

NEW! Music Mentor Program

Apply any time; Applications will be considered each Board meeting

We are pleased to launch a new program to enable experienced mentors to sponsor string educators in the state, both in the classroom and private studio. Funding from MNSOTA Board will assist mentors in their time and travel when sponsoring a new teacher.

Interested mentors will be required to attend/view the Mentor Seminar that will provide guidelines and review handouts on mentoring. Our inaugural seminar was offered at the MNSOTA All-State Workshop August 2017. If you were unable to attend, you can view the seminar on our website mnsota.org/mentoring.

The length and frequency of mentoring sessions will be determined by each mentor/mentee. After completing mentorship observations, mentor and mentee need to complete the Post Mentoring Evaluation Questions in order for mentor to receive compensation.

Apply any time; applications will be considered at each MNSOTA Board meeting. 2017-2018 meetings are scheduled for: September 23, November 11, January 27, April 28, June 10. Mentors and mentees will be notified of approval/non-approval during the week following each board meeting. Questions? Contact Jane Linde Capistran: capistra@cord.edu or 218-299-4853 (work)

Criteria for selecting Mentees

- Must be a current member of ASTA (can join at time of application)
- Have specific need or challenge defined
- Preference may be given to non-string players teaching strings
- Preference may be given to teachers in the first 5 years of their career, but experienced teachers with a specific articulated growth goal are also encouraged to apply
- Have someone available with relevant experience

Criteria for selecting Mentors

- Must be a current member of ASTA (can join at time of application)
- Preference given to more experienced teachers; expected ten years experience in area giving mentoring
- Preference given to applications that match an articulated need (mentee) with demonstrated expertise (mentor)
- Some consideration given for past MNSOTA award winners

Mentor Duties:

- Initiate mentee connection with assigned mentee. (Mentees

will be assigned according to like-grades, instrument, location or requests.)

- Communicate appropriately, as determined by the needs of your mentee
- Document the session of mentorship
- If able and appropriate, coordinate on-site visits with the mentee
- Hold an End-of-Session assessment with your mentee

Mentor Honorarium

MNSOTA will provide mentors an honorarium of \$25 per hour (not including travel time), with a maximum of \$375 (15 hours) per mentorship, per school year. Mileage will be reimbursed at the rate of \$.30 per mile, available for mentors traveling 40+ miles one-way.

End-of-the-Session Reflection (required)

Mentors and Mentees are required to address the following, in writing, before mentor honoraria will be issued:

- List dates/times/locations of mentor observations or meetings
- Document time spent with additional mentor/mentee interactions (phone/email/text, etc.)
- Outline positive outcomes you received from the MNSOTA mentor program.
- State the most valuable part of this program
- Outline suggestions you have, if any, to improve the MNSOTA Music Mentor Program

Answers can be emailed, typed or handwritten and should be sent no later than June 1, 2018, to MNSOTA Mentorship Chair: Jane Linde Capistran, 1126 Oak St. N., Fargo, ND 58102, capistra@cord.edu.

Sources:

The Handbook for the Music Mentor. Colleen M. Conway, Michael V. Smith and Thomas M. Hodgman. GIA Publications, 2010

Mentoring New Music Teachers for Lifelong Success in the Profession. Michael D. Stone. NAFME, July 2016

ASTA National Mentoring Chair, Dr. Margaret Berg. University of Colorado, Boulder

2017-18 MNSOTA Music Mentor Program - Mentee Application

I request mentoring for: classroom teaching elementary school middle school high school
 private studio teaching beginner intermediate advanced
 Specific instrument techniques: violin viola cello bass harp guitar

I would benefit most from contact with my mentor:
 every 1-2 weeks every 1-2 months occasionally it depends on the time of year

I would benefit most from:
 observation and discussion discussion only (e.g. in person, on the phone, via email) pedagogy lesson

I have a special request to work with [insert mentor's name] _____ if possible.

I am enclosing my Mentee Needs Survey with this application, *or*
 I will submit my Mentee Needs Survey directly to my mentor after he/she is assigned

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 to renew/become a new member and have sent verification of membership to MNSOTA Member Coordinator Cindy Johnson MNSOTAmembership@gmail.com

Years of teaching experience _____ Primary Instrument: _____ Secondary Instrument(s): _____

Teaching Position/Studio _____

School/Studio Address _____

School/Studio Phone _____ Mobile Phone _____

Mentee's Administrator Signature (necessary to allow mentor to observe, if working at a school) _____

Send to MNSOTA Mentorship Chair: Jane Linde Capistran, 1126 Oak St. N., Fargo, ND 58102, capistra@cord.edu

2017-18 MNSOTA Music Mentor Program - Mentee Needs Survey

Submit with your Mentee Application, or submit confidentially directly to your mentor.

Name _____

On a scale of 1-5, with 5 being the most important area of need, please rate your skills, choosing from all the areas that are applicable to your teaching situation. Write N/A if not applicable:

Primarily classroom teaching areas:

___ classroom management /discipline
 ___ efficient tuning procedures
 ___ rehearsal pacing
 ___ conducting skills
 ___ keyboard skills
 ___ arranging/composing skills
 ___ improvisation skills
 ___ knowledge of teaching materials and repertoire in your area
 ___ daily lesson planning and organization
 ___ student assessment and evaluation
 ___ computer and technology skills
 ___ knowledge of teaching methods/styles/communication with students
 ___ parent communication
 ___ field trips/travel
 ___ diversity/multicultural teaching/cross curriculum teaching
 ___ building relationships with other teachers and administration
 ___ program advocacy
 ___ other (specify) _____

Primarily private studio areas:

___ parent communication
 ___ recruitment
 ___ studio policies
 ___ scheduling / makeups
 ___ recitals
 ___ other student opportunities
 ___ practicing
 ___ developing independence
 ___ music reading
 ___ other (specify) _____

Instrument specific areas:

violin viola cello bass harp guitar
 ___ scale progression
 ___ etude progression
 ___ solos / repertoire progression
 ___ posture / instrument setup
 ___ LH technique (specify) _____
 ___ RH technique (specify) _____
 ___ other (specify) _____

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 to renew/become a new member and have sent verification of membership to MNSOTA Member Coordinator Cindy Johnson 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

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.