Louisiana Department of Education
Mentor Teacher Training

Module 1:
Introduction to Mentoring

(City, LA)
(Date)

Created by Learning Forward

Mentor Teacher Training

Mentor Training Course Goals

Mentors will:

- Build a strong relationship and effectively communicate with mentee, including providing ongoing support to mentee in a virtual space
- Understand the mindset and needs of adult learners, including new teachers, and how they apply to the mentoring role
- Diagnose and prioritize mentee's strengths and areas for growth in the areas of classroom management, instruction & understanding the unique needs of students
- Design and implement a mentoring support plan to develop mentee knowledge and skills
- Monitor mentee's progress and determine next steps for ongoing mentoring work

Module 1 Agenda:

- Welcome
- Why Mentors Matter
- What is Mentoring?
- Mentor Attributes & Stances
- The Mentor Cycle
- Overview of Assessments
- Connection to Teacher Competencies
- Build Relationships
    - Establish Trust
- Administrator Support
- Closure

Mutual Commitments:

Make the learning meaningful

Engage mentally and physically

Notice opportunities to support the learning of others

Take responsibility of own learning

Own the outcomes

Respect the learning environment including use of technology

Module 1 Outcomes:

- Learn the "why" behind mentoring and the impact mentoring can have on a new teacher

- Understand the mentor roles, responsibilities, expectations, and key attributes

- Recognize the Mentor Cycle as a framework for developing mentees' knowledge and skills

- Develop ways to establish trust with mentee to build a strong relationship

Why Mentors Matter

Video link:

https://www.youtube.com/watch?time_continue=2&v=It-gNBMAJBM&feature=emb_logo

Notes on Video

Notes on Discussion: *What impact can a mentor have on a new teacher?*

Notes on Discussion of pre-work article "Eight Qualities of a Great Teacher Mentor"

Eight Qualities of a Great Teacher Mentor

By Kimberly Long — October 01, 2014 🕐 5 min read

Papers are spilling off the desk. The voicemail light is blinking. Your email inbox is never ending, and little smiley face stickers are somehow stuck in your hair.

We've all been there. When it comes to teaching, there are always those days when the final bell rings and you just want to vent about the day, interact with someone older than age six, or simply have someone to talk to.

One of the most important—and overlooked—aspects of education is having mentors who help you manage the grind of daily struggles and the challenges of the profession. As an early career teacher, I have been blessed to work with many incredible teachers who have salvaged my sanity, dried my tears, and challenged me to be more than I thought I could be.

Mentors may be formally "assigned," or they may informally walk into your life. Mentorship can occur in a mandated mentor program, when one teacher is looking out for another, taking a struggling teacher under your wing, or simply welcoming a new person to the team. Mentorship doesn't have to be a formal process—but it is a crucial form of support for new and early career teachers.

Interested in becoming a teacher mentor? Here are eight qualities to focus on:

1. **Respect**. First and foremost, there must be respect between the mentor and the mentee. But respect doesn't form overnight—it takes time. As I tell my students, respect is earned.

Showing respect is all about the little things. For example, when a veteran teacher with more than 15 years of experience embraces my new idea for a unit at a staff meeting, it tells me I am being taken seriously. Or, when another teacher comes to your room to just say hi, they are acknowledging that the relationship is about both of you. New teachers feel worthy when their colleagues reach out to make sure they are involved. This can take many forms—having lunch, sending an email, or even going to a union meeting together.

2. **Listening**. By truly listening, you get to know me. You get to know me in a more personal way than I may even realize I am letting on. For example, a good mentor can pick up on when I am stressed out, when I am in the zone, when I am having a good day, and so on.

Louisiana DOE Mentor Teacher Training, Module 1

When a mentor puts all the verbal and nonverbal clues together, they synthesize what I need—even when I may not be able to even say it myself. And once they recognize what I need, good mentors come to my aid. If you think I need a sanity lunch, plan one. If you think I need some advice on dealing with misbehaved students, lend some advice. The magic of listening allows mentors and mentees to get to know each other and informs the mentor on how they can be of assistance.

3. **Challenging**. Great mentors push your thinking and help you grow in new ways. They alert you to new teaching methods and provide tips for how to handle various situations throughout the year.

Most importantly, though, these "tips" are often posed as questions. Questions require new teachers to discover and learn for themselves. I want to grow and develop as an educator, but it's hard. Please—push me outside of my comfort zone. I want to improve, but it's hard to do alone. Be there with me as I learn.

4. **Collaboration**. This critical step benefits everyone within the support system. By helping refine my ideas, you remind yourself of all the things that make a truly great teacher. It's also mutually beneficial for teachers to work together because everyone will walk away with new and improved strategies, lessons, and ideas.

Remember, you don't have to wait for a mentee to seek out your wisdom. In fact, it can go a long way in strengthening the bond between teachers when *both* bring ideas to the table.

