

## 2017-18 MNSOTA Music Mentor Program - Mentor Application

I am interested in being a mentor to another teacher in:

- classroom teaching       elementary school       middle school       high school  
 private studio teaching       beginner       intermediate       advanced

Specific instrument techniques:     violin     viola     cello     bass     harp     guitar

- I have taught for 10 years or more  
 I attended the Mentor Seminar at the August 2017 All-State Workshop  
OR watched video from the workshop online and reviewed handouts.  
 On back or on additional sheets, please detail your teaching experience, including specific strengths you could share with other teachers. If you have received any awards or recognition, please include this, but not required.

I am available to mentor     every 1-2 weeks     every 1-2 months  
    occasionally             it depends on the time of year

I am available to travel to observe my mentee if necessary

Name \_\_\_\_\_ Email \_\_\_\_\_

ASTA ID number \_\_\_\_\_ Exp. Date \_\_\_\_\_

Mentors and Mentees must be ASTA/MNSOTA members to participate. Membership will be verified.

- My membership is not current, but I have contacted [www.astastrings.org](http://www.astastrings.org) to renew/become a new member and have sent verification of membership to MNSOTA Member Coordinator Cindy Johnson [MNSOTAmembership@gmail.com](mailto:MNSOTAmembership@gmail.com)

Level(s) taught:     elementary school     middle school     high school     college/university     private studio

Years of teaching experience \_\_\_\_\_ Primary Instrument: \_\_\_\_\_ Secondary Instrument(s): \_\_\_\_\_

Teaching Position/Studio \_\_\_\_\_

School/Studio Address \_\_\_\_\_

School/Studio Phone \_\_\_\_\_ Mobile Phone \_\_\_\_\_

**Send to MNSOTA Mentorship Chair:** Jane Linde Capistran, 1126 Oak St. N., Fargo, ND 58102, [capistra@cord.edu](mailto:capistra@cord.edu)

## Mentor Guidelines & Tips

### The “Be’s” of a Successful Mentor:

- Be a good listener. This will develop trust and you will have a better understanding of your mentee's needs.
- Be intentional. Let your mentee know they are not a bother! You are there for them.
- Be nurturing. Guide without judgment.
- Be insightful. Use your experience to help guide in your mentee's successes or their failures.
- Be supportive/protective. Honesty and caring will allow your mentee a positive learning experience.
- Be affirming. Just as we do with our students, tell the mentee when they do well. 😊

### Stages/Styles of Mentoring:

- Teacher—at the start, you can expect to answer questions to provide immediate assistance.
- Coach—you now can step back and let the teacher take flight. A Socratic approach can help your mentee discover answers and new methods.
- Collaborator—share your combined experiences and begin to solve problems together.
- Sponsor—introduce your mentee into professional organizations and assist them in networking.
- Counselor—you are a career role model and can advise the new teacher in their short and long-term goals.
- Colleague—you will have cultivated an effective and productive leader in their field.

### To get started:

- Initiate the first meeting with your mentee within a week of your assignment. A friendly, caring and thoughtful conversation will be very important to the success of your mentoring.
- Have an agenda for your first meeting. You may want to start with the “Needs Survey” and ask for their teaching schedule. You could provide them with a journal and the jump-start questions or the calendar check list. They can bring scores, method books, other materials, etc.
- Set your style of communication and the boundaries within it—email, text, phone calls and the times you are available.
- You each have expectations of each other—make sure to clarify these.