



The Role of Mentoring for CTE Teachers

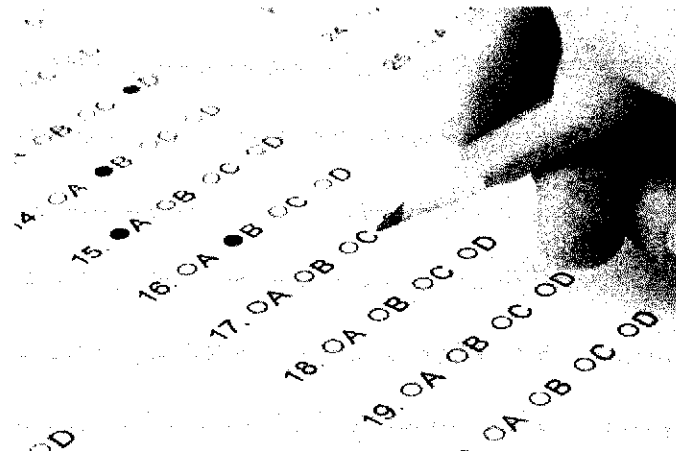
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Focus of this session

- As a teacher educator for subject matter experts (SME), this project has been in operation for 18 years continuously in the state of Oklahoma
- Combination of three pillars of a land grant institution: Teaching, Service and Research
- My focus in this session, given our time limits, will focus on the conclusions and implications about our research
- Consider you have found a new teacher
- You are not sure what you might do to help them be successful;
- This session will give you the practical tools to begin a formal or perhaps even more informal process of mentoring

Mentoring Background Quiz Reflections The Mentor Teacher Beliefs Inventory by James Rowley



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Key Points:

- Origin of Mentoring
- Terminology
- Roles in the mentoring relationship
- Basic Principles of Mentoring
- Assessment of Aptitude for mentoring
- Cycle of Mentoring
- Strategies
- Resources

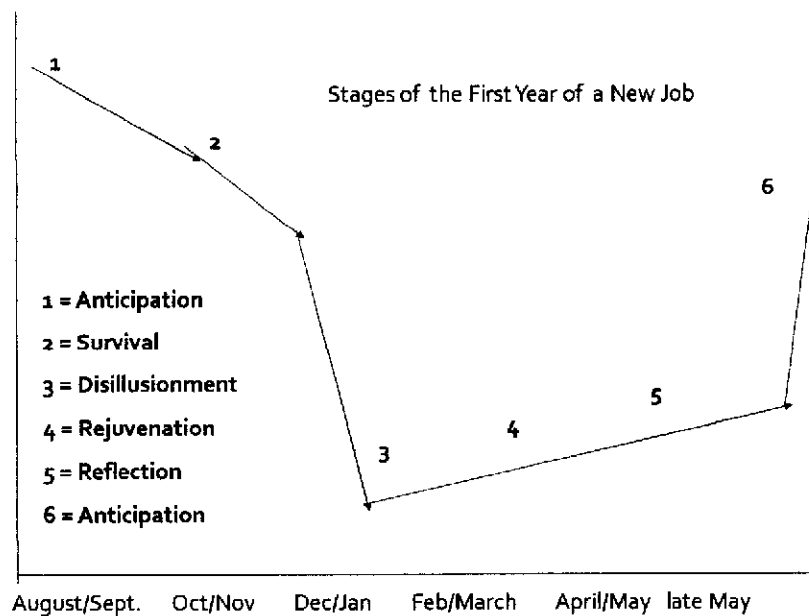
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Terminology

- Coaching v.s. Mentoring
- Mentor/Mentee
- Protégé'/Protégée'
- Quote by Correia and McHenry:
 - "A mentor is an experienced, successful, and knowledgeable professional who willingly accepts the responsibility of facilitating professional growth and support of a colleague through a mutually beneficial relationship." (p. 2)

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Stages of the First Year of a New Job



Basic Principles of Mentoring

1. Good teachers do not necessarily make good mentors.
2. The climate and culture is crucial.
3. All involved can benefit from specific, focused training.
4. A clear understanding must exist of the purpose, process and evaluation of the mentoring process.
5. Thought should be given to the pairing of the mentor and mentee.
6. Support for the mentoring relationship needs to exist.

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Principles of Mentoring

7. A mentor is not a referee, the judge or law enforcement.
8. One mentoring relationship may be very different (but equally effective) as another.
9. Focus on the situation, issue or behavior; not on the person.
10. Maintain the self confidence and self-esteem of others.
11. Maintain constructive relationships.
12. Take initiative to make things better.
13. Lead by example

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The Mentor Role

- "The mentor role is one of the most developmentally important relationships a person can have in early adulthood."
 - Daniel Levinson, *Seasons of a Man's Life*

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Mentor Teacher Beliefs Inventory

Step Three: Interpretation

Your final three scores represent the approximate percentage of time you are likely to employ each of three approaches to mentoring.

