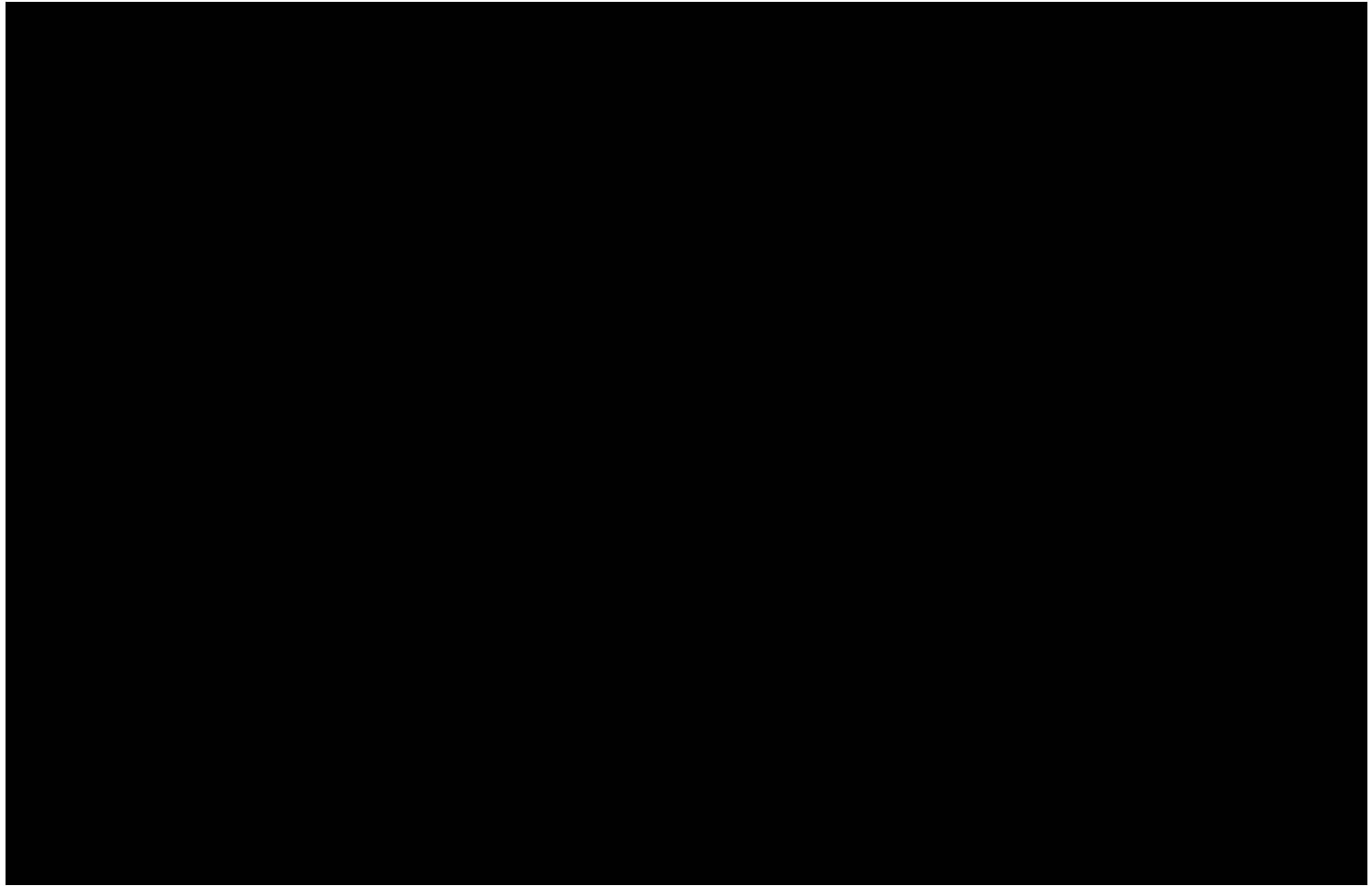


Mentor Training

June 2013

Dewar College of Education
Valdosta State University

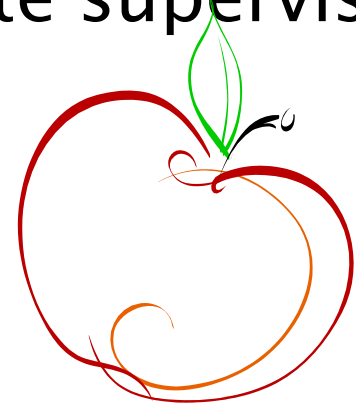
Why I Teach!



New Field Experience Model

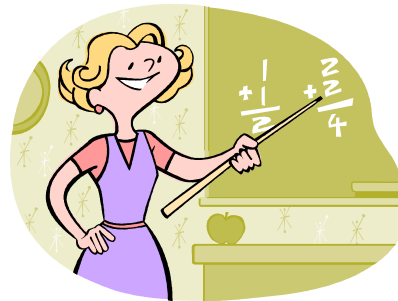
All of this prior to student teaching~

- Increased time in the schools with more feedback from the university supervisor and mentor. 140 hours per semester–2 days a week full days, an additional full week for practicum 3 students and on–site supervisors weekly.

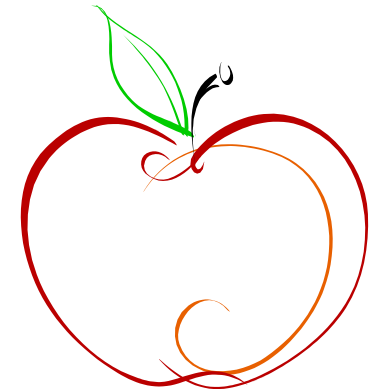


Mentoring

A nurturing process in which a more skilled or more experienced person, serving as a role model, teaches, sponsors, encourages, counsels, and befriends a less skilled or less experienced person for the purpose of promoting the latter's professional and/or personal development.



- Mentor teachers will receive training that was co-designed by VSU and excellent public school mentor teachers.
- Surveys indicate:
