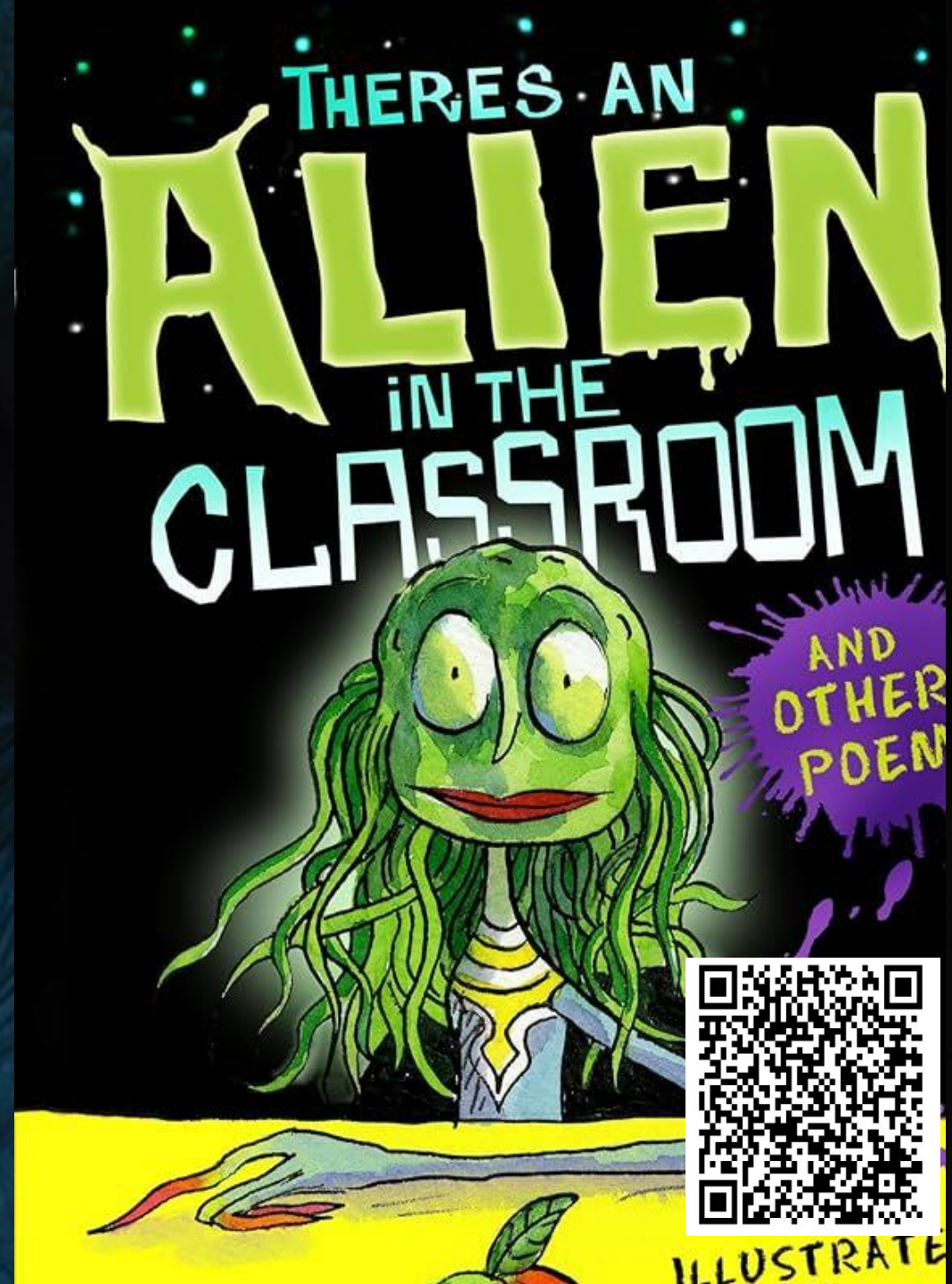


- “Gadstonian”
- Director Educational Leadership & Administration Online Masters/Specialist Program, Florida State University
- Board Chair, The Collegiate School – FSU-Panama City
- Former Principal (2007-2022)
 - assistant principal, ALT certified teacher, team leader, mentor teacher, project chair, curriculum coordinator, coach,
 - Performance record of 10 High Performing School grades including 7 consecutive A grades and 2 distinguished Title 1 school designations, and US News Best School's rankings
- Related Research: Forehand, K., 2019. ***A cross-sectional study of retention of a traditional and alternative certified teacher in a rural induction program.***
- FL Certifications: Elementary Ed, Business Ed, Ed Leadership, School Principal, Reading (endorsed)



