

# Mentors and Clinical Teachers

# Goals

- To learn how clinical teachers and mentors can build productive mentoring relationships
- To recognize the various kinds of support that clinical teachers 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 make him/her special. Make a list.
- Reflect on the qualities that you believe you have as a mentor that make you special. Make a list.



# Keys to Relationship Building

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



# Ground Rules for Relationships

Agree on:

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



# Deposits and Withdrawals

List deposits into the relationship bank account:

- 1.
- 2.
- 3.
- 4.

List withdrawals from the relationship bank account:

- 1.
- 2.
- 3.
- 4.



# Student Teachers' Perceived Needs

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 management



# Ideas about Instruction

- Have reflective discussions on planning, student work, and lessons taught.
- Provide guidance on ways to engage students in the content.
- Team teaching.





# Personal and Emotional Support

- Stress the need for life outside the classroom.
- Be available to listen.
- Recognize the clinical teacher as a near-future peer.
- Remind the clinical teacher that making mistakes is normal.
- Designate time for venting/sharing.



# Locating and Accessing Materials/Resources

- Show the clinical teacher around the building.
- Provide information about special services available in the building.
- Provide textbook information, including teachers' manuals.
- Explain chain of command.
- Explain record-keeping procedures.
- Help develop efficient procedures.



# Time Issues Reported by Student Teachers

- Catching up on paperwork
- Classroom cleanup
- Displaying student work
- Faculty and other meetings
- Finding instructional resources
- Grading papers
- Lesson planning
- Modifying lessons
- Preparing for parent conferences
- Record keeping
- Student routines and procedures
- Tutoring



# Information on School and District Procedures

- Review school and district rules.
- Explain processes for accessing materials and resources.
- Review schedule for meetings.
- Describe special activities.
- Explain unwritten rules.



# Additional Techniques for Management

- Discuss clinical attendance policies.
- Help with class seating and room arrangement.
- Provide guidance on organizing for first time teaching.
- Assist in organizing materials and establishing procedures.



# Additional Techniques for Management (cont'd)

- Provide examples of letters to families/caregivers.
- Explain when to contact families/caregivers.
- Identify methods for documenting family/caregiver contact.
- Explain written progress report forms and procedures.



# Additional Techniques for Management (cont'd)

- Share a few guidelines for expected behavior in the classroom.
- Provide ideas for positive reinforcement.
- Assist in setting goals and determining consequences.
- Help the clinical teacher identify when to write a referral or contact families/caregivers.



# In Summary: Semester-long Support Guidelines

- Meet regularly throughout the week.
- Build a relationship of trust.
- Use this framework and the Student Teacher Handbook to guide discussions on teaching and learning.
- Assist the clinical teacher to focus on improving student learning.
- Assist the clinical teacher with the non-instructional responsibilities of a teacher-of-record.





