



**Mentor Module 3:**

# **Mentors and Student Educators**





# GOALS

- To learn how student educators and mentors can build productive mentoring relationships
- To recognize the various kinds of support that student educators want and that mentors can provide



# QUALITIES OF AN EFFECTIVE MENTOR: REFLECTION

Think about a significant role model in your life and the qualities that made him/her special.

What qualities have helped you to become an effective and encouraging mentor?





# **KEYS TO RELATIONSHIP BUILDING**

- **Meet regularly**
- **Maintain confidentiality**
- **Participate in support team meetings**
- **Attend professional development activities together**
- **Provide professional assistance**



# **GROUND RULES FOR THE MENTORING RELATIONSHIP**

Agree on:

1. Scheduled meeting times and places
2. Best means of dialogue for questions as they arise
3. Preferred methods/times of contact outside of the school day when the student educator has questions



# Mentor Contributions to the Student Educator

Be prepared to provide:

1. Ideas about **instruction**
2. Personal and emotional **support**
3. Advice on locating and accessing **materials and resources**
4. Information on school and district **procedures**
5. Additional techniques for **classroom management**



# INSTRUCTIONAL SUPPORT

- Have reflective and hands-on discussions about planning, student work, and lessons taught
- Provide guidance on ways to engage students in the content
- Team teach and provide access to lesson demonstrations  
(if required; refer to course syllabus)



# PERSONAL AND EMOTIONAL SUPPORT

- Stress the need for **work-life balance**
- Be available to listen
- Recognize the student educator as a near-future peer
- Remind the student educator that making mistakes is normal
- Designate time for venting/sharing





# **LOCATING AND ACCESSING MATERIALS/RESOURCES**

- Conduct a building tour
- Provide information about special services available in the building
- Share instructional resources and manuals
- Explain the chain-of-command
- Demonstrate record-keeping procedures
- Demonstrate/help develop efficient routines



# OPPORTUNITIES TO DISCUSS OR DEMONSTRATE

- Classroom setup
- Classroom routines
- Finding instructional resources
- Classroom management strategies
- Working with small groups
- Differentiated instruction
- Lesson planning
- Incorporating HOTS (higher order thinking) activities
- Using classroom technology
- Record keeping



# INFORMATION ABOUT SCHOOL AND DISTRICT PROCEDURES

- Review school and district rules, expectations, and deadlines
- Explain processes for accessing materials and resources
- Describe special activities
- **Explain unwritten rules**



# **CREATING AN EFFECTIVE FIELD EXPERIENCE**

- Discuss field attendance policies
- Share guidelines for establishing norms/rules and consequences in the classroom
- Assist in setting performance goals



# CREATING AN EFFECTIVE FIELD EXPERIENCE

- If the course requires, help the student educator organize for first-time lesson delivery
  - accessing materials
  - establishing procedures
  - planning and assessment
- Demonstrate progress report procedures
- Identify methods and examples for documenting family/caregiver contact



# **SEMESTER-LONG EXPECTATIONS**

- Build a relationship of trust
- Use this training, the course syllabus and applicable HBU handbook/manual to guide discussions
- Focus on improving student learning
- Demonstrate specialized tasks (e.g. ARDs, language reinforcement, differentiation, etc.) as applicable



# THE ULTIMATE GOAL

Mentor teachers bring quicker and higher levels of success by helping student educators become **intentional** in strategies to improve student learning.



# IN SUMMARY

Seek first to understand...  
then to be understood.

St. Francis



# Training Completion Confirmation

**Submit** the signed  
Mentor Training Confirmation form to the  
**University Supervisor by the emailed deadline**

**OR**

Email the completed  
Mentor Training Confirmation form to  
**[amathis@hbu.edu](mailto:amathis@hbu.edu)**



Mentor training of student educators is required by TAC 228 .

*Thank you for making a difference in the life of our educator candidate!*