 - Expectations of mentor and student teacher
 - Observation Instrument Overview
 - Communication/Lesson Plans
 - Continued support throughout the semester



Why provide Mentor Training to Teachers?

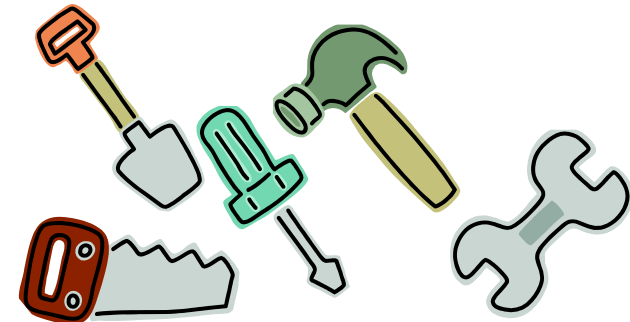
Informal Mentoring is not enough!

- ▶ *Mentors often do not ask for the help they need.*
- ▶ *Veteran teachers learn how to help others by trial and error.*
- ▶ *Difficult to identify which mentees are getting sufficient support and which are not.*
- ▶ *End result: Informal mentoring can never provide that extensive level of support and modeling that is needed! Mentors must be supported through the process!*

Our Purpose

Is to provide you with the necessary “tools” in which to mentor to the best of your ability!

- How can I be the best mentor teacher?
- What can I expect from my mentee?
- What are the university requirements and how will I be supported?



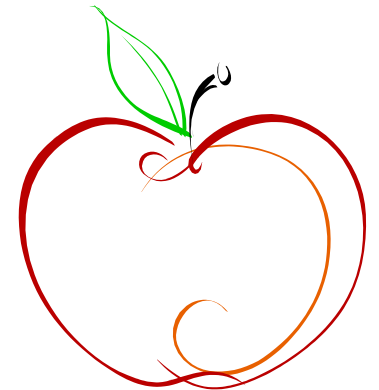
Who will benefit from this combined effort?