AGENDA

- Learning Objectives
- Facts & Figures
- Unique Challenges
- Building Resilience
 - Mentorship
 - Professional Development
 - Emotional & Practical Support
 - Feedback & Evaluation
- Interactive Activity
- Plan Development using AI
- Q & A



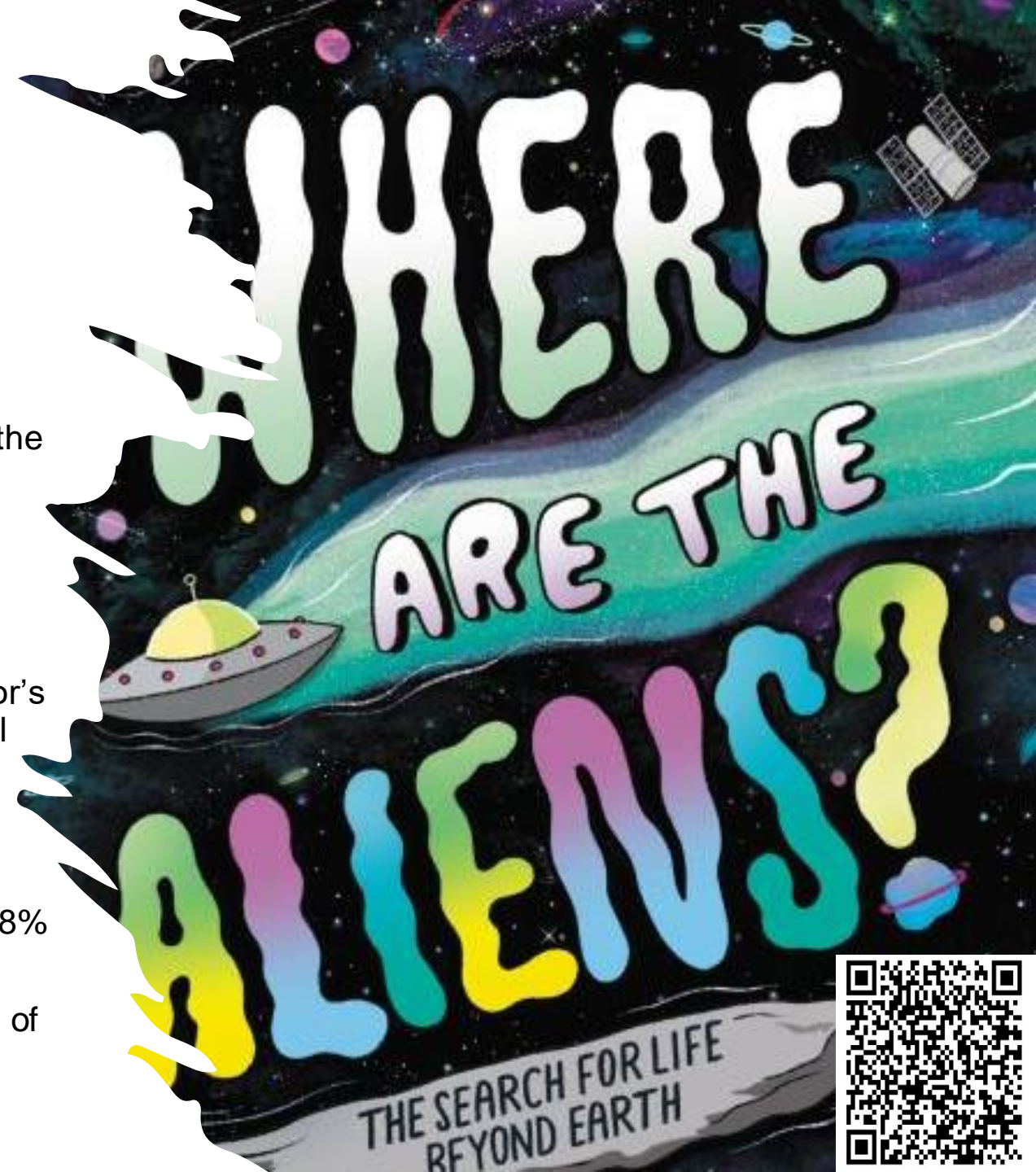
Learning Objectives

- Understand the specific challenges faced by brand new out-of-field teachers with non-traditional or no formal preparation.
- Learn resilience-building strategies to support these teachers.
- Develop and adopt a tailored plan for ongoing mentorship and professional learning.
- Foster a collaborative partnerships that empower school culture and promotes teacher retention and success.



A Few Facts & Figures

- Decline in student entering teacher preparation programs by 54.4%
- On average, teachers work 53.3 hours a week teaching and doing school-related work.
- The average teacher will impact more than 3,000 students throughout the course of their career.
- The U.S. had around 36,500 teacher vacancies at the start of the 2022-23 school year.
- During the 2017-18 school year, 15% of all U.S. public school teachers were under the age of 30. ¹
- College acceptance increased by 150% since 1971
- In 2019-20, colleges and universities conferred 85,057 bachelor's degrees in education, about 4% of the more than 2 million total degrees issued that year.
- Just over 80% of teachers in the U.S. identify as White, compared to only 46% of students as of 2021.
- 9% of teachers in the U.S. identify as Hispanic, compared to 28% of students.
- 6% of teachers in the U.S. identify as Black, compared to 15% of students.
- Increase of alternative certification completers by 20% in 2023



ALIEN SUPERSTAR

UNIQUE

IS WHAT YOU ARE



All of
these
things
we do
in a
different

Unique
specifi
we
that
persona

Unique Challenges of a New, Non-Traditional Teacher



Often lacks pedagogical training



Usually has some classroom
management difficulties



Realities with adjusting to
school culture



LEADERSHIP REALITIES

