

1

Standards:

- Assists and mentors less experienced teachers. Shares best practices.
- Fosters teamwork and a cooperative working environment with co-workers and staff.
- Pursues appropriate professional development to enhance knowledge and improve skills.
- Uses instructional strategies that and techniques that promote student learning
- Provides learning opportunities for individual student differences.

What do I want participants to understand?

- Educators must be lifelong learners.
- We continue to help students succeed.
- Teacher effectiveness is the most influential factor in student learning.
- Mentoring is a journey strategy for gradually creating a learning community, two people at a time, by practicing collaborative learning one conversation at a time.
- Effective mentors establish trusting relationships with mentee to enhance instructional practice and increase student achievement.
- Reflection enables educators to continually improve their practice.
- Mentoring not only helps the mentee, but directly impacts student learning in the classroom.
- Principles of adult learning will effect how you work with your beginning teacher.
- Our beliefs dictate our practice.

Essential Questions:

- Why will I be an effective mentor?
- Why is collaboration between mentor and mentee important for student learning?
- Why is reflection important for educators?
- Why should the mentor and mentee create a trusting relationship?
- How does communication promote student learning?

What do I want participants to know? What do I want participants to be able to do?

- Identify the characteristics of a good coach.
- Identify and apply the *Principles of Adult Learning* to their mentoring in their local schools.
- Use the *Coaching Skills of Mentoring* in role play scenarios.

2

Description of Assessment Methods:

How will I assess their understanding throughout the session? What criteria will I use?

Four Quadrant Reflection

3

<i>Description of Learning Activities:</i>	<i>Time</i>	<i>Materials</i>														
<p>Activity One Adult Learning Theory Strategy: Think, Pair , Share</p> <p>4 Quadrant Reflection: Divide piece of paper into four quadrants. Quadrant One - Reflect on your personal learning preferences. Share with a partner. Have a few participants share with large group.</p> <p>Quadrant Two – Put title <i>Teachers As Adult Learners</i> Divide quadrant into two columns, label Principle/Implication List the five principles from overhead as they are discussed.</p> <p><i>Note: Understanding adult learning can help better meet needs of teachers.</i></p>	15 minutes	Transparency: Five Principles of Adult Learning Theory														
<p>Activity Two Teacher as Adult Learners Strategy: Graphic Organizers Have participants work together in groups to identify at least one implication for each of these principles. By implication we mean ways that this might influence the practice of a mentor/coach. For example “How might these principles affect your planning of a workshop and follow-up mentoring of these ELL strategies?”</p> <table border="1" data-bbox="155 1062 1024 1451"> <thead> <tr> <th colspan="2" data-bbox="155 1062 1024 1100">Teacher As Adult Learners</th> </tr> <tr> <th data-bbox="155 1100 591 1138">Principle</th> <th data-bbox="591 1100 1024 1138">Implication</th> </tr> </thead> <tbody> <tr> <td data-bbox="155 1138 591 1199">Adults are motivated to learn as they experience needs and interests.</td> <td data-bbox="591 1138 1024 1199"></td> </tr> <tr> <td data-bbox="155 1199 591 1260">Adult’s orientation to learning is life-centered.</td> <td data-bbox="591 1199 1024 1260"></td> </tr> <tr> <td data-bbox="155 1260 591 1320">Experience is the richest resource for adult learning.</td> <td data-bbox="591 1260 1024 1320"></td> </tr> <tr> <td data-bbox="155 1320 591 1381">Adults have a deep need to be self-directing.</td> <td data-bbox="591 1320 1024 1381"></td> </tr> <tr> <td data-bbox="155 1381 591 1442">Individual differences between people increase with age.</td> <td data-bbox="591 1381 1024 1442"></td> </tr> </tbody> </table> <p>Facilitate whole group discussion based on results of small group discussion.</p>	Teacher As Adult Learners		Principle	Implication	Adults are motivated to learn as they experience needs and interests.		Adult’s orientation to learning is life-centered.		Experience is the richest resource for adult learning.		Adults have a deep need to be self-directing.		Individual differences between people increase with age.		20 minutes	Transparency: Five Principles of Adult Learning Theory Graphic Organizer - Two-Column Notes
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<p>Activity Three Developmental Mentoring Glickman: Three Approaches to Mentoring/Communication Styles. Each approach is brought into action by mentoring behaviors that can be viewed as types of communication.</p> <p>Strategy: Brainstorm Have table groups brainstorm when they might use these different behaviors.</p>	20 minutes	Transparency: Three Approaches to Mentoring <i>Directive</i> <i>Collaborative</i> <i>Non-Directive</i> Vignettes for Card Sort														

<p>Strategy: Card Sort Pass out cards with vignettes. Have groups identify mentoring behavior.</p> <p><i>Note: You adapt your approach according to needs of the teacher.</i></p>		
<p>Activity Four Instructional Coaching: An Introduction PowerPoint Module 11</p> <p>(a) Coaching Defined Note: Connect to what they will be doing back in their local schools.</p> <p>(b) Quadrant Three Identify someone you value as a coach. To qualify, the person must have helped you improve your skill in some specific type of performance-based activity. Reach back to your childhood if you like or choose someone who is coaching you today.</p> <p>Briefly describe one specific skill this coach helped you improve. It could be your backhand in tennis, your ability to stop on roller blades, your acting in summer theatre, or your ability to make better omelets. Be specific in a sentence or two.</p> <p>List at least three personal qualities of this coach that you believed contributed to his/her ability to help you develop competence and confidence in the skill area described above.</p> <p>Briefly describe at least two strategies this coach used to help you improve your technical skills.</p> <p>(c) Stages of Skill Development of Mentees</p>	10 minutes	PowerPoint Module 11
<p>Activity Five Coaching Skills of Mentoring Paraphrasing Clarifying Mediational Questions</p> <p>Strategy: Role Play Hand participants cards with #1 or #2. #1 takes the role of the mentor, # 2 takes the role of the participating teacher in their local school mentoring workshop. Brainstorm scenarios that might occur as workshop teachers seek advice and help. What are some types of requests for help mentors can anticipate from workshop participants? Using the coaching skills role play the conversation. After 5 minutes, switch roles. Role play the conversation.</p> <p>Wrap-Up: What are some of the scenarios you might experience. Briefly give examples of how you might respond as a coach/mentor.</p>	15 minutes	Transparency: Coaching Skills of Mentoring

Activity Six Quadrant Four How will the <i>Coaching Skills of Mentoring</i> help you?		