Number one: The students in the schools in which we teach!



Other Benefits of a Mentor Program

- ▶ For the **mentee**: access to knowledge, experience, and support of a mentor teacher
- ▶ Personal and professional well-being from reduced stress during the semester.
- ▶ Increased success, self-confidence, and self-esteem
- ▶ Reduced trial-and-error learning and accelerated professional growth.
- ▶ Successful transition into the teaching career.



- For the **mentor**: Increased learning, renewal, and teaching performance.
- Recognition as an excellent teacher conferred through status as a mentor
- Refocusing on instructional practices and development of reflective skill.
- The gratitude of the mentee!



- ▶ For the **administration**: Increased quality of teacher performance.
- ▶ Reduced teacher attrition; experienced teachers who find a new challenge and growth by serving as mentors.
- ▶ Roles of all players are more defined. (mentees, mentors, schools and universities)
- ▶ Better working relationship with cooperating universities.



- ▶ For the **university**: Attract and retain the best, most creative teachers.
- ▶ Be able to provide for our students knowledgeable mentors who have a willingness and desire to mentor.
- ▶ Be able to provide wonderful clinical settings for our students which are optimal for their success.
- ▶ Better working relationships with cooperating schools.



All Around Success!



The Great Mentors:

Brainstorm characteristics of this person and other characteristics of a great mentor that you think are important.

What Makes a Great Mentor?

- ▶ Welcoming
- ▶ Patient
- ▶ Flexible
- ▶ Professional
- ▶ Compassionate
- ▶ Enthusiastic
- ▶ Let go of control
- ▶ Views mentee as a peer
- ▶ Confidentiality
- ▶ Good communicator
- ▶ Knowledge of best teaching practice:



What are the expectations of a student teacher?

Brainstorm ideas on what characteristics the university student should possess.



What can I expect from my student teacher?

(so that he/she becomes super teacher!)

Professionalism

- Dressed professionally each day
- Appropriate comments to P-12 learners
- Prepared with assignments on time
- Confidentiality
- Professional rapport with other faculty/parents
- Communicator
- A team player among faculty/administration
- Phones not visible during school day
- University work prepared at home



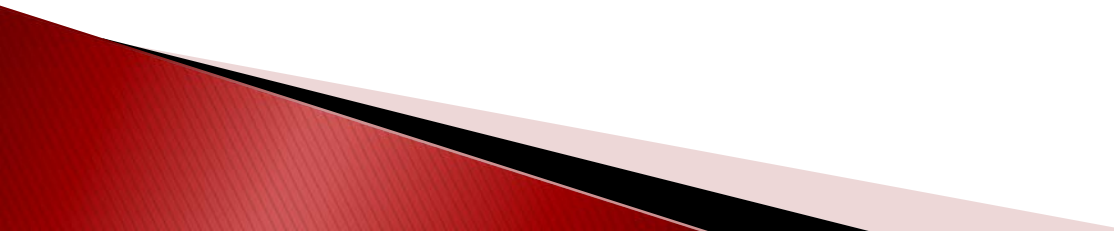
Professionalism:

- ▶ Valdosta State University students are expected to conduct themselves in the professional educator role as defined by the Georgia Professional Standards Commission's Code of Ethics.
- ▶ Standard 10: Professional Conduct – An educator should demonstrate conduct that follows generally recognized professional standards. Unethical conduct is any conduct that impairs the certificate holder's ability to function professionally in his or her employment position (e.g., harassment of colleagues, misuse or mismanagement of tests, test materials or test items, uncontrolled anger, etc.) or a pattern of behavior or conduct that is detrimental to the health, welfare, discipline, or morals of students (e.g., inappropriate language, physical altercations, inadequate supervision, inappropriate discipline, etc.).