# The Ultimate Goal

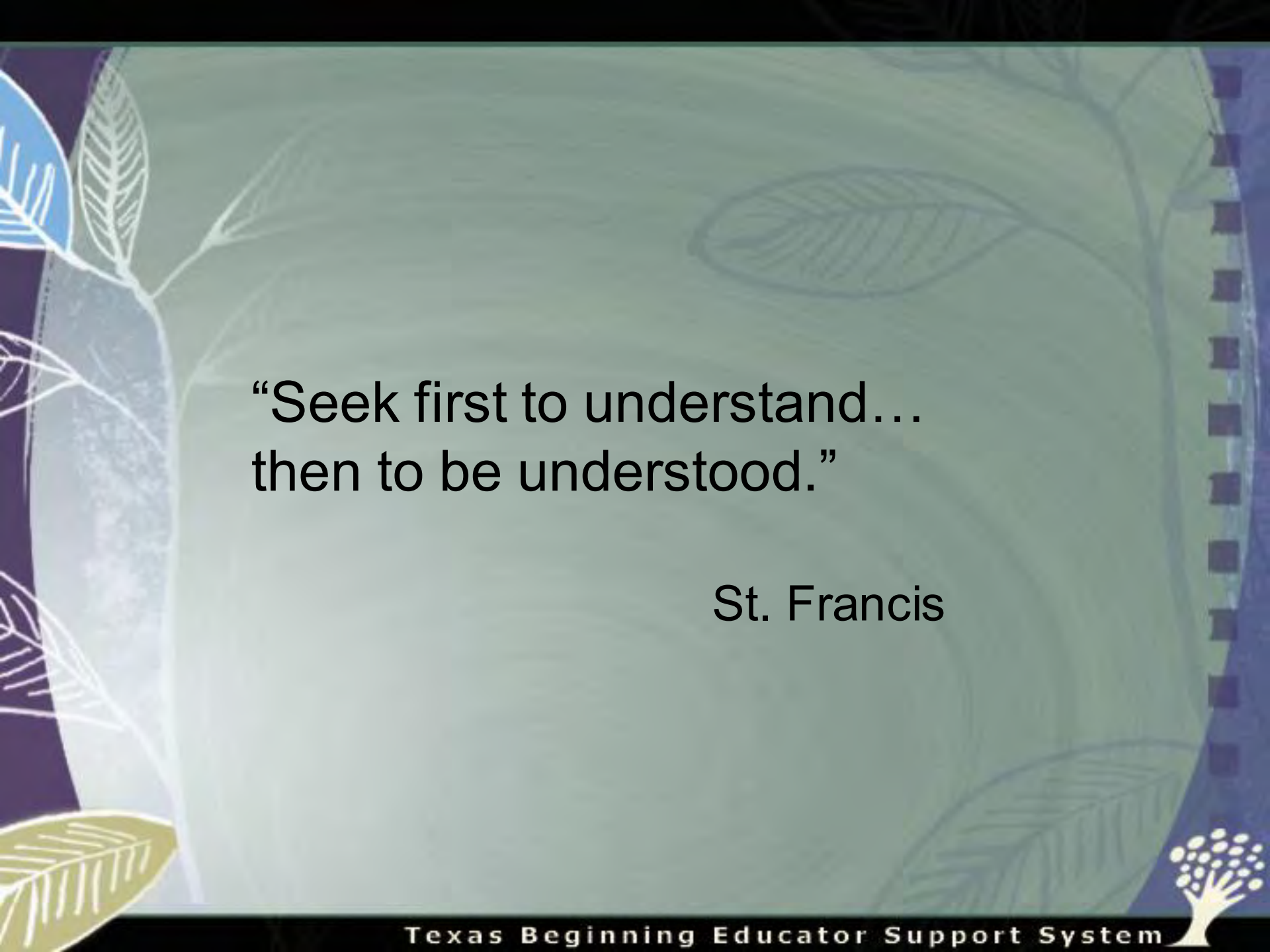
Mentoring teachers can help clinical teachers be more successful, more quickly by helping them focus on improving student learning.





# Profiling the Effective Mentoring-Clinical Teacher Relationship





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

St. Francis

# 3-2-1

- Three things I learned
- Two things I liked
- One thing I'll do immediately



# Contact Information

Upon completion of this mentor training, send an e-mail verifying completion to Dr. Olivia Elmore, Houston Baptist University, Director CPPE, [oeelmore@hbu.edu](mailto:oeelmore@hbu.edu)

Mentor training of mentor teachers is required by TAC 228.

*Thank you for making a difference in the life of our clinical teacher.*



# Mentor Training Module Completion

- Please email [oelmore@hbu.edu](mailto:oelmore@hbu.edu) the following message:
- I \_\_\_\_\_ have completed Mentor Training Modules (Phases, Coaching, Mentor) on \_\_\_\_\_ (today's date) in preparation for serving as a mentor teacher for a clinical teacher for Houston Baptist University.