Beyond Onboarding, what really happens???



https://youtube.com/shorts/XLHN1zitx3Y?s_i=qK_FXLsn8zM7vS4R



STORYLINE.... JOHN



THIS IS JOHN, a former engineer with a decade of industry experience, decided to transition into teaching high school math through an alternative certification program. His passion for math and desire to inspire young minds were strong, but his entry into the educational field came with unexpected challenges.

Day 1: The New Reality

- On his first day, John walked into a bustling school where seasoned teachers were already deeply ingrained in the school's unique culture. Accustomed to the structured environment of an engineering firm, he found the informal, dynamic atmosphere of a high school both exciting and overwhelming. During a staff meeting, John noticed that his colleagues had a shorthand for discussing school policies, student behaviors, and teaching strategies. Acronyms flew around the room, and inside jokes highlighted a camaraderie he hadn't yet experienced. Feeling out of the loop, John struggled to keep up, his confidence wavering.

Facing Classroom Challenges

- In the classroom, John's engineering mindset led him to design highly detailed lesson plans. However, he quickly discovered that flexibility and adaptability were crucial. When a fire drill disrupted his meticulously planned lesson, he found himself flustered and unsure how to regain control and engage his students afterward. His initial attempts to connect with students were met with resistance, and he realized that managing a classroom required a different skill set than managing a team of engineers.



TURN & TALK (60 seconds)

a) SHARE ONE ADDITIONAL
CHALLENGE OF NEW TEACHERS
FROM ALTERNATIVE OR NON-
TRADITIONAL PREPARATION

b) Your next 6 words to John



TURN & TALK (60 seconds x2)

University Implications & Partnerships

- Alt Certification Programs
- Partnerships Across Disciplines
- Education Minors
- Embedded Education in POS
- EPI- Prep Institutes
- Apprenticeships
- High School Recruitment





WHY BUILD RESILIENCE?