Confidentiality

- ▶ The Georgia PSC Code of Ethics, Standard 7: Confidential Information, states: “An educator should comply with state and federal laws and local school board policies relating to the confidentiality of student records, unless disclosure is required or permitted by law. Unethical conduct includes but is not limited to sharing of confidential information concerning student academic and disciplinary records, personal confidences, health and medical information, family status and/or income, and assessment/testing results.

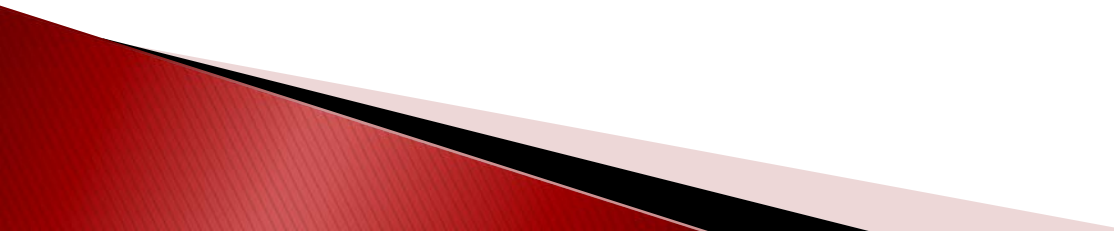
Content Knowledge

- Acceptable grammar skills~written/spoken
 - Having basic content knowledge in which to teach
 - Provide an abundance of teaching strategies
 - Aware of current standards
 - Able to differentiate instruction
 - Able to think outside the box
 - Able to provide alternative teaching methods
 - Able to bring in outside resources to enhance instruction
 - Technology savvy
- 

Classroom Management

- Provides positive reinforcement
- Basic understanding of classroom management and how to handle certain situation
- Proactive
- Able to gain and maintain control of the classroom
- Heeds mentors advice regarding behaviors
- Refrains from yelling to gain control
- Demonstrates withitness
 - Pacing of lesson
 - Time management


Others:

- Takes initiative
 - Organized
 - Come willing to listen and learn
 - Able to multi-task
 - Kind-hearted, exciting attitude, love of children
 - SMILE
 - Knowledgeable of cooperating school
 - Accept mentor's expectations and strive to maintain
 - Willing to accept feedback and use to improve
- 

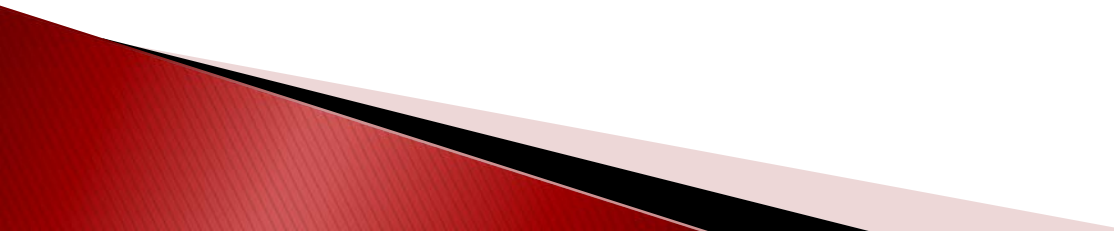
What would I need the university to provide for me/student teacher in order to have a more successful semester?

Individually~List 3-5 things that you feel are needed from the university that would assist you in being the best mentor teacher

What will the university provide to the mentors?

- Orientation
 - Increased interaction with university support staff
 - Scheduled/documentated time to meet regularly with mentees
 - Clear expectations/communication during semester
 - Understanding of the “real world” of teaching
 - Provide incentive for mentors
 - Provide mini-training on observation instrument
 - Share personal concerns as deemed appropriate by university
- 

What our students say they need in a mentor.

