

Arts Are HIPP

CREATIVE PROFESSIONAL DEVELOPMENT

MENTOR TEACHERS SUPPORTING THE ARTS

In addition to providing arts-based professional learning opportunities for in-service educators, I have the pleasure of supporting preservice educators as they embark on their first attempts at arts-based teaching. As a teacher educator at a large flagship university, I am perpetually inundated with emails from preservice teachers who are completing their capstone student teaching experiences in mentor teachers' classrooms. While some of these emails celebrate small successes with the arts, most report arts-limiting environments.

Supervising or mentor teachers contribute greatly to the development of preservice teacher identity and shape preservice teachers' instructional practices and beliefs, which can substantially impact novice teachers' learning. Preservice teachers may also be disparaged for their attempts at arts-based classroom strategies within their internship placements.

"Pre-service teachers who choose to take risks in their pedagogies are particularly vulnerable if by doing so, their mentor teachers identify them as being out of tune with their own way of thinking."

-Georgina Cattley, 2007, p. 338

It is crucial that mentors provide preservice teachers with opportunities to audition numerous pedagogical strategies during a student teaching internship. This is particularly true of arts-based pedagogy and/or arts integrated pedagogy which rely on a cycle of collaborative planning, experiential processes, and reflection as the pedagogical practice is honed over time.



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SCIENCE TECHNOLOGY ENGINEERING ARTS MATHEMATICS

STEAM LEADERSHIP CONFERENCE

Catch Dr. Hipp's upcoming presentation at Georgia Tech's 2019 STEAM Leadership Conference this month!

More on Mentor Teacher Support...

- Cattley, G. (2007). Emergence of professional identity for the preservice teacher. *International Education Journal*, 8(2), 337-347.
- Cochran-Smith, M. (1991). Learning to teach against the grain. *Harvard Educational Review*, 61(3), 279-311.
- Hall, K., Draper, R., Smith, L., & Bullough, R. (2008). More than a place to teach: Exploring the perceptions of the roles and responsibilities of mentor teachers. *Mentoring & Tutoring: Partnership in Learning*, 16(3), 328-345.
- Hawkey, K. (1997). Roles, responsibilities, and relationships in mentoring: A literature review and agenda for research. *Journal of Teacher Education*, 48(5), 325–335.
- Izadinia, M. (2015). A closer look at the role of mentor teachers in shaping preservice teachers' professional identity. *Teaching and Teacher Education*, 52, 1-10.
- Zhao, H., & Zhang, X. (2017). The influence of field teaching practice on preservice teachers' professional identity: A mixed methods study. *Frontiers in Psychology*, 8(1), 1-11.

Arts Are Hippi Recommended Workshops

Creating Arts-Supportive Environments for Novice Teachers

Teaching and learning look different in the arts integration classroom. This workshop introduces administrators and mentors to the benefits of arts integration in school environments and offers strategies to support novice teachers in their use of the arts.

Audience: Mentor Teachers; School Administrators

Overcoming Preservice Challenges/Deterrents to Arts-Based Pedagogy

Deficiencies in mentor teacher support, materials/supplies, instructional time, and preservice teacher confidence with the arts serve as challenges to arts-based pedagogy. The focus on pre-scripted curriculum and high-stakes subjects is also a deterrent. This workshop tackles each aforementioned challenge and offers immediately applicable strategies for overcoming these barriers in preservice environments.

Audience: Preservice Teachers

Arts Are Hippi offers experiential workshop creation, program evaluation, and educational consulting services to clients including PreK-12 school districts, individual schools, institutions of higher education, cultural organizations, and nonprofits.