Kick-Starting the Mentor-Mentee Relationship

In Person Facilitator Agenda

Estimated time: Approximately 5.5 hours

Welcome, Introductions, Overview, Purpose/Objectives (15 Minutes)

Trust and Relationship Building (120 minutes)

* Activity: Reflection on own qualities that might help or hinder making you a good mentor
* Read article, The Good Mentor.
* First Mentoring Interactions (compare 2 videos)
* Hear from the “experts” videos, Dr. Dana and Dr. Athaneses
* Discussion Questions
* “Getting to Know You” conversation- video and Activity- practice using tool
* Summing Up Reflections

Break (10 minutes)

Teacher Identity (60 minutes)

* Reflection on when mentors were new teachers
* Video- concerns of new teachers, discussion questions
* Article, “What New Teachers Really Need”
* Hear from the “experts” video, Dr. Dana
* Discussion Questions
* Mentor-Mentee conversation video- “Turning the conversation around”
* Phases of 1st Year Teachers Video Clip
* Summing Up Reflections

Break (10 Minutes) or Lunch (30 min)

Coaching Language and Techniques (110- 130 Minutes)

* Reflection on how mentor-beginning teacher conversations might facilitate growth?
* Observe a coaching cycle (video) and analyze/reflect
* 3 Articles Jigsaw Activity (Challenges, Stances, Observing and collecting Data)
* Hear from the “expert” on Importance of collecting data, Dr. Athaneses
* Video of “Mentoring Conversations” from DPS and reflection/discussion
* Activity: Collaborative Discussion Guide and Questioning Stems Role play/practice
* Wrap-up reflections
* Evaluation/Feedback Survey

\*Notes: There are some optional activities. You may “hide” the PPT slide if you choose not to use these, and take out of participant packet. PPT slides have video links embedded, but are also in presenter guide. To save time, you may wish to send the article to participants ahead of time and ask them to read and highlight and bring them to the workshop. If you do all in guide and ppt, estimated time is 5.5 hours. Can be shortened by taking out optional sections to 4-4.5 hours.

Presenter’s Guide

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| Time | Slide # | Main Idea/Activity | Materials/ Notes |
| 5 min. | Slide 1 | Welcome, Introductions |  |
| 5 min. | Slides 2-3 | Overview Agenda | Packet p. 2 |
| 5 min. | Slide 4-5 | Set Norms for Collaboration, Seasonal Buddies\*\*Optional-Use Seasonal Buddies if you want to have participants mix up who they talk with during the session. | Packet p. 3 |
| 15 min. | Slide 6 | **Activity: Mentor-BT Relationships**Presenter Script: ○ Learning involves risk taking & strong relationships encourage risk taking. We will mentor beginning teachers who are novices learning to be effective in a highly complex profession. Some will really struggle. Beginning teachers’ willingness to learn with and from us is particularly dependent on trusting relationships. Think, Write, Share (table group **(2 min. think & write, 5 min table share=7 min.)** Q1. What does trust look and sound like? (being present, being aware of oneself, others and the environment, being open, listening without judgment and with empathy, seeking to understand, viewing learning as mutual, honoring the person, honoring the process) Q2. What qualities of yours might help or hinder making you a good mentor?♣ Whole group debrief if time (5 min.) | Packet p. 4 |
| 10-15 minutes | Slide 7 | **Article Read: The Good Mentor**Presenter Script: Although this article is older, it is still relevant for our work today. Go Over directions in packet. Reading Protocol: Group participants in 3’s.**The Final Word Protocol**Useful for short reads, when there is a need for your group to learn from examining research and written materials together. *If you assign reading this before the session, participants should bring it with them with their sentence or passage highlighted and ready to start the protocol.** \*Everyone reads the review silently with pen in hand, highlighting and taking notes, then identifies the most significant idea, in their opinion, addressed in the review. (5-minutes)

Sharing Round One (four minutes)1.  One member of the group shares his or her significant idea (a sentence or a passage) but does not elaborate on it. 2.  The other participants each have one minute to respond.  They can agree or disagree, offer examples, raise a question, contribute details, or otherwise share their thoughts. No one else talks, until it is their turn to respond. 3.  Once everyone has responded, the first person who shared has ‘the last word’ by responding and summarizing what she has heard and learned.* Repeat until everyone has shared and had ‘the last word’.

