New Faculty Orientation

GCC
GUAM COMMUNITY COLLEGE
Kulehon Kumunidåt Guåhan

Peer Mentoring Guide

* PDRC in collaboration with the Adjunct Associate Dean and other respective Deans are overseeing the Peer Mentoring Program (formerly under the New Faculty Orientation Committee).

MENTORING COLLEAGUES AT GCC

THE PEER MENTORING PROGRAM

Community colleges offer a diverse range of courses and hire professionals experienced in a field to teach students interested in that field. While these instructors usually have substantial experience in their field of expertise, teaching that subject to secondary and postsecondary students may be new to them. This scenario is further compounded by the fact that students are a diverse group, have diverse backgrounds, needs, and levels of ability. In addition, students are discriminating "consumers". They expect high quality instruction with many demands on their time.

The primary goal of Guam Community College's Peer Mentoring Program is to orient subject-area experts to the world of classroom teaching and help them begin to change from operating a teacher-centered classroom to conducting a student-centered classroom. For non-teaching faculty, the primary goal focuses on the importance of providing services which address students' needs and help to create a supportive learning environment for students.

MATCHING THE PEERS – MENTOR AND MENTEE

The pairing process is coordinated by the Professional Development Review Committee (PDRC), the Adjunct Associate Dean, and the respective Dean of each School. New instructors –"mentees"- (and continuing faculty who wish to participate) are paired with seasoned classroom veteran mentors with the rank of Assistant Professor or higher. This symbiotic relationship is designed to give new instructors an additional resource person who can:

1. Answer questions about college policies and procedures.
2. Provide feedback about teaching performance.
3. Suggest instructional methods, materials and resources.
4. Assist with course assessment and instructional-related questions and/or problems.
5. Demonstrate student learning success.
6. Support other instructors in Moodle LMS training, if needed

The new instructor thus has someone to "show them the ropes" and avoid the "sink or swim" approach during the first year of teaching.

THE MENTOR – QUALIFICATION AND SELECTION

A mentor is defined as a wise and trusted teacher. In Greek mythology, Mentor was Odysseus' counselor. A mentor has an apprentice, a beginner. A mentor teaches skills or provides the knowledge necessary to develop and perform a specified task. At GCC, this task is successful teaching for instructional faculty and effective and efficient delivery of services for non-instructional faculty.

Faculty mentors will be selected from a group of GCC faculty volunteers holding the rank of Assistant Professor or higher, who have at least two years of successful work experience at GCC. Non-teaching faculty who have taught at least four (4) adjunct classes (or equivalent) may mentor teaching faculty. Pairing of mentee and mentor will be through mutual agreement in consultation with the Adjunct Associate Dean, appropriate dean, PDRC, and department chairpersons, if necessary.

CHARACTERISTICS OF THE MENTOR

Effective mentors must have all of the following characteristics:
1. A desire to teach and/or help others grow.
2. An ability to assess performance, establish objectives for student learning and improvement, and develop strategies for mastering these objectives.
3. A mastery of effective oral and written communication skills.
4. An ability to establish rapport with others.
5. A record of successful teaching/non-teaching experience, as evidenced by positive peer feedback, student evaluations, and annual activities.
6. A demonstrated knowledge of effective instructional methods and activities.
7. An ability to organize and plan effectively.
8. A willingness to allow the relationship to mature to professional friendship or collegiality when appropriate.

9. A willingness to seek and explore synchronous and asynchronous instructional methods, aside from traditional face-to-face instruction.
10. Mentors of secondary faculty should be willing to meet their mentees prior to the start of the secondary school year if possible. A willingness to visit mentees at their school site to understand the environment and observe mentee is requisite.

In addition, a mentor must have a desire to participate in the program, the time needed to cultivate a mentor relationship, and the ability to garner confidence and respect and use these investitures to motivate, counsel, and influence the behavior of peers. Mentoring is focused in the present. Ideally, a mentor tries to provide help when needed. The mentor's concern is to help others develop and refine their skills, acclimate new to the College, and become more comfortable with their instructional role at GCC. A mentor is a role model, coach, colleague, or friend and plays a significant role in the mentee's initial teaching experience at GCC. Teaching experience includes professional work experience of counselors, librarians, school health counselors, and non-teaching faculty working in others areas of the college.