- Viewed as a peer teacher
 - Communication
 - Daily feedback
 - Flexible
 - Great teacher
 - Supportive (empathy)
 - Interested in their success and willing to offer guidance for the right reasons
- 

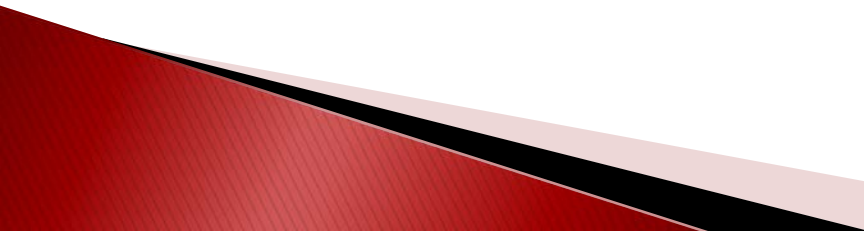
Chain of Command

Mentor Teacher
University Supervisor
Department Head
Director of Student Teaching
Dean



Preview of Semester

(Refer to handbook)

- Week 1–General Orientation of the student teacher to the classroom. Student should become familiar with routines of mentor and students.
 - Week 2– Begin gradually assuming teaching responsibilities. Rate depends on individual student teacher.
 - Week 3–Continue with assuming teaching load until time of soloing. Soloing depends on departmental requirements; however, we encourage the student to gain as much experience as possible during this time.
 - Mid–term is usually when the student teacher should be demonstrating that he/she is ready to begin full–time teaching.
- 

Characteristics of when the student teacher is ready for soloing

- Indicates a willingness to begin
- Knows students and shows ability to get along with them and keep them on task
- Ability to plan effectively, to carry out plans, and to handle the teaching responsibility
- Enthusiasm and energy for sustained effort
- Emotional stability and maturity
- Professional working relationship with the mentor teacher
- Team player who shows ability to handle human relations with school personnel and parents
- After soloing time, the student teacher will release the teaching load gradually back to the mentor teacher.
- During the last few weeks, the student teacher should be observing other grade levels and teachers. They should use this time to their advantage!

Mentoring Quotes

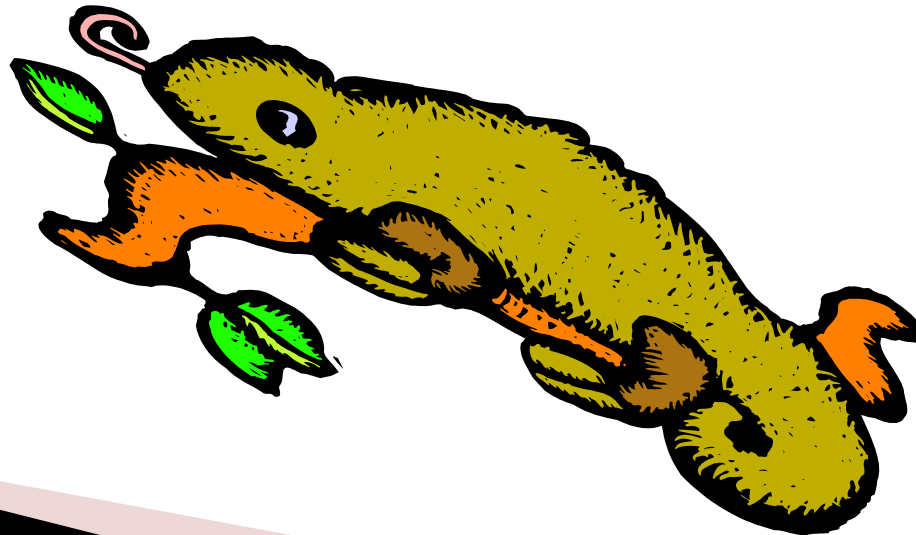
- “Mentoring is a developmental process! You learn daily.”
- “Mentors thrive in a community of practice that both supports and challenges.”
- “You will never find a job more challenging or more rewarding. Teaching is for the resilient, the compassionate, the tolerant and the unselfish!”



