

MNSOTA MUSIC MENTOR PROGRAM

MENTEE NEEDS SURVEY

PLEASE COMPLETE THE SURVEY AND BRING IT TO YOUR FIRST SESSION WITH YOUR MENTOR. ALL RESPONSES WILL REMAIN CONFIDENTIAL BETWEEN YOU AND YOUR MENTOR, AND SHARED ONLY IF YOU AGREE.

ON A SCALE OF 1-10, *WITH 10 BEING THE MOST IMPORTANT AREA OF NEED*, PLEASE RATE THE FOLLOWING SKILLS:

NAME _____

____ CLASSROOM MANAGEMENT/DISCIPLINE

____ EFFICIENT TUNING PROCEDURES

____ REHEARSAL PACING

____ CONDUCTING SKILLS

____ KEYBOARD SKILLS

____ ARRANGING/COMPOSING SKILLS

____ IMPROVISATION SKILLS

____ SPECIFIC STRING INSTRUCTION (SPECIFY TECHNIQUE _____)

____ 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

ADDITIONAL AREAS OF NEED:

MNSOTA MUSIC MENTOR PROGRAM
MUSIC CALENDAR CHECKLIST

_____EVENT_____PLANS_____

AUGUST

SEPTEMBER

OCTOBER

NOVEMBER

DECEMBER

JANUARY

FEBRUARY

MARCH

APRIL

MAY

JUNE

JULY

MNSOTA MUSIC MENTOR PROGRAM

"JOURNAL JOURNEY"

USE THIS TO JUMP-START YOUR MENTEE JOURNALING

WHY AM I TEACHING?

WHAT MOTIVATED ME TODAY? WHAT COMES NATURAL FOR ME AS A TEACHER?
WHAT DOESN'T COME NATURAL FOR ME AS A TEACHER? HOW DO I PLAN FOR MY
TEACHING? WHAT DO STUDENTS LEARN FROM ME?

WHO ARE MY STUDENTS?

WHAT MOTIVATES THEM AND WHY? WHAT ARE THEIR MENTAL AND EMOTIONAL
TRAITS? HOW DO THEY RELATE TO EACH OTHER? HOW DO THEY RELATE TO ME? WHAT
KIND OF MUSICAL INTERESTS DO THEY HAVE? WHAT MUSICAL SELECTIONS DO THEY
LIKE AND WHY? WHAT MUSICAL SELECTIONS DON'T THEY LIKE AND WHY? ARE THERE
STYLES OF MUSIC THAT YOU HAVE ENCOURAGED THEM TO GROW TO LIKE?

WHAT ABOUT MY TEACHING METHODS?

DID I CONNECT WITH MY STUDENTS TODAY? HOW DID I DO THAT? WHAT
ACTIVITIES DO I USE THAT THEY RESPOND TO? (LISTENING, PLAYING, SINGING, MOVING,
ETC.) AM I PACING MY CONTENT FOR THE BEST LEARNING? CAN I EVALUATE THEIR
PROGRESS?

WHAT EVENT HAPPENED TODAY THAT WAS GREAT?

EXAMPLES: I GOT GOOSEBUMPS IN REHEARSAL. THE ORCHESTRA UNDERSTOOD
THE TIME SIGNATURE. THE VIOLINIST LEARNED FIFTH POSITION.

WHAT EVENT HAPPENED TODAY THAT WAS NOT SO GREAT?

EXAMPLES: I LOST MY TEMPER AT A STUDENT. MY CLASS DID NOT LISTEN WELL.
MY COLLEAGUE WAS GRUMPY TOWARDS ME.

WHAT EMOTIONS DO I FEEL OR WHAT DO I WANT TO SPEAK UP ABOUT?

DO I HAVE WORDS OF THANKS OR CONCERN FOR A PARENT, STUDENT, COLLEAGUE
OR ADMINISTRATOR? DID I HAVE MOMENTS OF JOY, PRIDE, SADNESS, OR ANGER TODAY?

FINISH THESE STATEMENTS

TOMORROW I WILL...
THE STUDENTS LEARNED...
I WANT TO ASK MY MENTOR...
I AM EXCITED ABOUT...
THE HARDEST THING TO DO IS...

MNSOTA MUSIC MENTOR PROGRAM

END OF THE YEAR ASSESSMENT

TO BE COMPLETED BY MENTEE AND MENTOR

SUBMIT TO: CAPISTRA@CORD.EDU

LIST DATES OF OBSERVATIONS BY THE MENTOR IN YOUR CLASSROOM:

IN ADDITION TO OBSERVATIONS, HOW MUCH OTHER TIME DID YOU CONFER WITH YOUR MENTOR/MENTEE?

WHAT TYPES OF COMMUNICATION DID YOU USE? (EMAIL, TEXT, PHONE, ETC)

WHAT POSITIVE OUTCOMES DID YOU RECEIVE FROM THE MENTOR PROGRAM?

WHAT WAS THE MOST VALUABLE PART OF THIS PROGRAM?

WHAT SUGGESTIONS DO YOU HAVE TO IMPROVE THE **MNSOTA MUSIC MENTOR PROGRAM?**

MENTEE SIGNATURE

MENTOR SIGNATURE

DATE _____

MNSOTA MUSIC MENTOR PROGRAM

MENTOR GUIDELINES AND TIPS

THE B'S OF A SUCCESSFUL MENTOR

- BE A GOOD LISTENER...THIS WILL DEVELOP TRUST AND YOU WILL HAVE A BETTER UNDERSTANDING OF THEIR NEEDS.
- BE INTENTIONAL... LET THEM KNOW THEY ARE NOT A BOTHER! YOU ARE THERE FOR THEM.
- BE NURTURING... GUIDE WITHOUT JUDGEMENT.
- BE INSIGHTFUL...USE YOUR EXPERIENCE TO HELP GUIDE IN THEIR 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 ☺

STYLES IN 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 THEM 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 BOUNDRIES WITHIN IT - EMAIL, TEXT, PHONE CALLS AND THE TIMES YOU ARE AVAILABLE.
- YOU EACH HAVE EXPECTATIONS OF EACH OTHER - MAKE SURE TO CLARIFY THESE.