PEER MENTORING OUTCOMES

Upon successful completion of the peer mentoring program, mentees, in the guidance of their mentors, will be able to:

1. Incorporate evidence-based teaching approaches to lesson planning, delivery, and assessment.

2. Demonstrate reflective thinking towards teaching practices.

3. Build collegial relationship.

4. Exercise institutional policies and procedures.

TIMELINE

A timeline has been developed to help identify key responsibilities and an approximate time they should be completed. More contacts may be necessary for some instructors; others will require fewer "nitty-gritty" details and will be ready for experiential learning activities for the classroom.

CONFERENCES

The Conference Guidelines will help the mentor plan and conduct meetings with their mentee before, between, and after at least one class visit. The general plan is also useful in telephone and/or e-mail conversation regarding a specific problem.

CLASSROOM OBSERVATION

Questions and points on the Classroom Observation Data Sheet can be used as a guide for the mentors to give specific feedback to the mentees on their classroom observation. This technical feedback will be used to determine an area for change and improvement. It also gives the mentors an opportunity to identify and reinforce successful teaching strategies, as well as to safeguard maximum student learning outcome.

IMPROVEMENT PLANS

Some mentors will find that their mentees will be assertive when developing a plan for improvement and will identify problems and suggest solutions on their own. Others can determine areas for improvement, but may need assistance, suggestions, and ideas for action. Still others will need support in identifying an area needing improvement and help with teaching methods.

MENTOR/MENTEE REPORTS

Mentors and mentees will be asked to monitor their progress throughout the semester. A form for both the mentor and the mentee is provided to assist in recording this progress. Additionally, mentors/mentees will be asked to provide feedback to the PDRC Committee Chairperson, so that the committee members can determine the program's effectiveness and consider any possible modifications.

SAMPLE MENTOR TIMELINE

Pre-Mentoring	☐Connection Session 　　Meeting with all mentors and mentees 　　Discuss mentoring program
Week 1	☐Conference 1 　　Assist with syllabus/lesson plans 　　Review individual annual plan for non-instructional faculty.
Week 2	☐Telephone Call and/or E-mails 　　General questions/concerns
Week 3 - 5	☐Conference 2 　　Discuss class to be observed 　　Objectives, activities ☐Class Visit 1 　　Conference immediately after class ☐Prepare a written observation
Week 6 – 7	☐Conference 3 　　Assist with mid-term grading/progress reports 　　Review evaluation rubrics and possible evidence needed for 　　April evaluation. 　　General problems/concerns
Week 8 – 9	☐Telephone Call and/or E-mail ☐Class Visit 2 (optional) 　　Conference immediately after class ☐Prepare a written observation (optional)
Week 10 – 12	☐Conference 4 (optional) 　　Assist with final grades (online) 　　Assist with evaluation evidence collected. ☐Telephone Call and/or E-mail
Week 13	☐Mentor/Mentee Reports 　　Submit to PDRC Committee Chairperson ☐Telephone Call and/or E-mail 　　Discuss mentoring program

CONFERENCE GUIDELINES

1. Identify the conference goal to give the conference a focus
Do you need to:

☐ Discuss a specific concern?

☐ Outline a syllabus/lesson plan?

☐ Simply touch base?

2. Review data you've gathered to identify the discussion topic of concern.
Examples:

☐ Go over mentor's class observation feedback.

☐ Review samples of students' work.

☐

3. Select one area of focus for improvement so you're working on one specific item.
Examples:

☐ Higher-order Questioning

☐ Student-Centered Activities

☐ Course Level SLO Assessment

4. Explore alternative actions for the identified area of focus.
Examples:

☐ Use key words to pre-write questions for the next class.

☐ Review ways to give students more responsibility for class discussions and questioning.

5. Form an action or improvement plan.
Examples:

☐ Select an alternative.

☐ Outline how to do it and indicate responsibilities.

6. Review the plan verbally so that the mentee and the mentor understand what the other is saying.
Clarify:

☐ What are the mentee's responsibilities?

☐ What are the mentor's responsibilities?

☐ When will you meet to discuss the outcomes?

