

CHILDREN DESIRING GOD NATIONAL CONFERENCE

Standing on the Truth: *Our Glorious God*

April 30 – May 2, 2009

Seminar 2—Friday, 4:00pm

Mentoring Teachers

How do you encourage new teachers and help them grow into mature teachers who effectively impart spiritual truth to children and youth? This seminar includes mentoring techniques that will help you come alongside your new teachers with training and encouragement to help them grow in their teaching effectiveness. You will also learn how to set up mentoring pairs—linking mature teachers with new teachers to establish mentoring relationships. To aid the mentoring relationship, instruction will be given on how to do teacher observations to provide helpful feedback for your new teachers.

Connie Oman

MENTORING

MENTORING MODEL:

SEE (I do. You watch.)

Help. (I do. You help.)

OBSERVE. (You do. I watch.)

WITHDRAW. (You do and SHOW another.)

(Source unknown.)

MENTORING PROCESS:

INSTRUCTION— see Training Check-Off Form

OBSERVATION— Mentor observes good, experienced teachers

PRACTICE— practice teaching with coaching and feedback from mentor

- *Apprentice Teacher observes the Mentor Teacher twice and discusses his/her observations with the Mentor Teacher
- *In conference with the Mentor Teacher, Apprentice chooses one part of the lesson that the Apprentice will teach
- * Mentor coaches the Apprentice on how to teach that section.
- *Mentor and Apprentice teach the lesson and then evaluate the teaching.
- *Repeat this process as many times as necessary until the Mentor is able to teach a whole lesson.
- *Apprentice teaches three complete lessons which are evaluated by the Mentor.
- *Continue in the coaching/evaluating process until both the Apprentice and Mentor feel that mentoring is no longer necessary.
- *Apprentice mentors another Apprentice with the oversight of the Mentor Teacher.

TEACHING FEEDBACK SUMMARY

Teacher:				Date:	
Team Leader:				Grade:	
Mentor Teacher:				Site & Dept:	
Observer:				Curriculum:	
<i>(if different from mentor)</i>				Lesson:	

KEY THEMES:

Category	Feedback
STRENGTHS	
AREA for Improvement	
STEPS for Improvement	

Copies to:

TRAINING CHECK-OFF FORM

NAME OF APPRENTICE TEACHER _____

TEAM LEADER _____ **GRADE** _____

TRAINING:

- Read the booklet, A Vision for Ministry to Children and Their Parents
- Watch the Vision and Ministry of Children Desiring God informational DVD
- Read the Children's Ministry Vision, Philosophy and Training Manual

Attend or listen to the following seminars:

- Foundations for God-Centered Children's Ministry
- Preparing the Littlest Ones to Stand on the Truth (Preschool teachers only)
- Introduction to CDG Curriculum—Jill Nelson
- Involving the Student in the Learning Process
- Making Your Point
- Common Teaching Pitfalls
- Teaching Bible Skills to Children
- Read Creative Bible Teaching by Larry Richards—Part 1 and 2; part 3 for the appropriate age group

Observe other teachers (not your Mentor Teacher)

- Observation 1: Name _____ Grade _____
- Observation 2: Name _____ Grade _____
- Observation 3: Name _____ Grade _____

MENTORING BY A MENTOR TEACHER:

- Observe Mentor Teacher twice and discuss your observations with them
- Teach one part of a lesson with the Mentor Teacher; discuss your teaching experience and their evaluation of your teaching
- Teach a different part of a lesson with the Mentor Teacher; discuss your teaching experience and their evaluation of your teaching
- Teach half of a lesson with the Mentor Teacher; discuss your teaching experience and their evaluation of your teaching

Teach three complete lessons; discuss your teaching experience and the evaluations of your teaching

- First lesson
- Second lesson
- Third lesson

CONTINUE TO WORK WITH MENTOR TEACHER TO REFINE YOUR SKILLS.

OBSERVATION AREAS FORM

Relationship with the Team

- Teacher cooperated well with the other team members
- Teacher communicates expectations with small group leaders

Relationship with Students

- Teacher has good rapport with students prior to teaching
- Teacher is approachable outside of the formal teaching time

Preparation for Teaching

- Teacher has studied the Scripture passages carefully & prayerfully
- Teacher has incorporated the lesson into his/her spiritual life
- Teacher has prayed for the children ahead of time
- Teacher has prepared for proper use of the illustration
- Teacher has prepared for smooth teaching of the entire lesson
- Teacher has ensured that adequate copies of materials are ready

The Teaching Time: Stylistic Issues

- Teacher was comfortable with the students
- Teacher was comfortable in his/her delivery
- Teacher used appropriate voice inflections, good facial expression, use of entire body
- Teacher used appropriate non-verbal communication
- Teacher was appropriately energetic in his/her delivery
- Teacher used age appropriate language
- Teacher was creative in his/her delivery
- Teacher was able to keep the attention of the students
- Teacher made the main points clearly
- Teacher clearly and effectively presented main teaching points
- Teacher made appropriate emphasis of the main point
- Teacher avoided unnecessary "rabbit trails" from the lesson
- Teacher effectively involved the students in the learning process

- Teacher used questions effectively
- Teacher wisely handled incorrect responses of students
- Teacher was attentive to the group dynamics
- Teacher used visual aids well

The Teaching Time: Review/Response

- Teacher encouraged students to respond to the truth taught
- Teacher used Bible memory
- Teacher wove in previous truths to the current lesson

The Teaching Time: Structural Issues

- Teacher was organized in his/her delivery
- Teacher used the Scripture in his/her teaching
- Teacher encouraged students to look in their Bibles
- Teacher made clear connections between the illustrations and the Biblical truth
- Teacher spent appropriate time on each section of the lesson
- Teacher used the illustration effectively and efficiently
- Teacher appropriately used assignments
- Teacher wove in previous truths to the current lesson
- Teacher was able to relate the lesson to real life situations
- Teacher used age appropriate language and teaching techniques
- Teacher faithfully represented the lesson material