2006

Best Practice: Mentoring

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Original Publication Citation

Reed, P. A. (2006). Best practice: Mentoring. In G. E. Martin & C. M. Martin (Eds.), *Best Practices in Technology Education: A Collection of 21st Century Best Practices in Technology Education* (pp. 6). Technical Foundation of America. https://secureservercdn.net/72.167.25.126/109.d94.myftpupload.com/wp-content/uploads/2016/03/Best-Practices-In-Tech-Ed.pdf

Best Practice: *Mentoring*

Best Practice Nominator: Philip A. Reed

Description of Best Practice: Ask any leader if a mentor had an impact on them and they will answer with a resounding "yes." However, mentoring is a form of leadership that is often overlooked in formal education settings. Strong mentors usually possess many characteristics. First, they provide opportunities for their protégés to expand their horizons. In technology education, this could be co-presenting at a conference or co-authoring an article. Secondly, they help their protégés to become critical thinkers. This not only requires the protégés to question the activities and actions of others, but to also look inward and question themselves. A third trait of successful mentors is to let the protégés shine. A true mentor would never steal the spotlight. Perhaps the greatest impact a mentor can have is to inspire. An example of a person who inspires is James LaPorte. Jim has chaired and served on numerous masters and doctoral committees and has been active in his professional associations.

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Best Practice: *Statewide Performance Assessment*

Best Practice Nominator: Vincent Childress

Description of Best Practice: Tom Shown, Technology Education Consultant for the North Carolina Department of Public Instruction, and Marie Hoepfl, Associate Professor at Appalachian State University, are field testing student performance assessment in technology education (as well as other CTE programs) as an official statewide assessment and accountability component. Currently, North Carolina assesses student achievement only using standardized multiple choice tests. However, these tests tend to limit the teacher's ability to fully assess technology education including assessment of technological problem solving. Now, in an effort to emphasize and measure the hands-on performance of technology education students at the application level and above, student performance assessment is being field tested at technology education programs across the state. Insofar as this is not a widespread practice of governments and is more valid for measuring achievement in technology education than are standardized written tests alone, this is a best practice. Continuing feasibility research is still underway in the face of a newly revised scope and sequence.