

ACHIEVEMENT IN MUSIC MENTOR GUIDELINES

The AIM Mentor Program was instituted by the WSMTA Board in order to encourage greater participation by teachers new to the program, guide them in the successful preparation of their students, and most importantly encourage the highest level of preparation and understanding for first time judging and scoring of the exams by each teacher.

(For lack of a better brief term for “a teacher new to the AIM program”, I am using the word “mentee” which I realize is not a real word.)

1. Invite your mentee to come to your house to show them your AIM materials if they have not yet bought theirs or decided to participate. If you have the teacher’s guide, syllabus and student workbooks, show these to them as well. Let them know how these materials can be ordered from the ISMTA web site.
2. Offer to go over the materials with them to explain how you use or supplement them, suggest music you like to use. Make sure they understand the requirements for the levels they are likely to use first and are aware of the sample exams in the syllabus materials.
3. Call attention to the guideline info in the front of the AIM Syllabus, their WSMTA Handbook (which is also on the WSMTA web site) and the newsletters. Keep in touch with your mentee as enrollment time approaches, making sure they are aware of deadlines, and teacher requirements for participation.
4. ***This is one of the most important aspects of the mentor’s job, and the main reason this program was instituted.*** Go over how to judge the levels in which your mentee is entering students. Encourage them to use the sample exams and score sheets in their syllabus (pick up up-dated sample score sheets at the meetings if necessary) and practice judging AND SCORING their own students at their lessons to become more familiar with the process and to discover if they have questions. We have discovered that the judging sessions alone are often insufficient for some teachers new to the process, and they get confused about scoring, commenting on deductions, etc. It is also beneficial for their students to have mock exams. (Teachers with English language issues may need to practice giving an exam with YOU to make sure they can correctly and clearly communicate the steps of the exam to the students.)
5. Make sure your mentee knows you are glad to answer any questions that may arise along the way. Don’t always wait for them to ask. Check in with them at meetings, or give a call if you don’t see them.
6. Keep in touch the next year or so as they add students at more levels.