## Challenges and Benefits of Tele-mentoring

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#### DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER

DLIFLC



# Using the advances in technologies, how does tele-mentoring offer new opportunities for teacher development?



# What are the challenges and the rewards for mentors, mentees and institution?



# What do mentors and mentees need to make tele-mentoring a successful experience?



- People involved
- Setting
- Goal of mentoring and institution
- Mentoring resources
- Time



- Four newly-hired teachers (Mentees)
- Supervisors of mentees/Academic Specialists on site.
- Myself (Mentor)



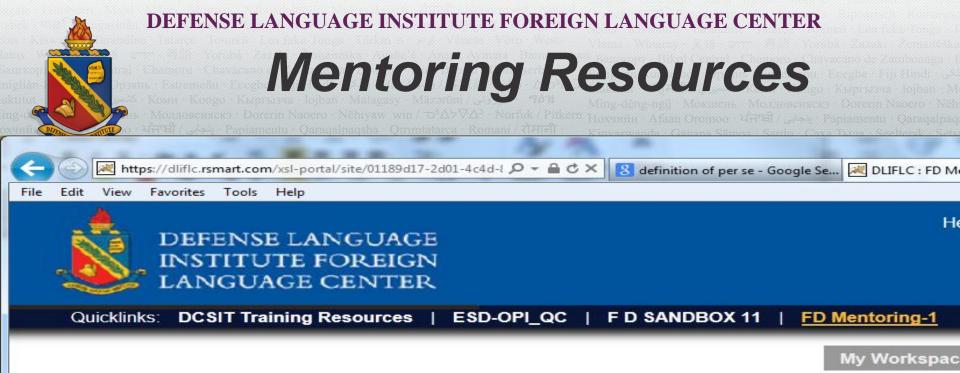
- Two in LTD (Arabic and Pashto)—via telementoring
- Two in Presidio of Monterey (Persian Farsi) telementoring and face-to-face
- I am located in Seaside (DOD Building)



- Mandatory
- Mentees did not meet the criteria for certification as newly-hired or experienced instructors
- Six months
- Tele-mentoring: Less than three months



- Mobile technology (iPad & iPhone)
- iCloud (Calendar)
- Sakai
- Emails
- Text messages
- Skype



View

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users present:

Hanan Khaled

#### FD Mentoring-1

A Professional and Collaborative Approach

A Professional and Collaborative Approach

Mentoring is a professional development process that provides tailored guidance and support for teachers to develop expertise in proficiency-oriented instruction to better serve the DLI mission.

#### Recent Announcem

Options

Announcements (viewin last 10 days)

There are currently no a location.



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Hanan Khaled	Subject	Saved By	Modified Date	For Beginning Date	Ending Date				
	Edited Assignment: Open Date for 'Practicum of Chapter 13 "Classroom Management"	Hanan Khaled	Nov 1, 2013 10:21 am	site					
	Edited Assignment: Open Date for 'Authentic Materials'	Hanan Khaled	Oct 31, 2013 12:54 pm	site					
	Edited Assignment: Open Date for 'Summary of "Classroom Management" Chapter'	Hanan Khaled	Oct 31, 2013 12:54 pm	site					
	Edited Assignment: Open Date for 'PF- Mr. A_First draft of LP for teaching Listening'	Hanan Khaled	Oct 23, 2013 10:45 am	site					



# Assessed teachers' needs (Knowledge, skills, attitude, and awareness)



# Created mentoring plan for each and adjusted it as needed



- Observation cycle
- Stimulated recall using video
- Lesson plan adaptation
- Self-reflection
- Summary of reading articles
- Attending professional development events
- Reading about all these strategies and get familiar with steps and material used



- Pre-observation: co-development of lesson plan (phone, email, sakai)
- Observation: on site supervisor/academic specialist
- Post-observation:
  - Supervisor sends observation notes
  - Call to discuss
  - Call mentee to reflect and plan for the next step



- Create a system for sharing resources, effective communication, assignments and assessment
- Regularly follow-up on progress of task
- Stay objective and supportive via distance



- Monitor mentees' progress and update their supervisors
- Maintain level of motivation for both mentee and mentor



- Develop personal relationship and trust via distance
- Carefully choose words and monitor tone in written and verbal correspondences
- Avoid misunderstandings (Language barrier)
- Be ready to clear misunderstandings
- Overcome delayed responses
- Be patient



- Playing different roles via distance:
  - A trustful colleague
  - An experienced colleague
  - A facilitator
  - A controller
  - A motivator
  - A delegator
- Be a reflective practitioner
- Overcome motivation backslide



### -Gain self-confidence and self-efficacy

- An opportunity to become a successful professional
- Enhance knowledge and skills about language education



### -Job security

- Having a colleague to trust and to ask for help when needed
- Indirectly recognize the use of technology and actively integrate technology in teaching
- Achieve success & save face in a short time (less than three months)



- -Good mentors are better teachers
- -Reach out more mentees
- Better understand own strengths and challenges
- –Exceeding performance standards
- -Motivated mentor/faculty member



- -Gain a confident/empowered teacher
- -Support teachers in language training detachments across the globe
- Help new teachers adjust to the teaching context and requirements



- Create a trusting, supporting teaching context for new teachers
- -Achieve mission in a timely manner



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### Questions?



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