“When we can take actions that are **aligned to our core values**, we feel more confident, competent, and able. We *build resilience*.” (ASCD, 2021)

- A Resilient Educator:
 - Reflects
 - Sets Boundaries
 - Is Clear On What Matters Most

<https://www.ascd.org/el/articles/the-resilient-educator-what-does-a-resilient-educator-do>



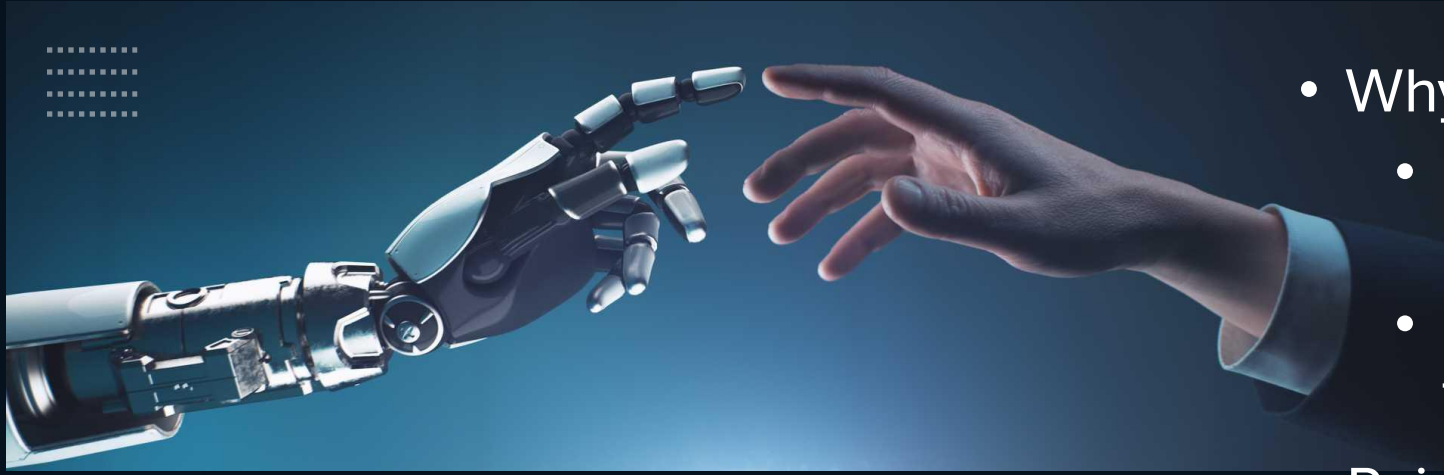
4 Keys for Building Resilience



1. Mentorship Programs
2. Professional Learning

3. Emotional and Practical Support
4. Feedback & Evaluation





1-Building Resilience: Mentorship



- Why Mentorship Matters
 - Enhances professional growth, confidence and retention
 - Better navigate the challenges and the under-culture
- Pairing of New & Experienced Teachers
 - Style, subject Area, personality
 - Experience Mentors: skilled, empathic, time commitments
 - May be off campus
- What Makes it Work
 - Structure, Mentor-training, routine check-ins, peer-observations, resource sharing



2-Building Resilience: Professional Learning



Targeted Professional Learning Opportunities

Classroom Strategy & Content-Specific Training

- **Example:** A workshop on positive behavior intervention strategies (PBIS), teaching new teachers to create structured environments and manage classroom behaviors effectively
- **Interactive Activities:** Role-playing scenarios where teachers practice handling common classroom disruptions and receive feedback



Other Basic PL includes:

- Differentiated Instruction, Assessment, Subject-Specific Pedagogy, Technology, Collaboration, Culturally Responsive Teaching,

3-Building Resilience: Emotional & Practical Support



Create a supportive environment addressing emotional well-being:

Routine Check-Ins: Weekly/Bi-Weekly Check-in (Casual Coffee)
Wellness Programs, Support Groups