(12 minutes, four minutes per person)**Whole group Debrief and Handout** | Packet p. 5[Article Handout](https://www.oregon.gov/ode/schools-and-districts/grants/mentoring/Documents/good_mentor.docx.docx) Handout: [Characteristics of a Quality Mentor Teacher](https://docs.google.com/document/d/1BArelUI0xM24-4iXTKYykMSAhLobW_W9MNQm0F8YkY8/edit?usp=sharing) |
| 30 minutes | Slide 8 | **First Mentoring Interactions: Compare 2 Videos, then table group dialogue**Presenter Script: Thinking about the article you just read, The Good Mentor, we will watch two videos of the first interactions between a mentor and beginning teacher. Use the guiding questions in your packet to reflect. Then in your table group, make a Venn Diagram on poster paper to share out with the whole group. Keep these questions in mind for dialogue after the videos. * In each video, how does the beginning teacher respond to the mentor’s initial approach?
* Which mentor’s initial approach better supports the building and development of trust? Why?
* What advice would you give to Marcia (in the 2nd video) to help her start out successfully building trust?
* How would you help a beginning teacher become more reflective by identifying areas of strength as well as areas that may need improvement?
* If Marcia had to do it all over again, how should she approach Joan?
 | First: watch this video of a first mentor-beginning teacher interaction.<https://drive.google.com/file/d/0B4t2b_ehAfCKTlV6NmpkOU9COUU/view?usp=sharing> Then, watch **Building Trust in Mentoring Relationships**<https://vimeo.com/44689350>  (5:02)[Graphic Organizer](https://drive.google.com/open?id=1jwTgpHfsmPqCGkl6-aKdj8V7gkeKj0pLuroCHszqt7g) Venn diagram exampleP. 7-8P. 6 questions |
| 15 minutes | Slide 9-10 | **Hear from the Experts: videos and  Summer Seasonal Partner Activity**Presenter Script: We will now be viewing two experts in the field of mentoring share some important points about building trust and initial relationships. Afterwards, stand up and talk with your Summer Seasonal Partner about the questions in our packet, or other thoughts you have.  | P. 9Go to these web links: Watch video of Nancy Fichtman Dana, Ph.D. <https://vimeo.com/43926879> (3:54)Watch video of Steven Athanases, Ph.D. <https://vimeo.com/43568853>  (4:12) |
| 35 minutes | Slide 11 | **Getting to Know You Conversation Tool**Presenter Script: Your first meeting and interaction with your beginning teachers will set the stage for building trusting relationships, and help the mentee trust in your confidentiality. After we watch the next video clip, we will break up into TRIADS and practice this conversation using the **Getting to Know You tool** as a guide.1. Share First Meeting Guidelines and Getting to Know You tool (5 min.) 2. **First Meeting Practice Conversation** ( 2 min.) o At your tables, create triads. If odd number, try to Triad with persons from another table. 3. With triad, have a practice conversation of a first meeting using the guidelines and tool in packet.o The “BT” sets the context (grade level, subject area, year of teaching) (5 min) o Mentor: Don’t be too mentoring now o Observer: if group of 3 o Give 10 minutes for role-play and 5 minutes to debrief. 4.  Whole Group Debrief: Share out from practice: “Now I’m more aware of how important it is to…” (5 min.) A. Remind at end of meeting always set next meeting date. Thank your partners and return to seats. | Video Link<https://vimeo.com/43817125> (5:44)[Getting to Know You Tool Link](https://www.oregon.gov/ode/schools-and-districts/grants/mentoring/Documents/Gettingtoknowyoutool.docx) P. 11-12First Meeting Guidelines p. 10p. 1; Think, Write, Share- Signs of Trust Copy of Knowing Thy Teacher   |
| 10 min |  | **Break** |  |
| 10 min. | Slide 12 | **What were you concerns as a beginning teacher?** Presenter Script: Ask participants to meet with Fall **Seasonal Buddy** and recall their concerns when they were beginning teachers. Each write 3 post it’s with 1 concern per post it. Have all post it’s placed on a large chart paper or on wall, and ask for two people to organize by similarity, or Affinity. Ask them to point out the most common concerns they had when they were beginning teachers. | Post Its |
| 10 min. | Slide 13 | **Teacher Identity- Video and Whole group Dialogue**After viewing this video, be prepared for a whole group discussion:* Leilani has several concerns. As her mentor, where would you begin?
* What would you do to support a beginning teacher who feels confident with subject matter knowledge but needs support with adjusting her lessons to meet students’ varied developmental levels?
* In addition to classroom management, what other concerns do you think beginning teachers may have?
 | **Start this Video at minute 1:24** <https://vimeo.com/43839527> (1:26)Packet P. 13 |
| 10 min  | Slide 14\*to save time, this could be skipped, or have participants read prior to workshop. | **\*Read the article, “What New Teachers Really Need”** * Jot down any thoughts, question you have in your packet.

