

## ACTIVITY 1.3- First Conversations: Setting the Stage for Trust and Collaboration, Using the Getting to Know You Plan Tool

### Purpose

*To provide opportunity for participants to observe and practice first mentoring conversations and use the "Getting to Know You Planning" conversation tool.*

### Materials

\*Video link from Mentor Modules of a Mentor-BT first conversation

\*Speakers for audio projection, LCD Projector

1.3.a.Guidelines To Build a Trusting Relationship Handout

1.3.b.Getting to Know You Plan Tool Handout

1.3.c.CRT Purpose and Examples Handout

### Facilitator Notes

The first meeting and interaction between a mentor and his/her beginning teacher will set the stage for building trusting relationships, and help the mentee trust in the Mentor's confidentiality. Part of your initial responsibility as a mentor is to establish rapport and start Building trust. You might want to ask participants to list some strategies they would employ to begin developing a positive mentor--mentee relationship. A good way to start is by setting aside time for a short informal conversation. To help create an open and comfortable dialog, mentors should meet with the beginning teacher in a neutral space (in a teacher's lounge or possibly off-campus) and take time to learn about their interests, background, and experiences.

When facilitating this activity, you will need to survey the audience to determine if any have completed the "Kick-Start" training. If not, you may proceed with the video clip of a first conversation. If many have already completed Kick-Start, they will have viewed the video, thus, the facilitator(s) will need to model or role play this first conversation using the tool. If you have just a few participants who have seen the video, you might ask them to partner with a facilitator, and then ask them to share with the group how their first conversation went.

### Process/Steps

1. Explain the purpose of this activity is to observe and practice a first conversation and use the tool.
2. Share the Guidelines to Build a Trusting Relationship Handout and the Getting to Know You Tool (in packets.)
3. Participants either watch the video clip (**3 min**) or the Facilitators modeling/role playing a 5 minute first meeting conversation. Ask them to refer to the Getting to Know You tool while they observe and keep track of which points the mentor has addressed with the mentee.

4. Ask whole group if they noticed things done well or areas missed.
5. Now, invite participants to form pairs. If someone does not have a partner, ask them to form a triad.
  1. Review Guidelines for Building Trusting Relationship & talk to partner about how you would address one or two of these with candidate
  2. Review Conversation Plan Tool page 1 and then look through the CRT Purpose and Examples
  3. Consider some of the practices that are part of your routine and make suggestions for what your candidate could start implementing to build a routine in your classroom
6. With partner, have one practice conversation of a first meeting using the guidelines and tool in packet. Each participant assumes a role.
  - o The “candidate” 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- observer should jot notes for feedback.
  - o Give 2-3 minutes for the role-play
7. Whole Group Debrief: Share out from practice. Ask triads to share out with one another using this sentence frame: “Now I’m more aware of how important it is to...” (5 min.)  
\* Remind them that at the end of this or any meeting they should always set next meeting date.
8. Thank partners and return to home seats/table.

Time Required

15 minutes

Adapted from materials developed by Caitlin McMunn Dooley, Ph.D., Nick Sauers, Ph.D. and Cassandra Matthews, with funding from the U.S. Department of Education’s Teacher Quality Partnership grant –



<http://www.mentormodules.com>



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### ACTIVITY 1.3 HANDOUT(or in Participant Packet)

#### **Guidelines to Begin a Trusting Relationship:**

1. Share your excitement about your work and the opportunity for growth for both of you.
2. Get to know each other by asking questions
3. Listen openly to needs and concerns
4. Provide practical assistance, including:
  - Arranging the room
  - Finalizing rules or procedures
  - Getting first week's lesson plans set
  - Cataloging books
  - Making sense of start-of-the-year paperwork
  - Duplicating materials
  - Clarify each of your roles and expectations
  - Provide both assistance and a vision of your instructional mentoring



## “Getting to Know You” Planning Tool

Mentor Name:  
Candidate Name:

Date:  
Time:

Prompts	Responses/Notes
<b>Learn About Candidate</b> <ul style="list-style-type: none"><li>• Why do want to be a teacher? What experiences have you had with teachers and students?</li><li>• What other responsibilities, professionally or personally do you have?</li></ul>	
<b>Learn About Teaching Experience</b> <ul style="list-style-type: none"><li>• What would you say are your teaching strengths?</li><li>• What teaching responsibilities are you most concerned about?</li><li>• What ideas do you have to address these concerns?</li><li>• Have you done planning and/or lesson design? What is your experience managing students in the classroom and how can I help you?</li></ul>	
<b>Goals for Mentoring</b> What would you like to get from our work together in mentoring? How can we establish routines to make my practice transparent and give you feedback on your work in the class?	
<b>Learn about Mentor</b> *Tell your candidate a little about yourself and why you agreed to be a mentor. Be positive and optimistic.	
<b>Learn School Culture</b> <ul style="list-style-type: none"><li>• Tell me what you have learned (know) about the school? Community?</li><li>• Identify opportunities for candidate to know colleagues, building itself &amp; the community?</li></ul>	

