

Guidelines for a Getting-to-Know-You Conference

This conference, which is to form the foundation of a supportive and open working relationship between the persons who participate, should be held after the beginning teacher has had time to contemplate or answer the "Getting-to-Know-You Conference Preparation" questions on the next page.

A. Conditions to consider when planning the conference:

1. Hold the conference as soon as possible after beginning to work together.
2. Select a place where there will be no interruptions. Meeting away from the school campus may be preferable.
3. Allow at least one hour or more of time after the ILT has had time to prepare the answers to the "Getting-to-Know-You Conference Preparation" questions.

B. Suggested topics to discuss:

Personal information

- Share appropriate personal information to create a more comfortable working relationship (i.e., hobbies, favorite places, choosing teaching as a profession).

Feelings about beginning the school year

- Discuss feelings of both the ILT and the mentor teacher. Be certain to accept the ILT's feelings of anxiety or fear in a positive way.
- Accept these feelings as normal.
- Share how each has coped with feelings of anxiety in the past.

Communication

- Decide the type of communication to use.
- Decide how feedback should be given.
- Discuss with the ILT how and when the mentor should be told if s/he is doing something that causes the ILT stress (and vice-versa).

Individual learning style

- Question the ILT about his/her preferred learning style.
- Share your leadership style and your plan to move from a directive to non-directive leadership style as needed.

Preliminary schedule

- Work with the ILT to arrange a schedule for the next few days.
- Include time for an orientation to the building, equipment, materials, and resource persons.
- Remind the ILT of when s/he is expected to be present at faculty or beginning teacher activities/meetings.

Willingness to assist:

- Restate your willingness to be a helper, but point out that the ILT must take responsibility for his/her own learning by talking about concerns and problems that develop during the experience.
- Suggest that the ILT keep a journal for several weeks.

Other things to discuss:

- SCOS Blueprint – Pacing Guides, etc.
- Lesson Planning – Madeline Hunter format
- ILT-1 Timeline
- Substitute Hotline
- Specific time to meet each week.

Getting-to-Know-You Conference Preparation

(This can be completed by your ILT before the conference time.)

1. As you think about beginning to teach, what feelings or concerns do you have about teaching?
2. What aspects of an effective teacher do you model best? In other words, what are your strengths?
3. When you consider yourself as a teacher, what aspects of an effective teacher are you afraid you cannot model?
4. What do you know about yourself and your learning style that is important for anyone working with you to know?
5. If you are not making progress as a teacher, what do you want me to do?
How do you want me to tell you?
6. What role do your feelings play in the person you are?
7. Are you considered assertive or do you wait for others to initiate?
8. How much leadership do you want me to take in initiating activities for you?
9. What do you expect from me? What do you want to know about me?
10. Will it be difficult for you to tell me if I am not being helpful to you?
If so, how can I make it easier for you to ask me for help?