5. **Celebration**. Success comes in a variety of shapes and sizes. Some days it may be making a dreaded phone call home with a disgruntled parent, while other days it may be the implementation of a new idea that the whole team tried and loved. Be genuinely happy when I succeed, no matter how big or important it is in the grand scheme of things. Besides, I wouldn't have the experience of success without your guidance. Tell me congrats and share in the happiness!

6. **Truth**. Honesty is the foundation of any relationship. Tell the truth; criticism is how we all learn. You have the opportunity to coach me through changes that will positively impact me for the rest of my life. Help me learn the do's and don'ts of school politics, communication, and the million other little things they don't teach you in educator preparation programs.

7. **Safety**. Does your mentee feel it's OK to make a mistake and tell you about it? Knowing that I can trust you is monumental. I worry what you will think and say; your opinion matters greatly to me.

Pause for a second and think about how you'll respond to me when I tell you what's going on because I will remember your words much longer than you will. Trust forms when I know you will stand up for me—both in front of me and behind my back. If I am dealing with a challenging situation, walk the fine line of protection by providing me with tips you learned in a similar situation and give me some questions to ponder.

8. **Empathy**. Don't forget your mentee is human. Life is tough, and we're all in it together. Sometimes life events—joyous, tumultuous, and all those in between— linger with us into our classrooms. Lend an ear, a smile, and at times even a hug.

Whether you knew it or not, by being a mentor you have also become my personal life coach. I want to hear your advice. I want to hear your similar stories. I need someone to bounce ideas off of when I shut the door at lunch and sob over a broken heart, dance for joy over an engagement, worry about family drama, and learn to deal with stress.

When it's all said and done, the papers may still be spilling off my desk. Hopefully I've found time to listen to some voicemails and answer a few emails.

As for the stickers, I might just wear those with pride because it means the day is over. I survived. I couldn't have done it alone, without you—my mentors.

Mentoring is the process by which a trusted and experienced person takes a personal and direct interest in the development and education of a less experienced individual.

The First Mentorship

Homer's *Odyssey* describes the dialogue that transpired between Odysseus and his trusted friend, Mentor. As Odysseus was preparing for what he knew would be a long, arduous journey, he asked Mentor to care for his young son, Telemachus, in his absence. Odysseus wanted Mentor to provide not only for his son's physical well-being, but also for his emotional and spiritual well-being as well. He wanted Mentor to teach his son "to be wise beyond his years, to know the secrets of the heart and soul, to lead with courage and compassion, to develop strength and spiritual and mental balance, and to be loved and respected by his colleagues." With these words the first mentorship began.

The comprehensiveness of Mentor's responsibilities and the length and depth of his regard for his colleague increased the significance and vitality of the relationship between Mentor and Telemachus. This first mentorship set the precedent for worthy mentorships.

Rationale for Mentoring

In teaching, a new teacher assumes essentially the same responsibilities as an experienced one. This puts the novice teacher at a disadvantage. They lack the wisdom, experience, resources, and skills veteran teachers have gained from years of experience. To complicate the situation, schools tend to be institutions in which teachers practice their profession in isolation of one another and have limited opportunities to share their experiences and learn with and from one another.

As a result, novice teachers report to learning by trial and error. They develop coping strategies early on to survive without any guarantee that the strategies they are developing are productive or effective. This process of learning by trial and error often leaves some talented novice teachers feeling ineffective, disconnected and they eventually leave the profession.

To facilitate the continuous learning of novice teachers who are committed to ongoing improvement through lifelong learning to ensure that each student succeeds, mentoring for novice professionals is essential especially in the early formative years of their experience. Mentors facilitate the development of new teachers by providing guidance and support geared toward the success of the new teacher and that of his or her students. Mentoring focuses on developing competent, healthy, successful professionals who use available resources to meet the learning needs of their students, be productive members of the education community, make constructive contributions to the school and community, engage in continuous learning and improvement, and to meet the demands of the profession.

In addition to supporting novice teachers, mentoring develops experienced teachers by increasing their sense of efficacy, expertise, and metacognition about their practice. Experienced teachers who serve as mentors have opportunities to share and deepen their pedagogical knowledge, extend their content knowledge, share their insights and wisdom, and learn from less experienced professionals. Mentors become a source of inspiration, knowledge, and skills for the new teacher. Together the mentor and novice teacher experience collaborative professional learning through their ongoing reflection, dialogue, engagement in the feedback process, and willingness to inquire about one another's practice.

> **My reasons for being a mentor:**

Mentors….

"Provide the moral, emotional, and psychological support new professionals need *so that they* gain confidence and efficacy and a sense of belonging within a professional community"

"Provide professional support...to implement the school or district instructional framework and curricular program as quickly as possible *so that students'* learning opportunities are not put on hold"

"Want to encourage continuous improvement, challenge with just the right amount of opportunities for growth, and identify and reinforce strengths as they become increasingly more evident."

-   Taking the Lead, Joellen Killion and Cindy Harrison

Notes on Mentoring Types

Key Takeaway:
Mentoring is the process by which a trusted and experienced person takes a personal and direct interest in the development and education of a less experienced individual.