- ▶ “Make sure that mentoring is not a checklist activity. It must be an organic process that grows out of what the teachers need and what they’re experiencing in their classrooms.”



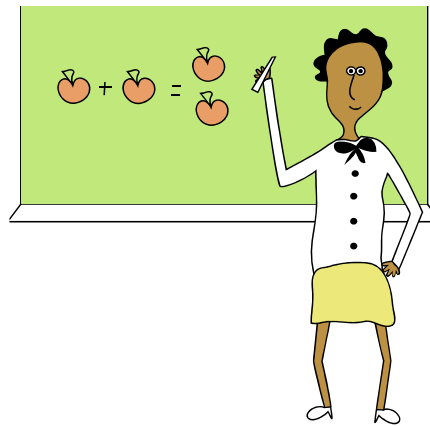
- ▶ “Mentoring is great for me. These new teachers are coming out of college. They’re young and energetic. They have great ideas and just listening to them helps me improve my teaching!”



- ▶ “Your growth as a teacher should be ongoing throughout your whole professional career.”



- ▶ And finally.....
- ▶ Just because someone is a great teacher, does NOT mean they will be a great mentor teacher!”



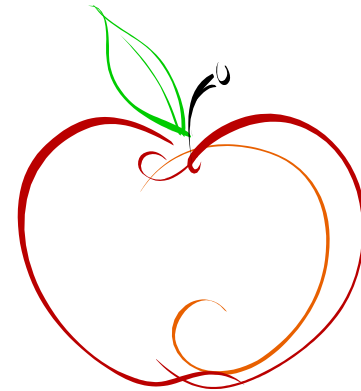
University Observation Instrument: Dr. Minor and Ms. Fuller

Pass out instrument guide



Handbook Review

(University Supervisor will go over in detail)



Communication is Key!

▶ Scenario 1

- Ms. Jones arrives daily happy as a lark, but about 10 minutes late each day! She is great with the students, but is never on time with her lesson plans. She hands them in 2 or 3 at a time and is always making excuses as to why they are late. However, once you get the lessons, they are done very well. This continues to occur each week. How day. How would you handle this?



Scenario 2

- ▶ Ms. Wiggins is a great student teacher. Her plans are turned in on time each week, they are well written and she does a great job in teaching the students. She has a great personality and everyone loves her. However, Ms. Wiggins wears clothing that is not appropriate. Her tops are too low when she bends over and her dresses are too short when she sits or bends down. How would you handle this situation?



Scenario 3

- ▶ Mr. Johnson is a great PE student teacher. He works well with everyone at the school, prepares his lessons well and is punctual with his requirements. But one problem... he “ain’t never had a grammar lesson (it appears) in his life.” He speaks incorrectly to the students and seems to not notice. How would you handle this situation?



Scenario 4

- ▶ Ms. Johnson has arrived as your mentee. She is one who keeps to herself. She engages with the students when she has to and seems to not want to be in your room at all. Her conversations are minimal with you and she appears to be disinterested in teaching students? The next day, the situation is not any better. You ask yourself.....if she really wants to be a teacher! What would you do?

Scenario 5

- ▶ You have a mentee that is wonderful. Always on time, prepared and does a great job. But, he is spending more time with another teacher. They seem to be having meaningful conversations and the mentee often ask this teacher for advice. What should you do?



Scenario 6

- ▶ Ms. Wilson is a fabulous mentee. Arrived for pre-planning to help you get your room ready, plans and executes all lessons well, takes criticism and applies feedback daily, students LOVE her, administration LOVES her, and she is a great example of how the university students should be! What should you do?



Thanks!

Bedankt

Köszönettel

THANK YOU

धन्यवाद

Vielen
Dank

Merci

Grazie

Teşekkürler