Whole group discuss:* What were new teachers 5 top concerns?
* What are some strategies the article suggests for mentors?
 | [Article](https://www.oregon.gov/ode/schools-and-districts/grants/mentoring/Documents/WhatNewTeachersReallyNeed.pdf)P. 14  |
| 10 min. | Slide 15 | **Hear from the Experts-  Winter Seasonal Partner Stand Up Conversation** Watch the Nancy Fichtman Dana, Ph.D. video.With your partner discuss:* What does Nancy say are the 3 biggest, common concerns of beginning teachers?
* What strategies does she suggest a mentor begin with, but not stop with?
 | <https://vimeo.com/43928492>  (5:22) |
| 5 min. | Slide 16 | **Table Group Dialogue**Watch the “Demo video” of a mentor-mentee conversation where the mentor tries to “Turn the Conversation Around.”In your table groups, discuss:* How did the mentor handle the beginning teacher’s concerns?
* What else might she have done or said?
 | <https://vimeo.com/43832453> (1:45) |
| 5 min. | Slides 17-21 OR \*\*show the video in link to the right  | **Phases of First 1st Year Teachers**Presenter Script: Go through the Power Point slide of the Phases point out based on research. Explain that in order to prepare for the first month of school working with BT’s, it is important to know about the phases BTs might experience during the first few month, and have some strategies to address/deal with them. \*See PPT slides. \*\*Alternatively, presenter may play this recorded talk on the phases from Denver Public Schools, but stop at minute 3:42 as we only want to introduce the 1st two phases.  | \*\*<https://drive.google.com/file/d/1eeblR8cAiCiU5VQA9SFrDfbCjA9hCGAX/view?usp=sharing>  (3:42) Phases diagram and Handout in Packet from West Ed P. 15 |
| 10 min | Slide 22 | **Triads: Find two people you have not met with today. Discuss the following:*** Do you recall going through these Phases?
* How did you get through them?
* Why is support the first weeks and months of school so important?
* What can mentors do to help beginning teachers develop positive professional identities?
* How do the concerns of beginning teachers differ from those of experienced teachers?
* Think back to your first year of teaching and some of the feelings you experienced. What advice would you give to a new teacher who confides in you that she feels like she doesn’t know what she is doing?

Thank your group and return to seats. | Questions in packet.P. 16 |
| 5 min | Slide 23 | **Mentoring Conversations:** Reflect and write on the prompt in your packet: “How might mentoring conversations facilitate growth in beginning teachers’ instructional practices?” | p. 17 |
| 15 min. | Slides 24-25 | **Coaching Cycle**Presenter Script: We will now Watch a video of a “Coaching Cycle.”* It all starts with a **pre-observation conversation** between the mentor and the beginning teacher. During this conversation, the beginning teacher sets a goal for the observation.
* Then the mentor **observes a lesson**, taking notes and gathering data related to the beginning teacher’s goal.
* After the observation, the two teachers (mentor and mentee) participate in a **follow-up conversation** to review the data and determine how the goal was reached and/or what changes can be made to reach it in the future.