Mentor Attributes & Stances

Attributes of Mentors

Beliefs	Teaching expertise	Coaching skills
An effective mentor: ♦ Is willing to learn. ♦ Has a passion for ongoing professional learning. ♦ Believes in others' capacity to grow and develop. ♦ Has the attitude that everyone is important. ♦ Does not presume to have "The Answer." ♦ Understands his or her own assumptions and makes those transparent. ♦ Is committed to continuous improvement. ♦ Has moral purpose. ♦ Can let go of feeling responsible for another person's behaviors.	An effective mentor: ♦ Is skilled in instructional planning. ♦ Demonstrates success in his or her work as a classroom teacher. ♦ Reflects on his or her own practice. ♦ Articulates his or her own practice. ♦ Uses multiple methods of assessing students. ♦ Has strong classroom organization and management. ♦ Is fluent in multiple methods of delivering instruction.	An effective mentor: ♦ Understands and applies knowledge about adult development. ♦ Diagnoses teachers' needs. ♦ Aligns support to teachers' identified needs. ♦ Communicates effectively. ♦ Listens skillfully. ♦ Uses effective questioning skills. ♦ Understands and employs a specific reflection process.
Relationship skills	**Content expertise**	**Leadership skills**
An effective mentor: ♦ Has good interpersonal relationships. ♦ Wants to be part of a team. ♦ Fosters trust. ♦ Works effectively with teachers and principals. ♦ Is respected by peers. ♦ Has patience for the learning process.	An effective mentor: ♦ Possesses and applies appropriate, in-depth content knowledge. ♦ Uses research and theory to support instructional decisions. ♦ Establishes a collegial learning environment to support teachers in reflecting on their practice. ♦ Stays current in own learning about curricula and best practices.	An effective mentor: ♦ Stays abreast of best practices in professional learning. ♦ Engages others in developing plans for improvement. ♦ Maintains a productive culture. ♦ Communicates the school's vision. ♦ Aligns work with school goals. ♦ Uses data to make decisions. ♦ Understands and applies knowledge about change.

Adapted from Killion, J. & Harrison, C. (2006). *Taking the lead: New roles for coaches and teacher leaders*. Oxford, OH: NSDC.

Purpose	Provide information, technical assistance, solve a problem, give advice.	Share ideas and problem solve collaboratively.	To improve instructional decision making and increase reflection on practice.
Actions	Providing resources, demonstrations (including model lessons), offering assistance in accessing resources.	Brainstorming, co-planning/ co-teaching, exchanging resources, action research.	Learning-focused conversations, which include inquiry, reflection, generation of insights regarding professional practice, and reconstruction.
Language	Pay attention to…It's a good idea to… Always… Keep in mind…	We might… Let's… How might this affect our…?	What might be some ways to…? What research supports your decisions to…?

Adapted from Lipton, L. & Wellman, B. *Mentoring Matters, a Practical Guide to Learning-focused Relationships.*

Key Takeaway:
Mentors develop expertise in mentoring attributes and approach the work through different stances to personalize support that meets mentee needs.

The Mentoring Cycle
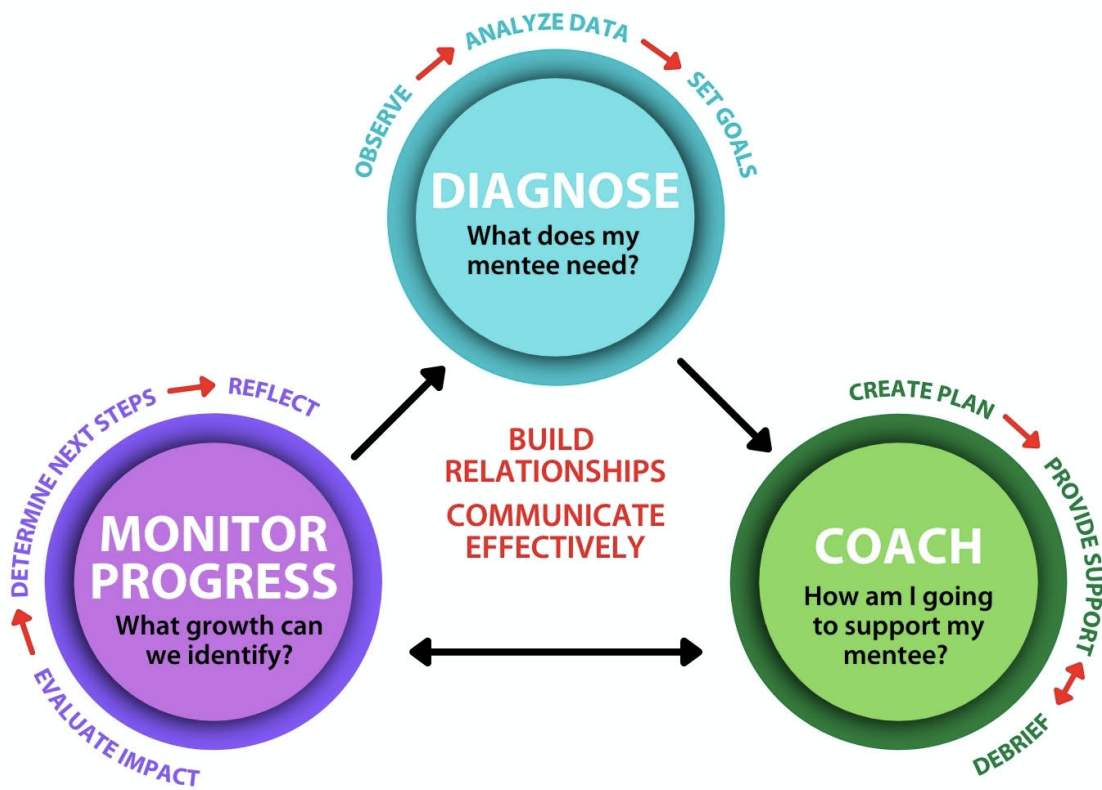
Mentor Self-Assessment

