



Notes from CECMP visit to SMC ECE Lab School on 10/15/22

Things to follow up on from large group discussion:

How to advocate to CDE for Mentoring in UPK/TK

Advocacy 101 Training

- **Outreach/Marketing to rebuild programs**
 - Testimonials of experienced folks
 - Virtual didn't work well
 - Workshop-intro teachers to mentor program, time to help/assist people with application
 - But heavy lift to get all of volunteers and coordination
 - Teachers don't recognize their own value-how to uplift their own value
 - Mentors at one site elevate other teachers at their site to encourage them to apply
 - Relationships matter
 - Use Mentor Record Hours from mentors from another college to come to another college to speak on benefits of being Mentor and support with application
 - Go around the neighborhood to tell about CECMP to FCC sites
 - Outreach to different directors in the areas and ask them for qualified teachers.
 - Mentees often become Mentors-track them and outreach after 2 years to see if they qualify
 - Elementary school teachers need training and workshops in early childhood education
 - Advocacy that ece training/program be requisite for upper grade education teachers

- **What have you found the most important ways to support your student teachers?**
 - highlight to students that trust and relationship with children is the #1.
 - Slow the students down
 - students ask if they can hold, pick up children

- Parents have asked if teachers are allowed to be affectionate with their children
 - People are afraid to get sued
 - Cameras in all spaces to protect themselves
- Health and safety is #1
- Parents have told Mentors they can spank their child
- Remind them that it's okay for them to make mistakes
 - Reflect on why something did or didn't work
- Observe modeling-conflict resolution
- Understanding it takes time to learn
- Be kind to yourself
- What may work for one child/class may not work for another
- The environment is important for classroom management/conflict resolution
- Observe
- Make a plan with mentee student each session
 - What do they want to focus on?
- Give guidance on how to observe
 - Sit, don't stand
 - Have a lens/focus for observation
- Learning is a process for all
- Introduce yourself to mentee students-build relationships and want them to feel comfortable. Share who we are/our stories
- Model-give specific information about children if needed
- Build trust with children this is key for all work
- If students bring plans, remind them that not all children will want to engage in that.
- Reflect and learn, why, why not
- risk taking is valuable and important-essential actually
- **What is your vision for mentoring after pandemic?**
 - Children are delayed, underexposed, encourage individuation,
 - Humility
 - Find deals
 - Collaborate with each other, find allies
 - Children wore the mask just fine-better than adults

- More face to face
- Seminars-face to face-be fully present
- Having students physically at the schools adds so much value, being on zoom can't do as well.
 - Benefit to the children to have the students on site as well
 - Mentor group
 - Larger professional development
- Show the mentees coordinate with the parents
 - Loss was that parents didn't get to see the mentees, that was part of building up
 - Mentees didn't get to see how and the importance of family and home school connection
- What did isolation during the pandemic impact children's develop
 - Study out of midwest
- Having mentees earlier would be better
 - Only had theory theory theory, but not but it isn't action, never sat on the floor with children
- Resilience -ability to learn from our community
- What is appropriate for children is what is appropriate for adults
 - Did that contribute to the exodus of our field? No in person experience
- Did not having mentee students on campus lead to teachers leaving?
- Many centers have had to hire many new teachers with little or no training
- How can we support new hires?
- More access to larger ECE community/CECMP
 - Local in person events like this one!
- **Strategies for providing constructive criticisms to student teachers while being sensitive to their needs:**
 - "All I see is a name and a black box."
 - Teach how to add a picture
 - Share classroom video with practicum students to bring the classroom to them; make it ore hands on
 - Just the virtual experience is not enough

- Combine the advantages that technology gives us without diminishing the advantages of in person learning
- Tips on how to initiate relationships with children
- When you reflect with your practicum students, start with, “how did it go with you?” to initiate (MRHs?) the reflective process.
- Cognitive coaching/training
- Offer to your students to share their observation notes with you; show that you value them; students maybe carrying on the skills from remote learning contexts
- Have to be developmentally appropriate
- Training for pre-k teachers: adequate, in-person, by mentor teachers (compensation), powerful phrases, language
- Consistency in philosophies and approaches
- Self care **is** a strategy
- Ask mentees how they like to receive feedback
- First assignment: an interview with master teacher (supports relationship building)
- **How are field experiences going for practicum students post pandemic?**
 - Sometimes students come in expecting to teach vs co-learn or facilitate learning
 - Helpful tip- “what did you learn today?” type of assignment
 - Code switching between home and school-ripple effect
 - Power of reframing
- **Joys:**
 - Sharing what it’s like to be in an inclusive classroom with mentees
 - Phone Call to reach out to someone who needs support/being a resource
 - The thank you’s/hear about impact
 - Perspective from mentees at the end of the mentorship (vs beginning)
 - Supporting those who are transitioning from teacher to director and the confidence they build and how to delegate responsibilities
 - Learning about co-constructing knowledge
 - To think out of the box, empowering each other
 - Not alone, synergy, monthly meetings and opportunities to lead and visit other sites, share

- **Challenges:**

- ECE turnover, no mentor teachers left in programs
- How to source new mentors, specifically with infants
- Need more post practicum mentoring for new staff
- No stability in the program
- TK and comparing pay
- No one is valuing experience in pay
- In person practicum students
- College has put restrictions (immunizations, covid, cpr, mandated reporter, etc)
 - Letting students/mentees know of these requirements earlier than practicum course (colleges are not letting students know early enough)
- Finding mentor who represent the face of our mentees: barrier the application process
- Knowledge of environment rating scales
 - What are other ways to rate the quality of the environment?
- Sharing a common understanding with leadership
- We are all just surviving and looking for CHANGE!
- Lack of understanding of guidance/”discipline’ with young children because mentees haven’t been “on the ground”.
- # of hours required for practicum are not enough and not the same across the board
- Stipends are not enough
 - Limited to how many students we can take and teachers in lab school who mentor do not get stipend

- **Explaining the play based program**

- Explaining that we should not take “kids being kids” of of them
- Academics are taught through play
- Have family nights and discuss
- The value of play through a child’s view
- We need parents IN class and parenting classes
- Starting with a “parent and me” program- the parents get to understand the different components.



- Children learn what interests them. That's how they learn.
- The “new” program the teachers don't have “ece” knowledge or units but lots of experience in older-age classes/elementary
- Calling all kinds of schools: public/private and market the program.

Things to follow up on from the feedback survey:

- How to balance not taking in too much change with the need to upgrade and reassess several components in the program. Need a long term strategic planning process.
- An update from CECMP about TK, it feels like the elephant in the room
- Speak in more detail just within our groups, to get to chat about our roles (for example mine as part of the selection committee) and, especially, hear from people who had been doing it and learn from them.
- More time to connect with fellow mentors to discuss what in-person mentorship looks like during a pandemic.