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Week 6- Ethical Issues Paper

EDG 533

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"Meeting every student's basic needs and providing everyone the same opportunities will always remain important," when Schalock mentioned this he was referring to effective instruction and how it is an essential part of the quality of life (Hall, 2017). Effective instruction is crucial and students can succeed in their academics, but to do this, teachers need support. Just like students learn differently, teachers also teach differently and the style of teaching that each teacher selects varies. This effects student learning and the form they receive an education. Using evidence-based practices can enhance the quality of education, but who guides the educator to implement evidence-based practices?

"The opportunity to apply knowledge about teaching in the complexity of the classroom under supervised guidance is critical in preparing educators effectively" (Hall, 2017). When educators select an evidence-based practice and integrate it in their teaching style, it is new to them and the only form of knowledge they have of it is information. With a coach, mentor, or supervisor, teachers can apply research in their style of teaching and can do so effectively because mentors, coaches, or supervisors can provide feedback and support the educator as he or she attempts to implement new or different evidence-based practice. The purpose of instructional coaching influences the quality of teaching and it promotes "the idea that coaching helps practitioners bridge the research-to-practice-gap by continually developing and honing teachers' skills learned in initial trainings" (National Center Systematic Improvement, 2). Teachers that have taught for consecutive years, also need coaching and mentoring to improve and grow within their instruction approach to have different and better results. My co-teachers continuously seek assistance from our school deans for new and different ways to teach their students. They register for workshops and conferences to find ways to motivate their students, to engage their students, and to change a part of their teaching strategies. If this helps teachers, how do mentors become

good at what they do?

To be considered a mentor, supervisor, or coach there are at least three elements that are highly considered: years of experience, continuous growth, and "human capital structure" (Educator Effectiveness, 2018). A mentor, coach, a supervisor is also an individual that has experience in a classroom. Some have dual responsibilities of being a mentor and also being a teacher, however, "teaching and mentoring have distinct knowledge bases and skillsets" which can be problematic (Educator Effectiveness, 2018). It is essential to keep in mind that even though the experience is important, a mentor should not just consider what they think is best, but to also allow their mentee to make decisions. Effective mentors are not simply people who are good at providing instruction to students but also are good at providing personal and instructional support to adult learners. Mentors also need to continuously grow by seeking ongoing professional learning "to boost their mentee teachers' job satisfaction and instruction" (Educator Effectiveness, 2018). Making time for improvement will not only be beneficial for mentors but also for their mentees because it improves their communication and problem-solving skills to help them build and support their mentees. In the same way, educators have the support of their mentors, mentors should receive direct coaching and participate in learning communities. Being part of a mentor group allows mentors to attain new skills, share their knowledge, and develop relationships. Human capital structure refers to mentors having their own time set apart to attain new skills, knowledge, attributes that will further their role in supporting teachers. Having their own time set apart is crucial for them to grow and be able to improve.

Question: Creating lessons to meet every students' needs to succeed is every students' right. In order to do this, teachers need support from a mentor, however, to what extend can a teacher completely rely on a mentor's support based on their years of experience and exposure?

Works Cited

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