Five-Factors of Effective Mentoring

Mentor (Clinical) Teachers are the key to the success of UCCS Teach students
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The foundation of our training is the five-factors of effective mentoring research conducted by Peter Hudson.

- Personal Attributes
- System Requirements
- Pedagogical Knowledge
- Modeling
- Feedback
Personal Attributes

Checklist

Supportive
Comfort in communications
Attentive
Instill confidence
Instill positive attitudes
Assist in reflection

Personal attributes include a strong foundation in content knowledge, effective communication skills, and the ability to help mentees be reflective on their practice.
System Requirements

Checklist

Discuss aims/standards
Outline curriculum
Discuss school/district policies

Pre-service teachers must be able to understand the aims, curriculum, and policies that are established in the school and/or district.
Pedagogical Knowledge
Checklist

Guide lesson preparation
Assist with timetabling
Assist with classroom management
Assist with teaching strategies
Assist in planning
Discuss implementation
Discuss knowledge
Provide viewpoints
Discuss questioning techniques
Discuss assessments (formative/summative; formal/informal)
Discuss problem-solving

This well-balanced display of pedagogy includes specific skills related to teaching content, classroom management, lesson and curriculum planning, and student goal setting.
Modeling Checklist

Model rapport with students
Display enthusiasm
Model a well-designed lesson
Model content teaching
Model classroom management
Model effective teaching strategies
Demonstrate hands-on/cooperative instruction
Use syllabus language/vocabulary

Highly skilled teachers are the most important factor for improving student achievement, but most mentors do not effectively model effective classroom pedagogy.
Feedback

Checklist

- Observe teaching for feedback
- Provide oral feedback
- Review lesson plans
- Provide evaluation on teaching
- Provided written feedback
- Articulate expectations

Mentees in classrooms where mentors provided in-depth verbal and written feedback on lesson plans and lesson instruction showed greater growth than mentees who received little or no feedback.
Clinical Teacher Checklist: Apprentice Teacher

1) Complete and discuss the Getting to Know You Form (pp. 20-21)
2) Review the Field Experiences: Things to Discuss with Pre-service Teachers (pp. 14-16) from the Mentor Teacher Training Handbook.
3) Review the Checklist for Cooperating/Mentor Teachers (pp. 17-19) from the Mentor Teacher Training Handbook.
4) Complete two formal observations using Short Evaluation Form
5) Complete one informal observation each week providing specific feedback. Possible informal evaluations are provided in the Mentor Teacher Training Handbook.
6) Support the Apprentice Teacher with development of the Electronic Portfolio
7) Support (to an acceptable level) the development of the edTPA
8) Provide/assist with opportunities outside of the classroom (15 hours required of AT)
9) Schedule a regular feedback/debriefing session with AT
Clinical Teacher Checklist: UCCSTeach Faculty

1) Communicate any concerns in a timely fashion
2) Communicate testing dates (AT are not allowed to be involved with testing)
3) Complete and submit disposition
4) Submit all formal evaluations
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