+ Extensive experience   ? Some experience   * Limited experience   o No experience

Attribute or Cycle Component	My Rating	Additional notes/thoughts
Beliefs		
Teaching expertise		
Coaching skills		
Relationship skills		
Content expertise		
Leadership skills		
Build relationships		
Communicate effectively		
Observe		
Analyze data		
Set goals		
Create plan		
Provide support		
Debrief		
Evaluate impact		
Determine next steps		
Reflect		

> **Key Takeaway:**
> Mentors apply the mentoring cycle (diagnose, coach, measure progress) to develop mentee competence.

Overview of Assessments

Notes on Assessments

> **Key Takeaway:**
> The Mentor Teacher Assessments provide an opportunity to apply learning and show competency in mentor training.

Teacher Preparation Competencies

Notes on Competencies

Key Takeaway:
Louisiana's Teacher Preparation Competencies define what a teacher candidate must know and be able to do to be eligible for certification.

Build Relationships

Build Relationships: 3 Key Components

- Establish trust

- Build confidence

- Maintain momentum

"Trust is integral to educator learning and student success"

Why is trust so important?

Protocol:

1. All group members read the first summary of findings, "Trust in Schools". Identify a surprise found in the reading.

2. All group members read the second summary of findings, "Trust Matters". Identify what is the same and different between the two.

3. All group members read the third summary of findings, "The Speed of Trust". Identify a takeaway that added to your understanding about trust in schools.

4. As a group, identify two ideas that will help you develop, nurture, & sustain a culture of trust with your mentee. **Add these two key ideas to table below.**

Two Key Ideas that will help develop, nurture, & sustain a culture of trust with mentee

Trust in Schools
By Anthony S. Bryk and Barbara Schneider

- Social trust among teachers, parents, and school leaders improves much of the routine work of schools and is a key resource for reform.

- The need to improve the culture, climate, and interpersonal relationships in schools has received too little attention.

- The Bryk and Schneider study was conducted in more than 400 Chicago schools over four years studying school cultures while simultaneously monitoring student reading and math achievement. By linking evidence on schools' changing academic productivity with survey results on trust, it made it possible to document the powerful influence that such trust plays as a resource for reform.

- Relational trust is grounded in social respect and genuine listening, personal regard for others, role competence, and personal integrity.

- A school with a low score of relational trust at the end of our study had only a one in seven chance of demonstrating improved academic productivity. Schools with chronically weak trust reports had virtually no chance of improving either reading or mathematics.

- Schools with high relational trust were more likely to demonstrate marked improvements in student learning. Overall these schools had a one in two chance of improving.

- It is through words, actions, simple interactions that schools increasing relational trust and deepening organizational change support each other.

- Principals' actions play a key role in developing and sustaining relational trust.

The Speed of Trust
By Stephen M. R. Covey

- Trust is a glue that holds things together, as well as the lubricant that reduces friction and facilitates smooth operation.

- Trust deepens when you feel confident that the other person is benevolent, honest, open, reliable, and competent.

- Principals have greater influence within the relationships of a school and they have greater responsibility for the establishment and maintenance of a culture of trust.

- As trust develops, it "gels" at different levels, depending on the degree of interdependence, knowledge, and experience. Authentic trust emerges when the parties have a deep and robust trust in each other, one that can endure an occasional disappointment.

- When betrayal of trust occurs, there is stunned disbelief that later turns to anger and the desire is revenge. Avoidance of the related conflict is an act of moral neglect that is likely to lead to the distrust of the leader.

- In a climate of distrust, teachers are unlikely to give their best efforts to the school and its mission.

- Micromanagement is an act of distrust and is likely to lead to resentment. A breakdown in trust leads to a proliferation of rules, which can hamper school effectiveness.

- A "can do" attitude is more likely in schools with greater trust among teacher colleagues, resulting in greater effort, persistence and resilience in the face of difficulties.

- To restore trust, each side must believe that the effort is worth it. The four A's of absolution are admit it, apologize, ask forgiveness, and amend your ways.