Modified from Supervision for Better Instruction, M. K. Knoll, Ed.D.

CLASSROOM OBSERVATION DATA SHEET

Instructor: _____   **Course Title:**
_____
Mentor Observer: _____   **Date:** _____

    o Are specific instructional outcomes used?
    o Are objectives discussed at the end of class?

2. Selection and use of Instructional Materials
   o What type of instructional materials are used?
   o Do audio visual aids have a clear purpose? Are students able to see the aids?
   o Are handouts appropriate in number and subject?
   o Does the instructor give help with reading or using the text if necessary?

3. Educational Climate for Learning
   o Is the classroom climate conducive to learning? Explain.
   o Are the students AND instructor interested and enthusiastic?
   o Does the instructor use student names?
   o Is humor appropriate in number and subject?
   o Does the instructor embarrass or belittle students in any way?
   o Is the atmosphere of the classroom participatory?

4. Variety of Classroom Activities
   o What kind of classroom activities are students involved with?
   o Are these activities appropriate? Mentor should list the activities students do.
   o Does the timing of classroom activities consider attention span?

5. Instructor Preparation for Class
   o List the activities the instructor does.
   o List examples that show preparation by the instructor.
   o Do students know what preparation (reading, assignments) they should have completed?

6. Instructional Methods
   o What effective instructional methods are used?
   o Are the delivers paced to the students' needs?
   o Does the instructor introduce the topic, state goals, present material or activity effectively, summarize, and give assignments and /or suggest an idea to think about before next class?

7. Individualization of Instruction
   o Does the instructor meet the needs (emotional, physical, and intellectual) of individual students? Explain.

- o Does the instructor recognize when students need assistance for a temporary or permanent disability?
- o Does the instructor prompt awareness of students' prior learning and experience?
- o Does the instructor offer real world applications?
- o Does the instructor relate class to course goals, students' personal goals, or social concerns?
- o Is the instructor available before or after class?

8. Opportunity for Student Participation
   - o How does the instructor encourage student participation?
   - o How does the instructor encourage students to summarize and add to others' summaries?
   - o How does the instructor help unmotivated students or students unable to follow the class?
   - o How does the instructor involve students in deciding what issues to discuss?
   - o How does the instructor deal with students who dominate the class discussion?

9. Responsiveness for Student Feedback
   - o Is the instructor responsive to student cues? Is the instructor paying attention to cues of boredom, confusion?
   - o Does the instructor encourage questions?
   - o Does the instructor provide students an opportunity to mention problems or concerns with the class, either verbally or in writing?

GUAM**COMMUNITY**COLLEGE

PDRC Mentorship Report
2020-2021

Mentor: _____

Mentee: _____

Date:	
Time:	
Type of Meeting: ___ Email ___Visit	
Summary:	
Recommendations:	

Date:	
Time:	
Type of Meeting: ___ Email ___Visit	
Summary:	
Recommendations:	

Mentor Signature: _____

Date: _____

Peer Mentoring Program Survey

Please rate the following items on a scale from 1 to 5 by circling the appropriate number.

	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1. My mentor/mentee communicated effectively with me this past academic year.	1	2	3	4	5
2. The Peer Mentoring Guide was helpful.	1	2	3	4	5
3. I was able to develop a professional relationship with my mentor/mentee.	1	2	3	4	5
4. (Mentee's Only) This program helped 'show me the ropes' as a new faculty member of the college.	1	2	3	4	5

5. Give <u>ONE</u> example of the most valuable aspect of the Peer Mentoring Program.

_____
_____
_____

6. What could be done to improve the Peer Mentoring Program?

_____
_____
_____

7. Please provide additional comments that you feel will help us improve this program next year?

_____
_____
_____

8. Overall, I thought the Peer Mentoring Program was:

☐ Excellent   ☐ Good   ☐ Fair   ☐ Poor

9. Other comments:

Thank you for volunteering to participate in the Peer Mentoring Program!

PEER MENTORING PROGRAM NARRATIVE AND ARTIFACT

To mentor and mentee,

In the following, please provide a brief narrative of your accomplishment and attach one (1) artifact to reflect your selected Peer Mentoring Outcome(s) on page 3.

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