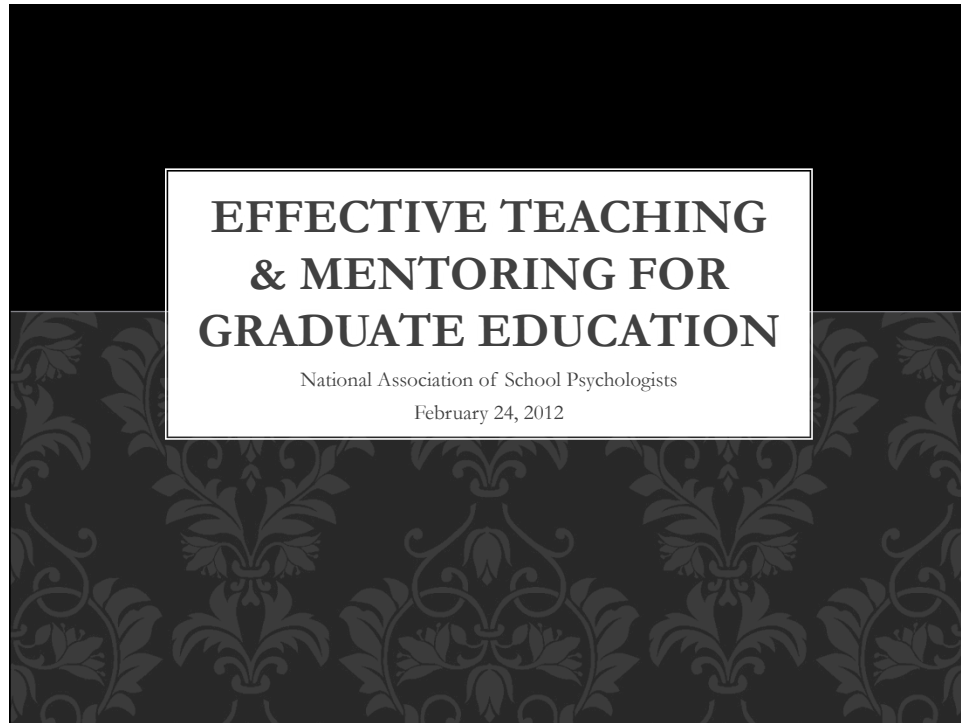


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EFFECTIVE TEACHING & MENTORING FOR GRADUATE EDUCATION

National Association of School Psychologists
February 24, 2012

PANELISTS

Amy Scott, University of the Pacific

Rachel Brown-Chidsey, University of Southern Maine

Bryn Harris, University of Colorado Denver

Amity Noltemeyer, Miami University

Marlene Sotelo-Dynega, St. Johns University

Jamie Zibulsky, Fairleigh Dickson

Amanda Sullivan, University of Minnesota

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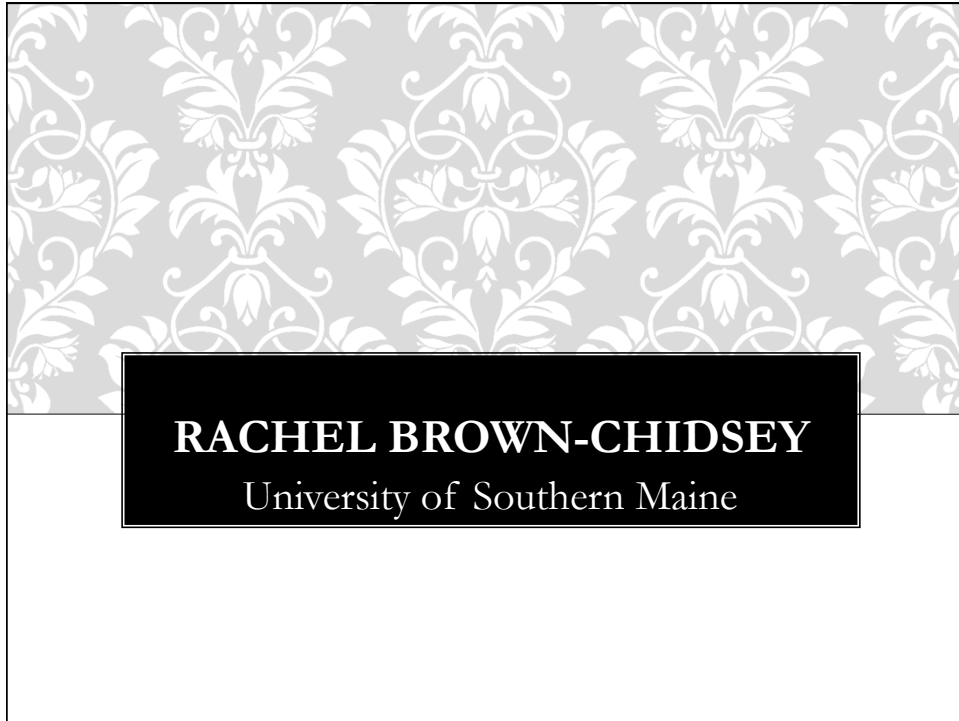
THE CHALLENGE

