

Teacher Concert Cycle

WHAT TO EXPECT THROUGH THE SCHOOL YEAR



NEW TEACHER DIGITAL MENTORING
BERG & CONWAY, 2017;
VAUGHAN-MARRA 2017B



VIDEO BASED SHARED REFLECTION
TOBIAS (2014)



MENTORING FOR HEARTY CURRICULAR DISCUSSIONS

NEW MUSIC TEACHER SUPPORT: THRIVING NOT JUST SURVIVING THROUGH MENTORING

Reflection Space

For New Teachers....

- Why do you think you need a mentor?
- What do you think you are going to need help with?
- Who are you planning to ask for that help?

For Mentor Teachers...

- Who were your mentors as a novice teacher?
- How accessible was your mentor to you in your first year of teaching?
- When did you need help and why?
- What Might New teachers want to talk about?

Types of Topics

- Quick Check-ins about the day
- Sequencing of instruction
- Pedagogy
- Methodology
- Classroom Management
- Student Motivation

Locations

- Classroom, home, and other work spaces

Avenues for communication

- Text Message
- Video Conference
- Email
- Video Review
- Google Docs
- Google Drive

Video Based Shared Reflection:

- Conversations regarding lesson footage that may drift from speaking specifically about the rehearsal footage to clarifying the feedback to wonderments or questions that were currently on their mind that day.

How to be digitally available

Keep checking in... just because the mentee did not reply right away does not mean that they don't want help. A "hello" text can go a long way.

- Meetings may range between 30 - 90 minutes

Be ready to roll with technical hiccups

- Have a text message thread open to communicate if the video conference isn't working
- Have a back-up plan for if they can't meet with you as originally intended

Get a sense of their classroom

- Ask lots of questions
- Have them take pictures of their teaching spaces
- Video is your best friend:)

Developing trust for video reflection

- **REMINDER** - the video reflection is not intended as judgement or evaluation
- Written feedback is helpful to review in the future
- Supplementary materials for successful lessons can be shared in a cloud folder
- "Bad" teaching videos happen and are OK

Preparing for feedback...

Feedback Self-Reflection Scale

I am uncomfortable with feedback, it makes me nervous and anxious	I like feedback when positive aspects are presented first before constructive topics	I like feedback of any type, but in small doses with written information for me to review later	Feedback helps me improve so whatever it is I want to hear it
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Dr. Jessica Vaughan-Marra is the Coordinator of Music Education at Seton Hill University (Greensburg, PA) and recently completed her Ph.D. in Music Education with an emphasis in string pedagogy at the University of Michigan (Ann Arbor, MI). Prior to beginning her Ph.D. coursework in 2015, she taught instrumental music for nine years in the Cupertino Union School District (Cupertino, CA). She is a native of Pittsburgh, Pennsylvania where she completed her B.S. in Music Education in 2006 at Duquesne University (Pittsburgh, PA). She received her M.M. Music Education in 2010 from Northwestern University (Evanston, IL). She is an active member of: The National Association for Music Educators (NAfME); Society for Music Teacher Educators (SMTE); Pennsylvania Music Educators Association (PMEA); and American String Teachers Association (ASTA). In addition to helping coordinate the NAfME mentoring project as well as ASTA New Teacher mentoring project, Jessica assisted in developing a new teacher mentoring programs through the Gordon Institute for Music Learning (GIML). Dr. Vaughan-Marra co-authored several articles in the field of music education and has been published in the Journal of Research in Music Education (JRME), the Journal of Music Teacher Education (JMTE) as well as contributed to The Oxford Handbook of Preservice Music Teacher Education and Critical Issues in Music Education: Contemporary Theory and Practice both published by Oxford University Press. Her research interests include: new teacher mentoring, educative mentoring practices, digital mentoring, instructional technology in the music classroom, and student motivation.

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