



Mentor/Mentee List of **TOPICS**

This is a working document. Please feel free to save it in a format that will serve you best. You can make notes and determine which topics Mentor and Mentee would like to discuss.

Instructions for Mentors

Consider the topics chosen by your mentee to use for discussion purposes. Feel free to add topics that are not listed.

Instructions for New Teachers

From the lists in columns one and two, choose topics that are of interest to you and for which your mentor(s) can help you. Feel free to add topics that are not listed. Be sure to share this list with your mentor(s).

TOPICS IDENTIFIED	Suggested MENTOR Topics	<i>MENTEES Choose the Topics</i>
PLANNING AND PREPARATION	<ul style="list-style-type: none"> Knowledge of content <ul style="list-style-type: none"> • Piano • Conducting, voice • Instruments • Theory • History Knowledge of pedagogy <ul style="list-style-type: none"> • Sequencing music elements • Realistic levels of performance Knowledge of students <ul style="list-style-type: none"> • Age/maturity levels • Learning approaches • Special needs • Cultural considerations Instructional Goals <ul style="list-style-type: none"> • Repertoire • Performance • Literacy • Contest/festival participation Resources <ul style="list-style-type: none"> • Colleagues • Music library • R & S Chairs • Internet • Journals • Books Designing Instruction <ul style="list-style-type: none"> • Varied activities • Score study • Student groups • Lesson/unit plans Assessment/Evaluation <ul style="list-style-type: none"> • Types of assessment • Achieving goals • Standard levels 	

<p>CLASSROOM ENVIRONMENT</p>	<p>Respect and Rapport</p> <ul style="list-style-type: none"> • Climate • Teacher interaction • Student interaction • Setting boundaries <p>Learning Culture</p> <ul style="list-style-type: none"> • Teacher expectations • Student pride • Importance of content <p>Classroom Procedures</p> <ul style="list-style-type: none"> • Opening • Closing • Transitions • Student routines • Teacher routines <p>Student Behavior</p> <ul style="list-style-type: none"> • Class rules • Enforcement of rules • Consequences <p>Physical Space</p> <ul style="list-style-type: none"> • Seating charts • Classroom/ensemble set up • Safety • Storage • Music library 	
<p>INSTRUCTION</p>	<p>Communication</p> <ul style="list-style-type: none"> • Procedures • Oral/written directions • Language • Tone <p>Managing Questions/Discussions</p> <ul style="list-style-type: none"> • Quality of question/discussion • Type of questions • Student participating <p>Engaging Students</p> <ul style="list-style-type: none"> • Pacing • Rehearsal technique • Assignments • Structure • Groupings • Content <p>Feedback to Students</p> <ul style="list-style-type: none"> • Specific • Oral/written • Timeliness • Accuracy • Constructive <p>Flexibility and Responsiveness</p> <ul style="list-style-type: none"> • Persistence • Varied student ability • Lesson adjustments <p>Calendar of Teaching</p> <ul style="list-style-type: none"> • Class/Ensemble Preparation for the Year <ul style="list-style-type: none"> ○ Setting up the grade book ○ Attendance procedures ○ Organizing the classroom ○ Syllabi and/or Handbook ○ First day/first week plans ○ Classroom procedures ○ Literature choices ○ Warm-ups ○ Accompanists ○ Sectionals ○ Lessons • SDMEA, SD-ACDA, SD BandMasters, ISTA events for the year 	
<p>PROFESSIONAL</p>	<p>Reflection</p> <ul style="list-style-type: none"> • Accuracy 	

RESPONSIBILITIES	<ul style="list-style-type: none"> • Application to future teaching Maintaining Records <ul style="list-style-type: none"> • Grading • Student progress • Make-up work Communication <ul style="list-style-type: none"> • Students • Parents • Faculty • Coaches • Administrators • Public • Custodians and other school personnel Contributing to the District <ul style="list-style-type: none"> • Committees • Extra duties • Colleagues Professional Growth <ul style="list-style-type: none"> • Developing new skills • Service to the profession • Music colleagues • NAFME, ACDA, ASTA, BandMasters, etc. Demonstrating Professionalism <ul style="list-style-type: none"> • Attire • Advocacy • Serving students • Decision-making 	
ADMINISTRATIVE BUSINESS	<ul style="list-style-type: none"> Time Management <ul style="list-style-type: none"> • Prioritizing • Burn-out Scheduling <ul style="list-style-type: none"> • Classes • Lessons • Extra rehearsals Calendars <ul style="list-style-type: none"> • District • Student Activities • Assignments • Personal Public Relations <ul style="list-style-type: none"> • Newspaper • Radio • Television • Newsletter • Websites • Concerts Office Work <ul style="list-style-type: none"> • Copying • Letters • Sorting/answering mail/email, phone calls • Forms Personnel <ul style="list-style-type: none"> • Substitutes • Accompanists • Assistants • Secretaries • Student leaders • Custodians • Activities Director • Business Manager • Administrators • Superintendent • Cooks • Librarians • Coaches • Transportation Director • Bus Drivers • Nurses • Curriculum Director 	

PERSONAL MATTERS	<ul style="list-style-type: none"> • Special Education Teachers • Booster Groups • Piano tuners • Parents • Paraprofessionals <p>Technology</p> <ul style="list-style-type: none"> • MIDI • Internet – websites/email • Recording/listening equipment • School approved software <p>SmartBoard (or similar)</p> <ul style="list-style-type: none"> • Computers for students/teachers • Document readers • Overheads 	
	<p>Transition to Teaching</p> <ul style="list-style-type: none"> • Balancing personal and professional life • Emotional support • Building a program when following ineffective teachers • Single vs. married/family • Small town or Big town • Outside interests including church, education, your own performing • Financial affairs <ul style="list-style-type: none"> ○ Credit cards ○ Loans ○ Taxes ○ Annuities ○ Health/Life insurance ○ Investing 	