



# Teacher to Teacher: Mentoring Preservice Teachers into the Profession

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## Abstract

The professional preparation programs for the education profession are being challenged to change the ways in which preservice teachers are trained. Collaborative partnerships between the university and local schools are developing. Currently, there is a heavy emphasis on establishing strong mentorships between experienced teachers and preservice teachers. How effective is mentoring? What are the lasting results? Are mentors better teachers once they have provided leadership and guidance to a preservice teacher or do they just pass on poor teaching skills? This study examined the question of how mentoring effects educators.

## Introduction

Teacher preparation programs have seen a lot of changes over the past 30 years. Before, teachers did not have the opportunities that are offered today for preservice teachers. Mentoring programs have been becoming more popular and have seem to be effective when preparing for the field of teaching. "The mentoring experience is one of the primary factors that determine the success of the first- year or beginning teacher's experience" (He, 2010).

## Participants:

Interviews with current and retired teachers took place to collect data

Under 1 year: 1 teacher

1-4 years: 2 teachers

5-10 Years: 4 years

11-20 Years: 2 Teachers

21-30 Years: 3 Teachers

30+ Years and Retired: 1 teacher

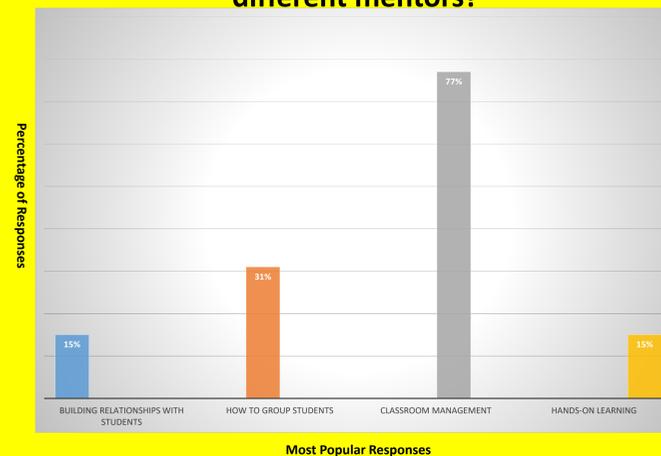
46% were apart of a mentorship program while in a Teacher Preparation Program

85% have been a mentor to Preservice teachers

*"I was much more prepared with what teaching is actually like. Learned things that you don't learn in courses, like preparing for the 1<sup>st</sup> day. I am the teacher I am because of my mentors not just my courses I had." -MA*

## Results

Question- What are some important skills that you took away from your different mentors?



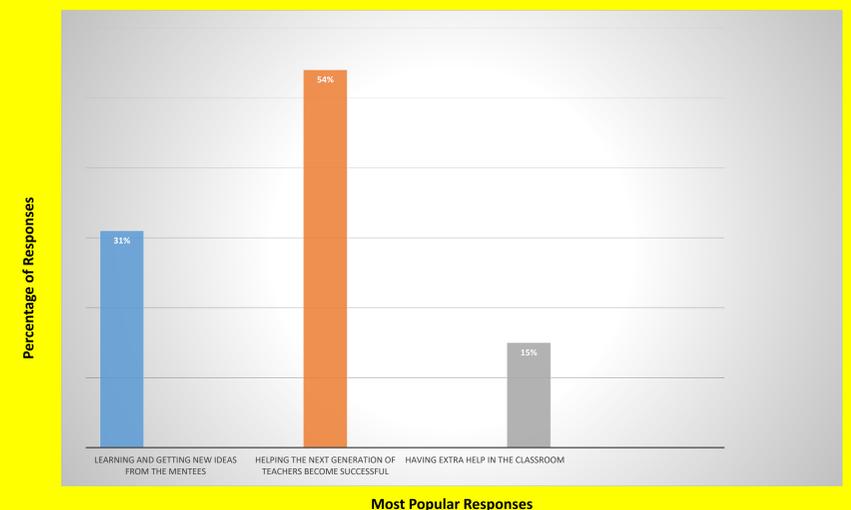
Question- Is there anything that you value to always make sure you tell your mentees?

- To build relationships with your students because it impacts the dynamic of the classroom
- It is a very hard but rewarding career, so do not give up when something does not go right.
- All children are different, and you just have to find what works for each student

Question- How do you feel like having Mentors affected you as a teacher?

- Mentors prepare future teachers with the learning experiences that go into teaching
- Give you much more real life experiences of teaching
- Learn important skills that you will not learn in a classroom
- Become the teacher you are because of your mentors

Question- What do you enjoy most about being a mentor?



## Conclusion

A mentorship program is very beneficial to preservice teachers by having a lasting impact and shaping them into the teacher that they become. A preservice teacher should be required to be in a mentorship program because they walk away with important skills that are hard to learn just in courses and small field experience. The extra hours in the classroom with a mentor allows a Preservice Teacher to see the good, the bad and all of the behind the scenes of being a teacher. The mentors even learn from their mentees since the education field is always changing, and the mentees can bring in new ideas. Mentors have played a huge role and see the success that their mentees have once the mentee becomes a teacher.

## Reference

He, Y. (2010). Strength-based mentoring in pre-service teacher education: A literature review. *Mentoring & Tutoring: Partnership in Learning* 17(3), 263–275.