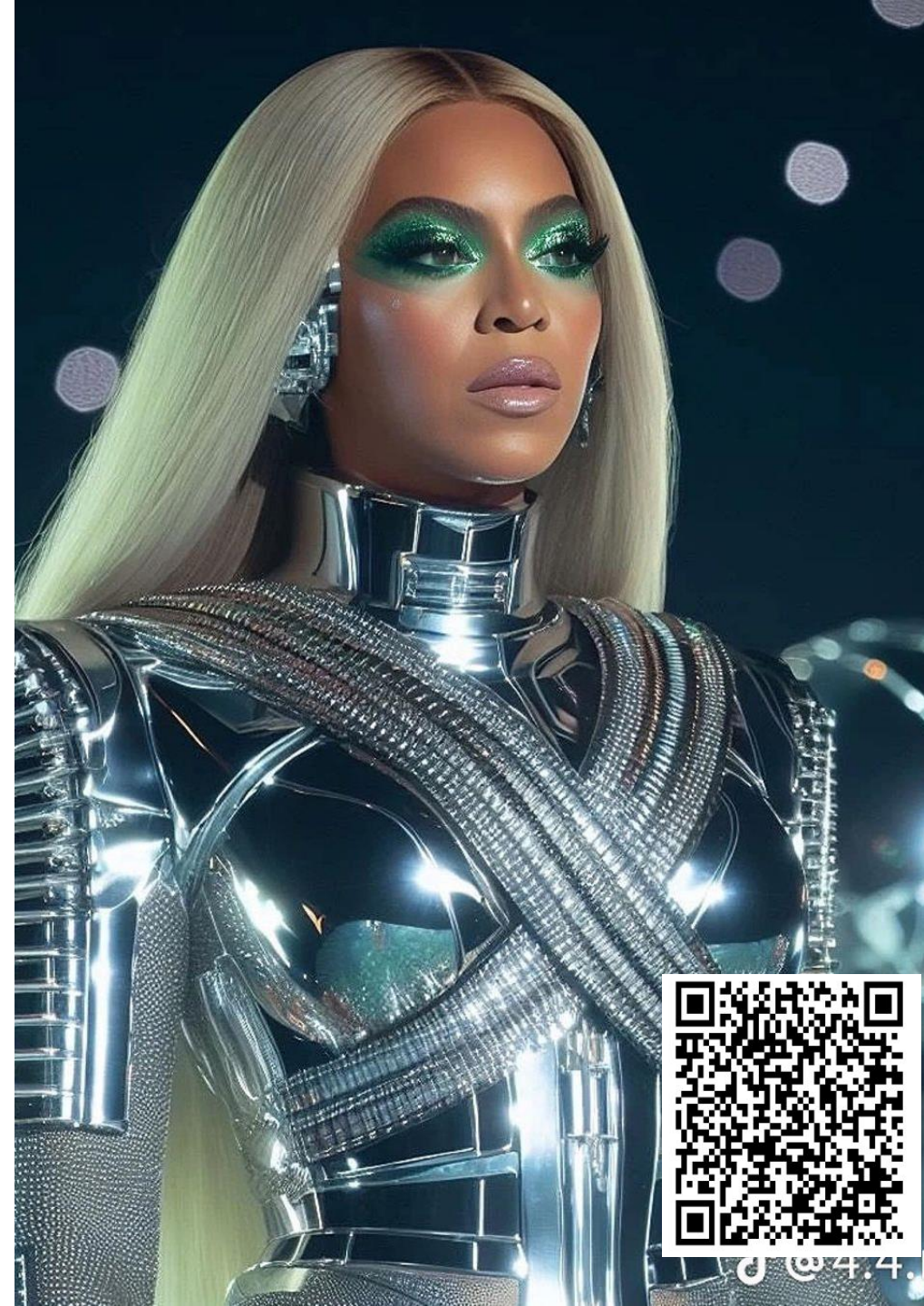
Provide practical support tailored to teachers' needs:

Resources (Provide a Start-Up Kit) Additional Budget for Aliens
Assistance setting up classrooms, technology & paperwork management



Empathy and understanding is important

Open-door policy
Working together on difficult lesson plans and thorough data analysis





4-Building Resilience: Feedback & Evaluation



Implement constructive feedback mechanisms:

Routine observation /feedback
Peer and administrative sessions



Focus on growth, resilience, and continuous improvement:

Set short & long term goals
Reflective practices
Growth plan for specific competencies



Best practices for giving feedback

Sandwich approach





DIFFERENTIATED INDUCTION – TIER 1 Assumptions

DISTRICT ONBOARDING

3-5 Days prior to pre-planning

- Hiring Paperwork
- Employment Benefits
- District/charter policy; maybe code of conduct
- Speed Dating: The Acronym Game
- Technology Training
- Maybe Teacher Evaluation
- TIPS on Classroom Management

CAMPUS PRE-PLANNING

- Updates on School Data
- School Improvement Plan
- New Assessment Guidelines
- Preparing for Parent Open House
- Set-up/Decorate a Classroom
- Master Schedule Review
- Safety Protocols
- District Assembly



DIFFERENTIATED INDUCTION – TIER 2 & 3



SUBGROUPS!!!