2.1 - directive score

2.2 - collaborative score

2.3 - nondirective score

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Cycles of Mentoring

- Honeymoon
- Developmental
- Disillusionment or realistic appraisal
- Parting phase
- Transformation

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Four Phases of Mentoring Relationship

Phase	Process	Product
Initiation	Orienting Introducing	Technical and Logistical issues
Exploration	Accepting Self-disclosing	Needs, interests and goals
Collaboration	Sharing Trusting	Increasingly transparent
Consolidation	Respecting Appreciating	Positive regard Mutual respect Genuine collegiality Consolidated purpose

Source: Rowley, J. B. (2006). *Becoming a high performance mentor*, Thousand Oaks, CA: Corwin Press.

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Ideas:

- Have mentee complete a questionnaire to gain more information about them
- Have them identify their strengths and challenges
- Set priority goals
- Write an action plan

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Possible ideas for questionnaire

- What do you consider your strengths?
- How do you think mentoring will benefit your professional career?
- How can I be of the most help to you?
- In what areas do you want to be mentored?
- How would we summarize those thoughts in the form of goals>
- What is your preferred beginning focus?

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Possible ideas cont.

- How many times do we need to meet to achieve these goals?
- What form of communication is best for you?
- List two or three simple, short-term objectives based upon this conversation.

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Functions of the Action Plan

- Clarifies the role and responsibilities of the mentor and the mentee
- Provides a focus and framework for mentor and mentee teamwork
- Becomes an informative resource when shared with other mentor-mentee teams.

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Success Tips

- Be a supporter, not an evaluator
- Have a scheduled time to meet or method of communication
- Regular communications is a necessity
- Practice listening, questioning, and encouraging reflective thinking.

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Seven Types of Mentoring Assistance

1. Helping a person shift her or his mental context
2. Listening when the mentee has a problem
3. Identifying mentee feelings and verifying them (feedback)
4. Effectively confronting negative intentions or behaviors
5. Providing appropriate information when needed
6. Delegating authority or giving permission
7. Encouraging exploration of options

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Overall Techniques to Make the Process More Effective

- Establish the relationship as early as possible
- Allow the mentee to choose their mentor if feasible
- Model continuous learning by ALL involved
- Build in feedback loops to improve the process
- Regular contact, both formal and informal
- Clarify goals
- Identify strengths and needs
- Listening is critical
- Build rapport

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Techniques to Provide Supportive Skills

- Compelling why
- Positive phrasing
- Needs/benefit statement
- Clear and specific statements and goals
- Approval statements
- Understand and accept as much as possible about each other
- Don't discuss the relationship with others; talking about the new teacher behind their back
- Nonjudgmental

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Overall Tips

- Speaking the native tongue
- Emotional needs - Laughing and crying
- Coach for development
- Work toward excellence and achievement
- Share information and resources
- Recognize accomplishments
- Develop the mentoring abilities of others
- Behave in ethical ways
- Embrace diversity
- Internalize skills

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Consider

"The mentor-mentee relationship is, indeed, a transformative one that can forever change the course of one's life."

Cienkus, R., Grant Haworth, J. & Kavanagh, J. (1996). Editors' introduction. *Peabody Journal of Education*, 71 (1), 1-2.

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For more information



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MENTORING SCENARIOS

Work Pairs

- Draw for your scenario
- Choose your role either the mentor or the mentee
- Determine possible courses of action based on mentoring information and personal experience.

Scenario #1

- Role A: you are a mentor. You met and briefly observed a mentee two weeks ago. The new faculty member has arrived on your campus coming directly from business and industry and has some difficulty with appropriate use of the English language – you heard frequent use of inappropriate grammar and the occasional profane word.
- Role B: you are a new teacher (a mentee). You have been teaching for about two weeks. Things seem to be going well except for the difficulty of knowing how much to plan. Part of what you are concerned about is knowing or anticipating how long activities last. You do not remember the mentor's first name.

Scenario #2

- Role A: you are a new teacher (a mentee). You are having some significant classroom management problems in your classroom. It seems like weeks since you have even seen your mentor and even longer since they offered any assistance whatsoever. This upsets you
- Role B: you are a new mentor and haven't checked in recently with your new teacher because he seemed to want independence and seems competent. You must be at an inservice that you are facilitating in 40 minutes with at least a 30 minute drive to get there. You also really need to use the restroom.

Scenario #3

- Role A: you are a mentor. The new teacher is replacing you in the _____ program you started on your campus long before the new teacher was even alive. The new teacher seems arrogant to you and frankly you feel imposed upon to be asked to mentor them. Anyway, no one helped you when you started teaching. Why do these new teachers get help now?
- Role B: you are a new teacher (a mentee). You are frankly in awe of your mentor and feel incompetent. The mentor's level of experience far outweighs yours. You also heard through the grapevine that you were not the choice of the mentor for the position.

Scenario #4

- Role A: you are a mentor. You went to the university and received your degree BEFORE you started teaching (the way it should be done!). Why should you have to help someone who doesn't even have a degree?
- Role B: you are a new teacher (a mentee). You wouldn't trade your industry experience for all of the degrees in the world. You are taking classes at night and frankly feel overwhelmed most of the time. Besides that, your pay as a teacher is less than it was in industry and your finances certainly show that story.

Final Thoughts:

- As a mentor are you COMMITTED?
- As a mentor are you ACCEPTING?
- As a mentor are you COMMUNICATING?
- As a mentor are you COACHING?
- As a mentor are you LEARNING?
- As a mentor are you INSPIRING?