- Lack of preparation for graduate teaching and mentoring
- Heavy teaching loads of new faculty
- Diverse students
- Coping with student evaluation
- Competing demands of faculty roles

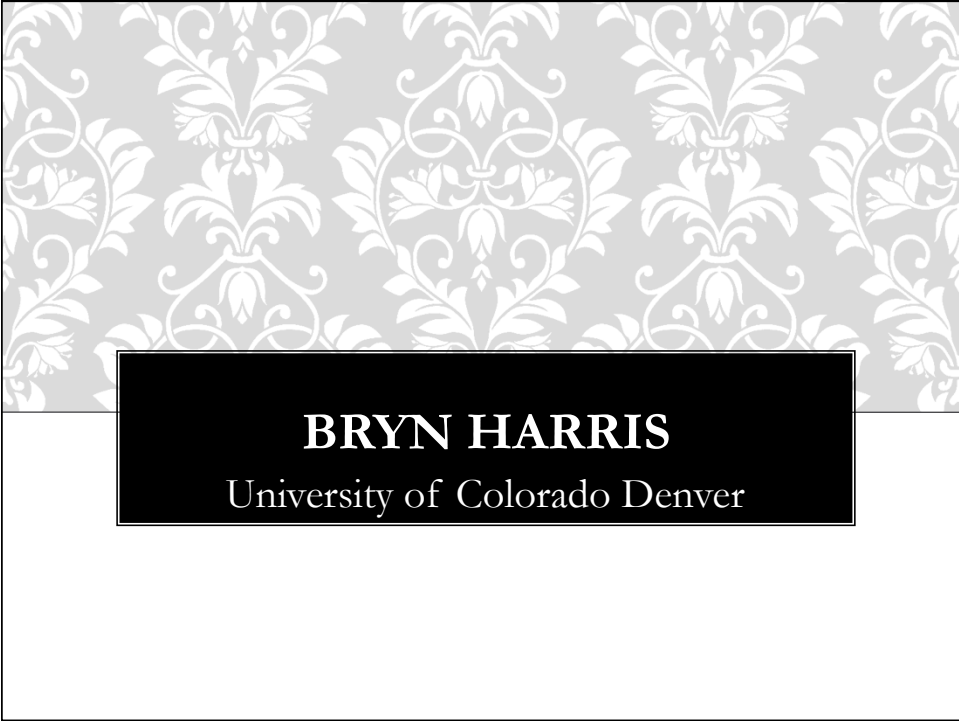
SESSION OBJECTIVES

- Provide insight into the diversity of teaching/mentoring experience in school psychology
- Describe strategies
 - Teaching
 - Classroom evaluation
 - Using student feedback
 - Advising graduate students
 - Self-evaluation/reflection
- Identify resources, recommendations for developing and/or strengthening teaching and advising practices