- Trustworthy leadership applies the five facets of trust (benevolence, honesty, openness, reliability, and competence) to the five functions of leadership (visioning, modeling, coaching, managing, and mediating).

- Trustworthy principals foster the development of trust in schools by demonstrating flexibility, focusing on problem solving, and involving teacher in important decisions.

- Trust matters to successful leaders and their schools.

Trust Matters
By Megan Tschannen Moran

- Trust is not some soft, illusive quality that you either have or you don't; rather trust is pragmatic, tangible, actionable asset that you can create.

- The ability to establish, grow, extend, and restore trust is not only vital to our personal and interpersonal well-being; it is the key leadership competency of the new global economy.

- Competence and character are vital to trust. Developing trust demands attention to integrity, intent, capabilities, and results.

- We must learn to interact with others in ways that increase trust and avoid interacting in ways that destroy trust. These ways that increase trust involve 13 behaviors (see Tool 18.3 for further understanding):
  - Talk straight
  - Demonstrate respect
  - Create transparency
  - Right wrongs
  - Show loyalty
  - Deliver results
  - Get better
  - Confront reality
  - Clarify expectations
  - Practice accountability
  - Listen first
  - Keep commitments
  - Extend trust

- When there is high trust within an organization (school) there are increased dividends in increased value, accelerated growth, enhanced innovation, improved collaboration, stronger partnering, and heightened loyalty.

Excerpt from *Trust Matters: Leadership for Successful Schools* (2nd ed.) by Megan Tschannen-Moran. Copyright 2014 Jossey-Bass.

Behaviors that build trust

Thirteen behaviors to build and restore trust

Behavior	Notes	Real-World Example 1	Real-World Example 2
1. Talk straight	This means be honest and forthright. When asked a question, answer as honestly as possible and get straight to the point. Demonstrate integrity and don't spin the truth or beat around the bush. Don't create false hope or fears.	"I think you can do more to prepare for our PLC meetings. When you came unprepared last time it showed your colleagues you don't care about work we're doing together."	
2. Demonstrate respect	This means show genuine care and concern for others. Don't pretend feelings you do not have. Show respect for all, not just people who agree with you.		
3. Create transparency by sharing all the information you have in an understandable way	Create transparency by sharing all the information you have in an understandable way. Be open and authentic and share information because you believe it is important for all to have information to better understand and make decisions. Do not have hidden agendas; they always backfire.		
4. Right wrongs	When you make a mistake do not hide that mistake but honestly admit to it. Apologize for making the mistake and make it better if possible. Demonstrate humility and don't cover up mistakes.		
5. Show loyalty	This means give credit to other people for the contributions that they have made (When things go well look out the window and thank all the		

	people who contributed, when things go wrong pull out a mirror and identify what you could have done differently). Represent all voices, even those who are not present in the room. Don't throw others under the bus to make yourself look good. This does not mean blind loyalty. If there is an issue with what a person said or did, talk to them privately and never take away their dignity		
6. Deliver results	Get things done and get them right. Establish a track record of following through and working hard. Don't make excuses for not delivering as you said you would.		
7. Get better	This means always wanting to improve and engage in continuous learning. Don't assume you know it all or you know best. Ask for feedback and act on the feedback. Thank people for being honest and sharing feedback with you. Share with others how you will use the feedback to improve your own practice		
8. Confront reality	Don't pretend things are great when they are not good. Address the tough issues directly and put the real issues on the table. Be courageous. Don't skirt the real issues.		
9. Clarify expectations	People want to meet your expectations, but if they are unclear or guessing about what they are this is not possible. Be willing to outline and if		

	necessary to renegotiate your expectations. Make no assumptions.		
10. Practice accountability	Hold yourself accountable for accomplishing your responsibilities. Hold others accountable as well. Don't blame or make excuses when things go wrong. Model a problem-solving attitude.		
11. Listen first	Do not jump to conclusions before you hear what a person has to say. Listen before you speak. Ask questions to understand — listen with your ears, not your mouth. Do not assume you have all the answers or you know what others are thinking and feeling.		
12. Keep commitments	If you said you were going to do something, do it. Don't make promises you can't keep. Don't make excuses. Don't break confidences that others have shared with you.		
13. Extend trust over and over again	You can never rebuild trust unless you are willing to trust again. So even when someone has broken their trust with you multiple times, you are the one who tries to rebuild the trust. Have a propensity to trust.		

Make a personal plan for behaviors that build trust

Reflect on yourself as a progressional:

What do you already feel good at?
What are some behaviors you would like to improve upon?

These will become the basis of your plan for building trust with your mentee.

Key Takeaway:
Establishing a trusting relationship is vital for the mentor-mentee relationship.

