The mentoring project has taught me the areas I need to develop professionally when I become a teacher. Besides the positive experiences I gained with this project, it made me very much aware of fears that I may have as I begin my first year of teaching. Will I know the content that I expect my students to learn, or what if they know more than I do? What if they ask me a question and I don’t know the answer? When I am responsible for my own classroom, I can’t just pick my favorite subjects as I did when I was choosing which student to mentor. During my mentoring, I was reluctant to help the students with math assignments. I decided to help them anyway, and actually enjoyed working with the math software. I learned some content that I had been a little “rusty” on, especially the states, their capitals and abbreviations.

Most importantly, I was pleased with my abilities to work with the students in a learning environment. With my other field experiences up to this point, I had only observed and not personally been a part of the student’s academics. I think I helped the students more than I gave myself credit for at the time. I started this project with the idea that I just had to get through fifteen hours of just “being with” a student. However, Mrs. Crum told me that several of the students are in ESS because they never finish their homework and assignments at home. Being in ESS gives them a chance to complete their assignments with some assistance. She told me that most of them who don’t complete their work at home have parents who either don’t care or aren’t there to see that it gets done. After thinking of that, I was so pleased to have a part in mentoring these children.