

**Mentor Training Survey Data**  
**developed by Mentor Training Committee**  
**June 2013**

**What are some areas in which our university students need improvements?**

- Content Knowledge
- Professionalism
- Classroom Management

**Characteristics of a Great Mentor:**

- Welcoming attitude; makes student feel welcomed and at home!
- Organized
- Patient
- \*\*Good Communicator
- Open and understanding
- Able to provide constructive criticism
- Professional
- Willing to host a student teacher for the right reasons
- \*\*Flexible
- Knowledge of university requirements
- Good role model
- Willing to admit your mistakes as a teacher
- Compassion
- Experience
- Enthusiastic
- Motivator
- Love of children
- Classroom as a community
- Honest
- Positive reinforcement
- \*Let go of control~relinquish power to allow student to grow as a future teacher
- Nurture the talent of the university student
- Share teaching tools/ideas/resources
- Must be a classroom disciplinarian
- Able to allow the student teacher to be an equal along with the mentor

- Involve student teacher in all areas of teaching
- Knowledge of current practice
- Be available “after hours” for the student
- Must have leadership skills
- Plans well as a teacher and show student how to accomplish this goal
- Must express confidentiality with university students

### **What do our mentors need from the university in order to make them more effective?**

- Orientation with the mentor, mentees and university supervisor PRIOR to arrival of students. (Not one on one, but in a group)
- Technical support for mentors
- Support from college supervisor throughout semester. More interaction with university support staff.
- Scheduled/documentated time for meeting regularly with mentees
- Clear expectations/communication from beginning to the end
- Establish ground rules of professionalism. (cell phone use)
- University faculty needs to understand the “real world” of teaching and adjust requirements to fit the needs of the P-12 students.
- **More practicum time for mentees! More experience in the classroom is needed.**
- Clarification on expectations after solo teaching, (Middle grades complete solo teaching way too early in the semester.)
- Clear roles and expectations for mentor teacher.
- The mentor teacher should assume the major role in deciding various factors. (when plans are due, the assumption of duties by the mentee, the overall calendar should be determined by the mentor teacher keeping the P-12 students in mind)
- \*\*\*\*\*Mentors receive additional training in which they receive PLU credit or a free university class when they host a mentee/student teacher.
- Personality of mentees should be considered when placing students with mentors. Should try to find the “right match.”
- Careful consideration in placing students in classrooms is needed. Some mentor teachers should not receive university students.
- Notice of personal concerns should be shared with the mentor (5 week plan, university students that are not on track or considered a risk.) Also background information should be shared with the mentor. (i.e. repeating student teacher) (We did talk about the self-fulfilling prophecy on this one)
- Reviewed mentor handbook and made suggestions
- Reviewed teacher candidate handbook and made suggestions.

- More training needed for mentor teachers. Mentor teachers need to be all trained in order to receive mentees. Professional Day would be a great time in which to do this. A mentor training.
- Continue with more direct communication
- \*\*\*\*Lesson plans (ECE) is not appropriate at all. Please address this issue as the current lesson plan format is not a good one. (25 pages for a written plan is not realistic) The students are spending too much time in preparing the design of the lesson and then not having the time to really gather materials, thoughts, etc. Mentors do not have the time to read these plans. The mentees seemed very frustrated and over-whelmed.
- University observation instrument is confusing. We need training on this assessment form in order to be consistent among teachers.
- Training on communication skills for the mentor to have those awkward talks with the mentee.
- Mentees should be well trained on Learning Focus Strategies. (LFS)
- Mentor teachers need to all provide planned meetings for the mentee in which strengths and weaknesses are discussed. (not just casual conversation only~ These are good some of the time, but mentee needs to have adequate feedback after each lesson)
- For practicum students, it would be nice to know the exact courses that the university students are enrolled in for each semester.
- Release time during the school day from the administration to allow mentors and mentees time to plan, reflect and collaborate with university supervisors/instructors. (Twice a week would be great!)

### **Mentor Trainings**

Mentor Trainings need to be provided each semester with additional support throughout the semester. The best idea would be to have release time from the schools in which to attend training at VSU. This should be mandatory for all mentors.

### **What should be included in this training?**

- Expectations of student teacher and mentor
- Communication strategies on giving constructive feedback. How to address various issues that arise. (Exactly how much does the university want to know?)
- Observation Instrument overview. All mentors need the “cheat guide” to assist them in preparing observation remarks.
- \*\*Clearly define all programs defining expectations for each practicum, student teaching, etc. Mentors need to know where in the program the student is and what the requirements and expectations are for the student.

- Explain characteristics of a good mentor.
- Handbook overview
- Overview of chain of command
- Quick preview of semester, the big picture.
- Clear definition of what the student teacher is to do and NOT to do
- A mini overview of what we have done and discussed during this workshop!

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