- College of Education Newcomers
- Alternative Teachers – No Education Training
- Alternative Teachers - Interdisciplinary Studies Graduates (some Education w/ more work to do)
- Temporary Internships (almost degreed)
- Post Military (No Bachelors)
- Retired Military (degreed/no degree)
- Apprentices (AA in partnership)
- Lower Performing Teachers



TRADITIONAL ASSUMPTIONS

Assumes Basic:
Pedagogical Knowledge
Positive Internship Experience
Some Classroom Management Skills
Knowledge of Adolescent/Teenage Development Stages

ALTERNATIVE ASSUMPTIONS

Strong Content Knowledge
Lack of Pedagogical Knowledge
No Classroom Management

****FASTER TRACK FOR EXECUTION**



Activity: 4 Corners Gallery

- Generating Ideas!
- What could you implement on your campus/district/program
- Add your ideas to each of the 4 Keys
 - Mentorship Programs
 - Professional Learning
 - Emotional and Practical Support
 - Feedback & Evaluation

ROTATE (60 seconds)





REFLECTION & PROCESSING Independent Work

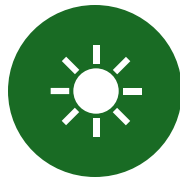
- Create Draft of Your Tailored Support Plan
- Start with the First 5 days
 - Work Smarter with AI



A Note About Structure



5 Day



10 Day



First Month



First Quarter



Time
Availability



Locations



Session Topics



Budget



What if.....

I have a school leader
whose leadership
preparation is through
alternative measures???



Thank You & Contact



③ EMOTIONAL & PRACTICAL SUPPORT

T₂

- Social Event - District + School
- Wellness Events
- Cohorts - Training together (district, school)
- Open office hours
- Systems awareness
- Burnout support
- Celebrations

T₃

- Social Event - District + School

③ EMOTIONAL & PRACTICAL SUPPORT

T₂

- As needed

T₃

- Explicit dis's don'ts
- Frequent admin vms
- Admin/Leadership team needs to know needs of newbies

① MENTORSHIP

T₂

- short term mentorship
- mentor training
- 1 to 2 year
- Are you ok? Check in
- High 5 your mentor
- Site-based monthly meeting w/ mentors
- Shared outcomes
- mentoring expectations & accountability

T₃

- long term mentorship
- advanced mentor training
- 3 years
- mentorship triage (mentors supporting mentors)
- Differentiated mentoring (needs-based)
- mentor training feedback
- Reflection

④ FEEDBACK & EVALUATION

T₂

- Coaching Cycle - 1 or 2
- SIBME as needed
- Peer Evaluation
- Coach obs + feedback (non-eval)
- District-school-class data w/ dept-team
- Best Practices "Good Teaching"
- Receiving Feedback

T₃

- Coaching Cycle - 3 or 4
- Lesson Study
- Observing w/ side by side coaching
- SIBME?
- District-school/classroom 1 on 1 site-based coaching
- Understanding the why
- Understanding the feedback

④ FEEDBACK & EVALUATION

T₂

- Coaching Conversation
- Regular Monitoring

T₃

- Very Specific, Small bites w/ action steps
- Frequent monitoring

② PROFESSIONAL LEARNING

T₂

- Teacher Input
- Needs Assessment
- Modeling/Observation
- Teaching Resources "Pedagogical"
- As needed; standard provision
- Learning Walks
- Full day P.L.
- Selective PL

T₃

- * Targeted/Specific Coaching
- District Specialist Support
- Continuous, Ongoing more intensive
- Instruct. Specialist assigned to new techs
- Targeted PL

Notes from the gallery