Dialogue in your Table Group:* What did you notice about the coaching (mentoring) cycle?
* How did the mentor, Diane, decide what data to collect?
* What did you notice about the Elana’s biases? How did Diane address Elana’s bias?
* Elana struggles between “maintaining high expectations” and “looking at the data”–data which may or may not evidence exceptional learning. How can you help a beginning teacher achieve this balance between expectations and attending to data?
* What did you notice about the end of the post-observation conference? What is the mentor’s role here?

Your Group’s biggest “Take Away?” Share out with whole group. | <https://vimeo.com/43831241> (5:45)Packet p. 18 |
| 5 minutes | Slide 26 | **Roles and Stances for Mentoring- 3C’s**Introduce the Stances for Mentoring (3C’s) with video clip and handout in packet. effective mentors demonstrate flexibility of stance and role based on the needs of the people they support. Mentoring relationships that flourish are reciprocal – all parties learn and grow! Questions?  | [*Video- Overview of 3C’s*](https://drive.google.com/file/d/0B4UX6d-yLsjcS3VYckhnTjZ0WWM/view)*(2:05)*Packet p. 19[*http://api.ning.com/files/6QtNvWPQNL6QJ0BrBYq6KNFy9M6SVlqH5xymn1HADAP3KaJhae2W9IYqe9hkG6xmBdP6c1Urx9VEw\*NTLG0jsrWeQtcxKUj-/3Cs.pdf*](http://api.ning.com/files/6QtNvWPQNL6QJ0BrBYq6KNFy9M6SVlqH5xymn1HADAP3KaJhae2W9IYqe9hkG6xmBdP6c1Urx9VEw%2ANTLG0jsrWeQtcxKUj-/3Cs.pdf) |
| 10 min. | Slide 27 |  **What Data to Collect when Observing- Individual Reading**Presenter Script: Observation is an essential component for the beginning teacher's professional growth. After a well-planned observation, the mentor or coach can guide the beginning educator to improved teaching through analyzing the data observed and through careful reflection of that analysis. **10 strategies for collecting data when observing handout**: Ask participants to read over the strategies document and highlight anything that seems important to them. Group dialogue: Ask participants:* Which observation tools will you use for first observations and why?
 | Packet p. 20-21 [http://www.phschool.com/eteach/professional\_development/mentor\_coach\_data\_gathering/essay.](http://www.phschool.com/eteach/professional_development/mentor_coach_data_gathering/essay.html) |
| 10 min. | Slide 28 | **Hear from the Experts:**Watch short video Clip from Dr. Anthanases on Coaching and Language Techniques.From the Handouts and video, * Your biggest “Take-Aways” or “Aha’s”
* Questions or wonderings you would like to explore further