Build Relationships

Build Relationships: 3 Key Components

- Establish trust

- Build confidence

- Maintain momentum

Partnership Agreements support establishing trust between mentors and mentees

A partnership agreement is…
They are important because…

Components of Partnership Agreements

Component	Notes
Clarify Roles	
Set Expectations	
Establish parameters	
Identify needs	

Partnership Agreements: Areas for Mentors & Mentees to Discuss

The first area is **time** and that includes time when you will connect with each other, time when you will be available for each other, and the time that you will not available to each other - especially when planning sessions, classroom visits and debriefs will happen.

The next area is **location and logistics**. Location is where a mentor first may keep personal belongings or any resources that the mentor might want to bring into the classroom. It may also relate to establishing where a mentor may sit when visiting the mentee classroom.

Next is the **focus** of the mentoring work. First and foremost, it is meant to be supportive, not evaluative. And it will most likely focus in on the areas addressed through mentor training because these are the areas where data shows our new teachers struggle the most.

The **instructional goal** of the lesson you'll be observing, modeling, or co-teaching is very important to know. Because one of your main jobs as a mentor is to support your mentees in teaching the curriculum well, you always need to know what lesson from the curriculum they are teaching and what the goal of the lesson is. You should review the lesson in the curriculum before mentoring around the lesson.

Responsibilities includes the professional responsibilities that mentees and mentors assume. Moving from the role of a student to one of a professional is a considerable transition for some new teachers/mentees. Mentors need to make the mentee's responsibilities clear and specific to avoid disappointment. The mentor also assumes responsibilities when he or she becomes a mentor. She agrees to communicate clearly with the mentee and agrees to provide regular constructive, growth-oriented feedback to the mentee, in addition to agreeing to model, support, co-teach and develop the mentee's capacity and competence in alignment with the Teacher Preparation Competencies.

Expectations are what the mentee and mentor expect of each other, yet often go unstated. A mentee expects fair assessments, opportunities to perform and grow, challenges that are just right for his ability, and ongoing feedback. A mentor expects a mentee to be committed to having a growth mindset about learning and growing as a teaching professional, and to be open to try out new things, take risks, and learn from the mentor.

Data refers to what data the mentor and mentee will gather about students and their work in the classroom. Data and student work is important to gather so that all conversations between mentor and mentee are based in facts.

Resources is the arrangement for using each other's materials or resources and the school's resources. For example, what resources are needed to teach the specific lesson? Does the mentee need support in securing appropriate resources?

Confidentiality is a big area. It is refers to what types of information the mentee and mentor hold in confidence. This might relate to what information the mentor and mentee agree to share publicly, with the principal, for example, and what they share with other staff members about their interactions. A mentor might be upset if a mentee shares a private conversation with a colleague of the mentor. The mentee might say something in confidence to the mentor only to find that it is later shared with the principal, which also would lead to a breakdown in trust.

Follow-up is another area where there are often disappointment resulting from a lack of partnership agreements. A mentor and mentee should first schedule a debrief about the mentee's teaching, and then the mentor must ensure the mentee understands their must-do's after the debrief. For example, in the conversation, the mentee and mentor might discuss revisions for the next lesson. The mentor expects that the mentee will integrate the behaviors they discussed into the next lesson, yet the mentee fails to do so. She thought the ideas were only suggestions and did not understand that she was to make the changes because they did not clarify and follow-up about what was to happen and make sure the mentee was ready to integrate the suggestions.

Scenario Practice

Instructions:
1. Read through scenario 1.

2. Identify the evident agreements within the situation.

3. Identify other agreements you would recommend the mentor and mentee make.

4. Find a new partner.

5. Read through scenario 2.

6. Identify questions the mentor asks to establish the partnership agreement.

Read the following scenario. Identify the partnership agreements evident and recommend others that would be useful for this mentor and mentee to form.

Scenario, Part 1

Deciding to serve as a mentor was a difficult decision for Felicia Cordova. She cares deeply about her students' success and takes her responsibility for their learning seriously. She worried that having a mentee in her classroom might impact the quality of learning her students experienced. Ms. Cordova did not want to have a mentee limit her students' success.

On the other hand, she saw the benefits of working with a mentee, contributing to the growth of a new teacher, and having another adult with whom to exchange ideas. Ultimately, she decided that not only would this partnership contribute to her own professional growth, but she also decided that she had much to offer a mentee. She accepted the mentor responsibility and wanted to form a good relationship with her mentee, Alex Morris. Ms. Cordova wanted to start off on the right foot with Mr. Morris. She was eager to have stimulating, intellectual conversations with him, to help him grow professionally, and to raise his consciousness about the decisions he was making in the classroom and their effect on students. In her first meeting with Mr. Morris, Ms. Cordova was concerned about Mr. Morris's appearance. She communicated how important professional deportment and dress were to her during the time they worked together. She told Mr. Morris that she expected him to make the transition from a student to professional within the first week of school.

After spending the first week of the school year observing Ms. Cordova teach and debriefing after each observation, Mr. Morris was ready to begin co-teaching. Mr. Morris made it clear that he felt unsure about teaching the math curriculum and asked for Ms. Cordova's support. He particularly asked for her help in using the curriculum resources and in assessing student learning. Ms. Cordova let Mr. Morris know that she wanted him to take a substantial role in teaching the math lesson and expected him to prepare and to ask any questions he might have about the lesson in advance. She suggested that one of their agreements be that either one of them feel free to add comments while the other was teaching.