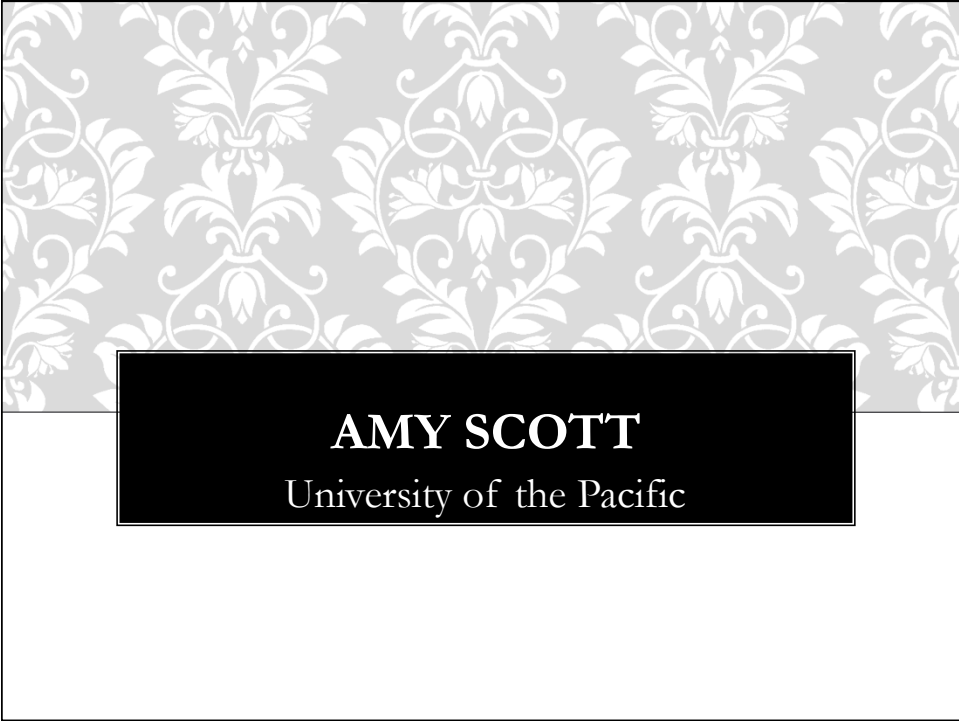
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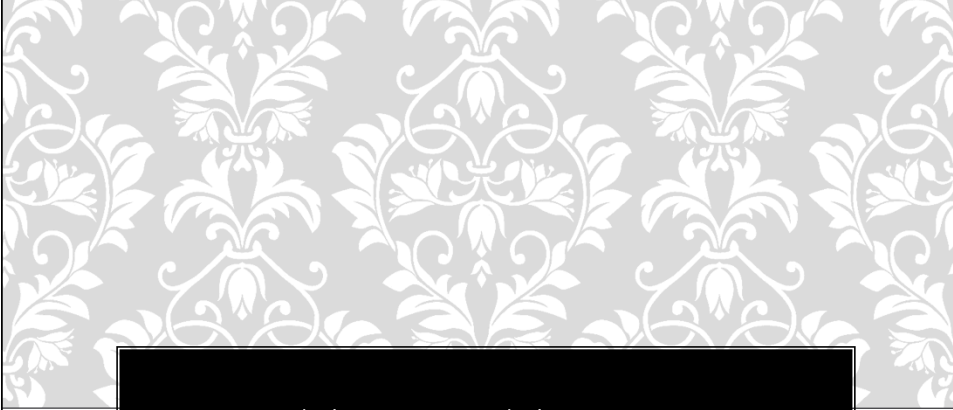
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AMITY NOLTEMEYER
Miami University

WAYS I HAVE DEVELOPED MY SKILLS

- Utilizing mentors
- Taking advantage of university offerings
- Peer evaluations
- Student feedback
- Individual professional learning



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STRATEGIES- TEACHING

- Upfront planning...a little goes a long way!
- Know your students
- Exit cards
- Rubrics
- Hands-on activities
- Change it up!
- Humor and humility



STRATEGIES- RESEARCH ADVISING

- Develop enthusiasm about research
- Look for connections between their interests and your own research
- Lay out a road map
- Be accessible



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STRATEGIES- INTERN SUPERVISING

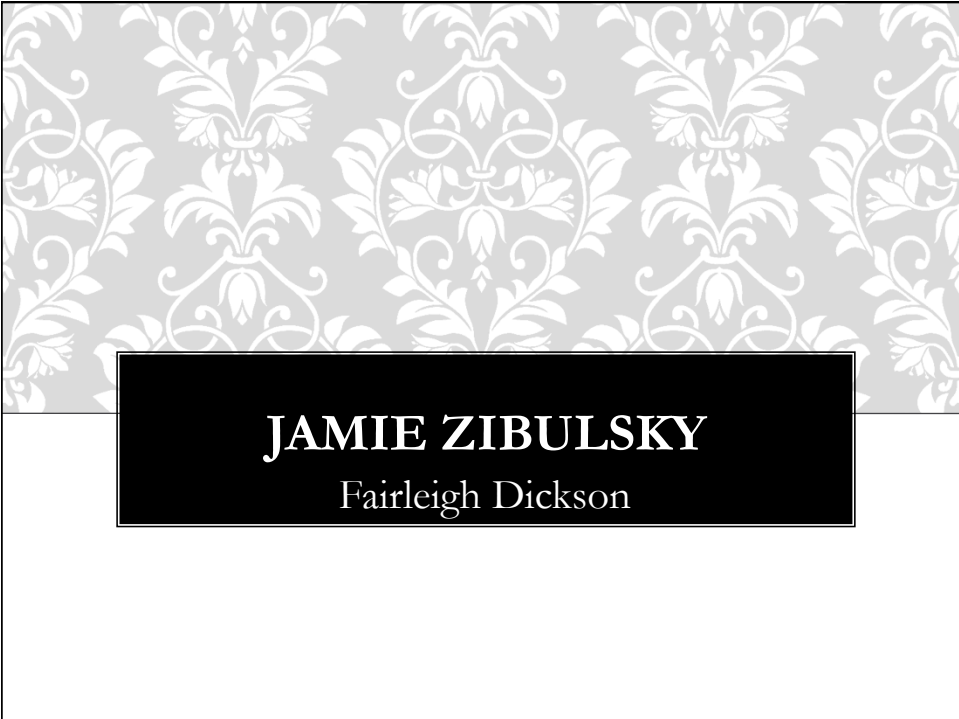
- Set the tone early
- Seminar and site visit planning
- Collaborate with other internship coordinators
- Let the interns teach each other (and you)!