Share with whole group.  | [*https://vimeo.com/43570521*](https://vimeo.com/43570521) *(1:50)* |
| 10 min. | Slide 29 | **Introduce the Collaborative Discussion Guide (CDG) Tool & Mentor Language Stems**Presenter Script: A tool that will help you in your work, Collaborative Discussion Guide (CDG Tool) The CDG is typically used each visit with the mentee.  It is comprised of 4 boxes and each is addressed by the mentor.  The mentor does all the note taking so the mentee can sit and focus on thinking and experience. The mentor prompts the mentee during the conversation as follows:1. Recent Successes?  (Improvement strategies, building relationships, management, etc.)2. Today’s Focus?  (Challenge. Concern, collaborative project, etc.)3. Mentee’s Next Steps?4. Support Needed From Mentor?***The CDG guides/focuses weekly conversations, tells a story through time, enables reflection for both mentor and mentee, provides accountability and checklist for next steps.  Mentors are encouraged to start using during their second or third meeting.  You will get lots of practice using this in future training modules.***Another tool that can help you is **The Mentor Language Stems**, they will help you with using collaborative coaching language in your work***. In future trainings and mentor forums, you will delve deeper into these and get more practice using them*** ***Take a few minutes to look over these two tools.*** | [Collaborative Discussion Guide (CDG Tool)](https://www.oregon.gov/ode/schools-and-districts/grants/mentoring/Documents/6.%20CollaborativeDiscussionGuideCDG.docx)Packet p. 22*Be sure to Make a copy of the Tool and Save it to your own folder before you type in the master!* [*Questioning Stems*](https://docs.google.com/document/d/1yqeXOL6N-3p0ndEo1cW_-YvXPLhUsAuR_TJX9P02WaE/edit?usp=sharing)Packet p. 23-24 |
| 15 min. | Slide 30 | **Practice Using the Tool:** Watch this 11 minute presentation on “Mentoring Conversations” from Denver Public Schools’ Mentor training. There are several video clips within of a mentor-BT conversation. **Try using the CDG as if you are the mentor while watching the clips.**  | <https://drive.google.com/file/d/15V19dBRq8F6hhBn0fvYraRG6-XJzs86S/view?usp=sharing>Packet p. 22 |
| 30 min. (10 min each person to be BT) | Slide 31 | **Triad Practice: Coaching Conversations**Practice Conversation: BT, Mentor, Observer (directions 3 min) 1) Assume the following roles: o **Beginning Teacher** = Chooses a situation that you can recall from your experience. (May want to make up or give out vignettes) o **Mentor**♦ Use the CDG and the Mentoring Language Stems) to guide the conversation. ♦ Things to consider: ▪ Mentoring Language (Handout in packet)▪ The 3C’s Mentoring Stance Framework (Handout in packet)▪ How can the continuum be a tool to move the BT forward? ▪ Does the BT provide a verbal or non-verbal entry point for you to offer to come in his/her classroom and collect data? o **Observer**♦ Record mentoring language that builds trust, establishes a focus, supports the BT’s movement forward and promotes accountability on the Mentoring Conversation protocol (next page). 2) The mentor may stop the conversation and use the observer as a resource for possible next steps. 3) You will have 10 minutes for the practice conversation. 4) You will have 5 minutes to debrief the practice conversation, led by the observer. \*\*Reflect on your practice conversations: * How did it feel to use the CDG Tool and the Mentor Question Stems?  Natural, forced? Comfortable? Awkward?
* How soon in your mentoring relationship do you plan to use the GDG tool, and what would be a good “entry point” for using it?
 | Use CDG Tool and Language Stems  Packet p. 25Instructions p. 26Observer recording sheet packet p. 27 |
| 15-20 min | Slide 32\*Optional- if not time, hide this slide… | **Wrap-up & reflections: Component of a coaching cycle.***\*\*Optional, if time, presenter asks each of the questions below, and tables discuss.* * *If a beginning teacher lacks ideas, asks for help or doesn’t recognize the problem, which mentoring stance would you take? What are some possible actions you can take to support her?*
* *During a pre-observation conference, your mentee asks you to help her with pacing her lessons. What kinds of data collection techniques might you suggest to address this goal?*
* *Imagine your mentee makes the following statement about a student during your post-observation conference: “Meghan comes from a very affluent home, so I expected her to come up with many connections to the text. My English learners, however, always have trouble with text connections and that’s really frustrating.” How would you respond? How would you support this beginning teacher in reframing her thinking?*
 | Packet p. 28 |
| 10 min | Slide 33 | **Final Reflection Prompt:** Presenter Script: Thank participants for time and attention. Assure them further training will delve deeper and provide ongoing mentor support and practice. Summarize new learning and reflect on next steps.  Participants jot down responses to prompts below.  Then, turn and talk to neighbor.What are my 2-3 key “takeaways” from today’s session? What are my next steps in preparing for my first meeting with my mentee?What ongoing support will I need in this role? | Packet p. 29 |