One day, later in the school year, while teaching a lesson on adding two fractions with unlike denominators, Mr. Morris tells students that they should always

multiply the denominators together. Mr. Cordova, recognizing that his statement is not completely accurate, raises her hand in the back of the classroom and asks Mr. Morris if his approach worked in every situation to get the least common denominator. For example, if we were adding 1/2 and 1/6, wouldn't a common denominator be 6? Mr. Morris responds, "Ms. Cordova, you are right. It is important to find the smallest denominator that both fractions share in common."

During the debrief of the lesson with Ms. Cordova, Mr. Morris analyzed his lesson, clarified his understanding of the math, described how he would clarify with students the error so that there were no lingering misconceptions.

Partnership agreements evident:

Other recommended agreements:

Scenario, part 2

Mentor: *I am really looking forward to working with you this year and helping to grow your practice over this next school year. It's been a busy first week of school and I'm really excited that we've found time that works for both of us to sit down so that we can talk about our partnership. My hope is that I can help you meet your professional goals. Thinking about this school year, what are your expectations for participating in this mentoring program?*

Mentee: *I'm really hoping that I can grow in the area of classroom management. I feel like this is an area that is super important and if it is not really strong then everything else in my classroom will fall apart.*

Mentor: *You're right, classroom management is really important and something I'd be happy to support you with as this school year begins. Is that something you'd like my support in?*

Mentee: *Yeah. I'm really anxious about this, actually - my first period class was tough this morning and there were a few moments when I wasn't sure what to do.*

Mentor: *It's normal to feel anxious about it. I still have back-to-school nightmares where I can't control my class! And every class is different - I feel like I'm still learning every year what's going to work best. I'm really happy to work on that with you this year. So the way we'll work together is that throughout the school year I'll be doing some classroom observations of you teaching and will get to provide you with some feedback. Based on what we're working on over the course of the year the times we meet might shift, but thinking about wanting to start with classroom management, for the beginning of the year is there a particular time of day you prefer me to observe?*

Mentee: *I teach 3 blocks of ELA, and really any of them are fine with me. First period is probably the best because it seems like a tougher group of kiddos and I could use the additional support with them I think.*

Mentor: *Okay great. So first period I have a class, but my co-teacher knows that I'm going to be mentoring you this year and that means I will be in your classroom to support you some of the time. So I can be out of the room for about 45 minutes to support you a couple of times a week as we get the year going. How about I*

plan on coming for the first 45 minutes of the period on Mondays for the next three weeks?

Mentee: *Yes, that works for me. I like the idea of you being with me on Mondays to start the week strong.*

Mentor: *So let's plan on me coming to do my first classroom observation this coming Monday. What resources have you been using to support you with your classroom management? I'm trying to think about what resources we might need to support us with this work.*

Mentee: *Well, I have the packet of resources we got during the back-to-school week, and I've tried a few strategies, but I'm not totally sure what would be the most important to do next.*

Mentor: *Okay, that's a good start. Make sure you bring that with you when we're planning - oh, yeah, planning. Are you free in the morning planning period before school to meet to plan the observation together? That means we'll use that whole 30 minutes so you'll need to have all your planning done before then.*

Mentee: *Yeah, I guess that would be okay…*

Mentor: *If you don't feel comfortable using that time, we could meet after school on Fridays.*

Mentee: *I think I'd like that better, if you don't mind. I feel like right before school starts I'm too nervous to sit and plan right now.*

Mentor: *That's no problem at all - and thanks for being honest about that with me. So we'll plan after school together for the next three Fridays and then I'll come into your classroom the next three Mondays. And then after those three weeks, we'll revisit and see how it's going. We'll figure out the specifics during our Friday planning meetings. So, we're going to want to make sure we can get in touch easily. What's the best way for you to communicate? Text? Email?*

Mentee: *Let's do email! Because the kids can't have devices I'm trying to leave my phone put away during class.*

Mentor: *Sounds like you're trying to show some empathy and respect for the kids with that choice. I have my tablet accessible all day, so email works for me. Tonight I'm going to email you my schedule so you know when I'm free and when I'm not and you can send me yours as well. Okay, so I know the school year just started, but is there anything you want me to know specifically about your classroom? The set-up? Any particular students you want me to know about?*

Mentee: *I don't really know yet. I do have a few students who have inclusion support so you will see some other teachers in the room during that first block.*

Mentor: *Okay, that sounds good. I'll make a note for us to talk more about particular students once you know your classes better. So we'll meet this Friday afterschool to plan the first observation. Our focus sounds like it will be on classroom management. Does meeting in your classroom still work for you?*

Mentee: *Yeah, no problem.*

Mentor: *Do you have any other questions as we begin our work together?*

Mentee: *After you observe me teaching, when will we meet to go over what you observed?*