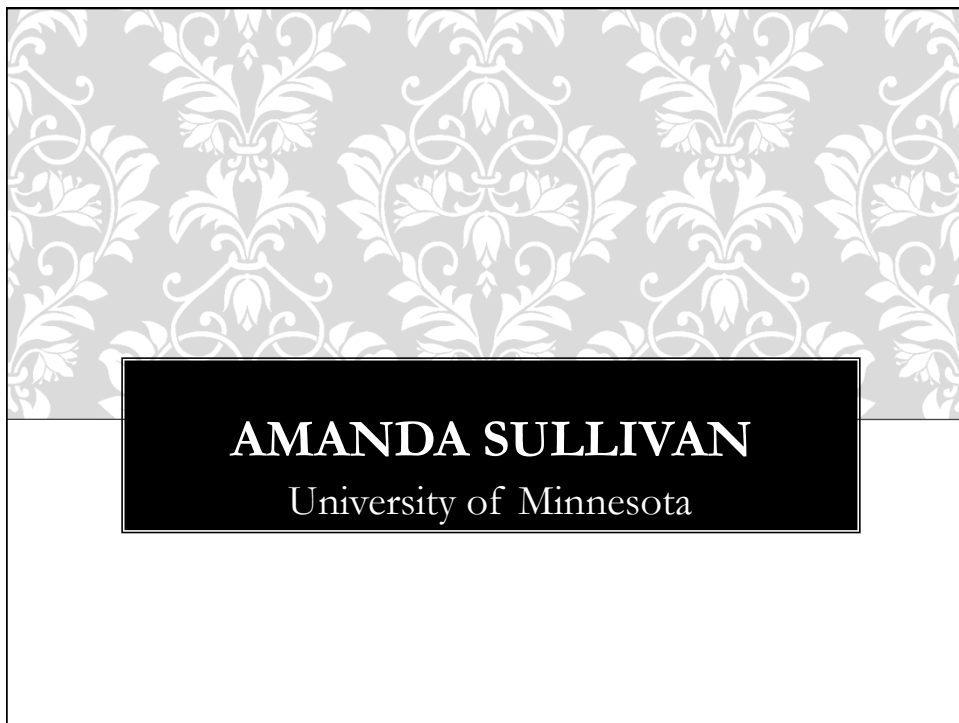
MARLENE SOTELO-DYNEGA

St. Johns University

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RESOURCES - BOOKS

- Bain, K. (2004). *What the best college teachers do*. Cambridge, MA: Harvard University Press.
- Bernstein, D. A. & Lucas, S. G. (2004). Tips for effective teaching. In J. M. Darley, M. P. Zanna & H. L. Roediger (Eds.), *The complete academic: A career guide 2nd edition* (pp. 79-115). Washington, DC: American Psychological Association.
- Lucas, C. J., & Murry, J. W. (2002). *New Faculty: A practical guide for academic beginners*. New York: Palgrave.
- McKeachie, W. (Ed.). (2003). *Teaching tips* (10th ed.). New York: Houghton Mifflin. Schoenfeld, A. C., & Magnan, R. (1994). *Mentor in a manual: Climbing the academic ladder to tenure*. Madison, WI: Magna Publications.

RESOURCES - WEB

- [Teaching of Psychology](#)
- Ammerman, C. & Tseng, V. (2011). [Maximizing mentoring: A guide for building strong relationships](#). New York, NY: The William T. Grant
- Graham, S., and Hebert, M. A. (2010). [Writing to read: Evidence for how writing can improve reading. A Carnegie Corporation Time to Act Report](#). Washington, DC: Alliance for Excellent Education.
- Mentoring and coaching psychology students

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CONTACT

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Marlene Soto-Dynega	sotelodm@stjohns.edu
Amanda Sullivan	asulliva@umn.edu
Jamie Zibulsky	Jamie_zibulsky@fdu.edu

OTHER SESSIONS ON FACULTY ISSUES

- Developing a Program of Research: Tools for Success in Academe
 - Friday, February 24th
 - 11:00-11:50am
 - Marriott Philadelphia Downtown Room 301 (3rd Floor)
- Dollars and Sense: Understanding Funding Opportunities for Research and Training
 - Friday, February 24th
 - 3:00-3:50pm
 - Marriott Philadelphia Downtown Room 301 (3rd Floor)
- Developing and Sustaining Healthy Work-Life Balance in Academia
 - Friday, February 24th
 - 4:00-5:20pm
 - Marriott Philadelphia Downtown, Grand Ballroom A (5th Floor)