

Appendix B: Mentorship Experiences

Frequently Asked Questions

1. Who is responsible for monitoring this and making sure I complete the requisites?
 - a. Each doctoral student (and their advisor) is responsible for ensuring the mentoring requirement is fulfilled by the time of graduation.
 - b. The program coordinators of either program will oversee the completion of requisites for students aiming to meet the mentoring requirement through each respective path.
2. What happens if I struggle to successfully complete the mentorship experience?
 - a. If a doctoral student struggles with completing the mentorship experience, they should receive feedback at midterm to give them the opportunity to improve their practice. If they continue to struggle, they will receive an incomplete in the course, and the program coordinator and advisor will design a remediation plan, which will include repeating part or all of the mentorship experience.
3. Can I meet supervision competencies through other tracks/experiences, like teaching or a Research Assistantship?
 - a. No. Although many of the competencies listed here could also be developed through course instruction, that is a separate requirement. It is important that competencies be developed over time, with repeated practice, and across contexts (e.g., mentoring **and** course instruction).
4. Can I mentor students as part of a fellowship or traineeship and also have it count for the mentorship requirement?
 - a. No. Fellowships, which include traineeships funded through OSEP and the Graduate College, are funding packages that include stipends but do not require work in exchange for that stipend. Students funded by OSEP traineeships may have additional experiences required of them (e.g., contributing to a research lab, supervising students, teaching courses). These traineeship experiences cannot count for the mentorship requirement. You may not benefit twice from these and other programmatic experiences.
 - b. For more information on fellowships and assistantships, see the Graduate College [guidance](#).
5. Can I mentor students as part of an assistantship and also have it count for the mentorship requirement?
 - a. No. Assistantships are funding packages in which students receive stipends in exchange for work (e.g., contributing to a research lab, supervising students, teaching courses). These assistantship experiences cannot count for the mentorship requirement. You may not benefit twice from these and other programmatic experiences.
 - b. For more information on fellowships and assistantships, see the Graduate College [guidance](#).

Mentorship Competencies Reflection and Discussion Guide

Name: Click or tap here to enter text.

Date: Click or tap here to enter text.

LBSI Competencies

Complete only if you are interested in completing the LBSI track. All competencies must be completed prior to completing the LBSI track.

☐Yes ☐No 1. I have general knowledge of child development (early childhood through adolescence).

☐Yes ☐No 2. I have some experience working in elementary, middle, or secondary school settings. (Teaching is preferred, but work in related services positions can be considered.)

☐Yes ☐No 3. I have knowledge of evidence-based practices and programs for K through 22-year-old learners, specifically those who receive special education services.

☐Yes ☐No 4. I understand the teaching responsibilities of elementary, middle, and secondary teachers.

Evidence and comments: Click or tap here to enter text.

ECSE Competencies

Complete only if you are interested in completing the ECSE track. All competencies must be completed prior to completing the ECSE track.

☐Yes ☐No 1. I have knowledge of child development birth to 6.

☐Yes ☐No 2. I have knowledge of ECSE recommended practices.

☐Yes ☐No 3. I have experience in teaching preschool OR early intervention home visiting.

☐Yes ☐No 4. I have knowledge of EI and ECSE systems of service delivery in the U.S. and Illinois.

Evidence and comments: Click or tap here to enter text.

Mentoring Competencies

Think about the skills you already have and the ones you need to further develop and complete the rating scales below. Please be self-reflective and thoughtful when answering these

questions. We expect that all these competencies will be addressed in whatever mentoring track you complete, no matter how you answer the items below.

