

**SAY WHAT?
MENTORING PRESERVICE TEACHERS FROM A SOCIAL ROLE
PERSPECTIVE**

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Many music teacher education programs are providing experiential learning opportunities for preservice teachers. Whether in a peer-teaching group, early field experience or a professional development school, these experiences provide preservice teachers with valuable experience. More important than the experiences, however, is the feedback provided these young teachers that may lead them to meaningful reflection on the process of music teaching (Fant, 1996). Such feedback requires that the mentor - either university faculty or K-12 cooperating teachers - recognize the social role development level of the preservice teacher.

A model exists to aid mentors in this process. Fuller (1969) recognized that teachers move through three distinct developmental concern levels in the process of socializing to the role of teacher. Those are a) self concerns, b) self-teaching concerns and c) student-interactive concerns. This model provides necessary information to mentors of preservice teachers. To be effective, the feedback provided by mentors should engage the preservice teacher at their present developmental level and provide clear steps for moving toward the next level. Feedback that addresses elements either below or beyond the preservice teacher's current developmental level is often disregarded or misunderstood. Mentors must, therefore, be able to discern a preservice teacher's developmental concerns level and use this information as they are formulating feedback. They must also recognize that these levels can and often do change as preservice teachers engage in different settings. Therefore, ongoing assessment is necessary.

The purpose of this session is to demonstrate how mentors can make use of Fuller's model to aid them in providing feedback that will be meaningful and effective. Toward this purpose, we will demonstrate the use of a number of tools to aid mentors in discerning preservice teachers' developmental levels. Brief analyses of actual preservice teachers' videos, lesson plans, discussion board transcripts, cooperating teacher conversations and teaching reflections will be conducted in this interactive session. Both a university supervisor and a K-12 music educator will provide ideas and facilitate discussion on effective feedback based upon the information uncovered in the analyses. Examples of preservice teachers operating at each of the three levels will be used.