1. I communicate effectively with mentees.

Amount of experience: ☐ A little ☐ Some ☐ A lot

Amount of skill: ☐ A little ☐ Some ☐ A lot

2. I navigate conflict productively with mentees.

Amount of experience: ☐ A little ☐ Some ☐ A lot

Amount of skill: ☐ A little ☐ Some ☐ A lot

3. I facilitate reflective practice with mentees.

Amount of experience: ☐ A little ☐ Some ☐ A lot

Amount of skill: ☐ A little ☐ Some ☐ A lot

4. I provide feedback to mentees.

Amount of experience: ☐ A little ☐ Some ☐ A lot

Amount of skill: ☐ A little ☐ Some ☐ A lot

5. I have an asset orientation toward mentees.

Amount of experience: ☐ A little ☐ Some ☐ A lot

Amount of skill: ☐ A little ☐ Some ☐ A lot

6. I model relevant practices for mentees.

Amount of experience: ☐ A little ☐ Some ☐ A lot

Amount of skill: ☐ A little ☐ Some ☐ A lot

7. I equip mentees with strategies to think critically about the contexts in which they work.

Amount of experience: ☐ A little ☐ Some ☐ A lot

Amount of skill: ☐ A little ☐ Some ☐ A lot

8. I support mentees in valuing and prioritizing contributions to a shared community (e.g., classroom, school, program).

Amount of experience: ☐ A little ☐ Some ☐ A lot

Amount of skill: ☐ A little ☐ Some ☐ A lot

9. I demonstrate commitment to continuous, bidirectional professional development.

Amount of experience: ☐ A little ☐ Some ☐ A lot

Amount of skill: ☐ A little ☐ Some ☐ A lot

Evidence and comments: Click or tap here to enter text.

Summary of Committee Discussion

Click or tap here to enter text.

Plan

Track to be completed:

☐ Track 1: LBSI Program

☐ Track 2: ECSE Program

Signatures

LBS1 Mentoring Competencies Tracking Guide

Competency	Sample Evidence	Actual Evidence	Date Completed
effectively navigating conflict	Document the thought process behind a conflict and resolution ... scenarios?		
communicating effectively	Communication with PSTs Communication with co-ops Communication with Coordinator / team		
commitment to continuous, bidirectional professional development	Evidence of a time you integrated someone else's idea into your practice Read a book Listen to a podcast Attend a workshop Create an annotated list of resources		
facilitating reflective practice	Keep a weekly journal Describe how you reflected and then changed your practice based on that reflection		

providing feedback (supportive and evaluative)	Evidence of written feedback x 2 Evidence of verbal feedback x 2		
facilitating growth; asset orientation towards mentees	Generate a “case” in which you describe your mentees’ strengths and areas of growth Describe how you will leverage your mentee’s areas of growth		
modeling	Watch a video Observe someone else’s mentoring meeting		
think critically about the contexts in which they work	Articulate tensions PSTs might feel between their practicum placement and what they’re learning in courses “Get to know” the city / district in which PSTs are placed (e.g., attend a school board meeting, learn about the history)		
shared community	Share challenges and successes with other supervisors Peer evaluation		

Notes and Reflections: [Click or tap here to enter text.](#)

ECSE Mentoring Competencies Tracking Guide

Competency	Sample Evidence	Actual Evidence	Date Completed
effectively navigating conflict	Document the thought process behind a conflict and resolution ... scenarios?		
communicating effectively	Communication with PSTs Communication with co-ops Communication with Coordinator / team		
commitment to continuous, bidirectional professional development	Evidence of a time you integrated someone else's idea into your practice Read a book Listen to a podcast Attend a workshop Create an annotated list of resources		
facilitating reflective practice	Keep a weekly journal Describe how you reflected and then changed your practice based on that reflection		

providing feedback (supportive and evaluative)	Evidence of written feedback x 2 Evidence of verbal feedback x 2		
facilitating growth; asset orientation towards mentees	Generate a “case” in which you describe your mentees’ strengths and areas of growth Describe how you will leverage your mentee’s areas of growth		
modeling	Watch a video Observe someone else’s mentoring meeting		
think critically about the contexts in which they work	Articulate tensions PSTs might feel between their practicum placement and what they’re learning in courses “Get to know” the city / district in which PSTs are placed (e.g., attend a school board meeting, learn about the history)		
shared community	Share challenges and successes with other supervisors Peer evaluation		

Notes and Reflections: [Click or tap here to enter text.](#)