Mentor: *Ah, I'm glad you said that - I almost forgot. It is best to meet within 24-72 hours after an observation. We will engage in what's called a one-on-one debrief. Is there a time that best works for your schedule on when we could meet to have this conversation?*

Mentee: *Tuesdays after school I don't have anything.*

Mentor: *Okay, I can make Tuesdays after school work. During those times, we'll talk about how classroom management is going. Since we're focusing on that and not academics to start, we'll use observations from you and from me to help us determine if our work together is being successful. Okay, our time is nearly up and I want to respect your time so let's wrap up! The last thing I want to let you know is that our work together will be confidential. I'm really looking forward to working together this year, and you don't have to worry about me sharing anything we discuss or work on together with anyone else.*

Mentee: *Thanks for saying that. I'm looking forward to working with you too.*

Sample Questions to Guide a Partnership Agreement Conversation

- What do you want to accomplish in our work together?
- What services and support can I provide that will help you accomplish this goal?
- What are our expectations for each other?
- What roles and responsibilities will each of us take?
- What is the best way for us to communicate?
- What technology will we use to communicate?
- When are we generally available or not available to each other?
- When and how often will we meet together?
- How long do we expect our meetings will last?
- Where will we meet?
- When will we work together with students?
- How will we work together with students?
- How long do we expect those classroom experiences will last?
- How will we follow-up on agreements with each other?
- What resources will we need that will be helpful in our work?
- Who will bring those resources?
- What instructional and/or curricula materials will we be using with students?
- How will we ensure we both have access to those materials?
- What student work and data do we want to use to know if we are successful?
- How will we look at student work and data?
- What do you want me to know about your preferences for our work together?
- Do we want to build get-to-know-you activities into our work?
- How will we keep our work together confidential?
- What else do you want to get clarity on?

Partnership Agreement Conversation

Mentor Name	
Mentee Name	
Date	

Questions to Discuss	Notes

Partnership Agreement Conversation

Mentor Name	
Mentee Name	
Date	

Questions to Discuss	Notes

Private reflection: How will you use agreements to build trust in your mentor-mentee relationship?

Key Takeaway:
Partnership Agreements support establishing trust between mentors and mentees.

Administrator Support

Mentors and Administrators Must Be Partners

- This relationship:
  - Is most important factor contributing to success of mentoring
  - Enables mentor to have greater influence in culture of continuous improvement
- Both need to:
  - Share common goals
  - Collaborate on expectations, responsibilities, and boundaries of mentoring work
  - Be aligned about how mentoring work will be monitored, assessed, and evaluated
- Administrators need to
  - Support mentors
  - Address barriers to mentor's work
  - Set expectations to mentee about their participation in work
  - Follow up with mentee about participation in work
- Mentors need to
  - Clearly communicate needs up front to administrator
  - Keep lines of clear communication open

Notes on addressing concerns about administrators

Mentor Expectations Discussion

Mentor Name	
Administrator Name	
Date	

Suggested Areas to Discuss	Notes
Who will the mentor be working with this year?	
What are the mentor's responsibilities?	
What are the scope and focus of the mentoring work?	
How will time be allocated so all mentoring duties can be performed? ● Common planning times? ● Provide release from classroom for mentor?	
What are the administrator's instructional priorities?	
What will the greatest challenges likely be this year?	
What strengths and/or successes can we leverage to assist with the challenges?	

What kinds of relationship building might be needed between mentor and mentee?	
How will the mentor role be introduced to teachers?	
How should we handle confidentiality?	
When will we begin to look for impact?	
How will the mentor's work be assessed by the administrator?	
How will we continue to have conversations to communicate and review how the work is going?	

Additional Notes

Mentor Expectations Discussion

Mentor Name	
Administrator Name	
Date	

Suggested Areas to Discuss	Notes
Who will the mentor be working with this year?	
What are the mentor's responsibilities?	
What are the scope and focus of the mentoring work?	
How will time be allocated so all mentoring duties can be performed? ● Common planning times? ● Provide release from classroom for mentor?	
What are the administrator's instructional priorities?	
What will the greatest challenges likely be this year?	
What strengths and/or successes can we leverage to assist with the challenges?	
What kinds of relationship building might be needed between mentor and mentee?	

How will the mentor role be introduced to teachers?	
How should we handle confidentiality?	
When will we begin to look for impact?	
How will the mentor's work be assessed by administrator?	
How will we continue to have conversations to communicate and review how the work is going?	

Additional Notes

Louisiana DOE Mentor Teacher Training, Module 1

> **Key Takeaway:**
> Mentors and administrators must work as partners to establish expectations for the scope of the mentor's work with their mentee.

Closure

Homework
- Explore the online assessments & make connections to today's new learning

- Read the article "Andragogy: Adult Learning Theory". Write down one sentence, one short phrase, and one word you found particularly significant from the article. Be ready to share those during Module 2.

Andragogy – Adult Learning Theory (Knowles)

Summary: Andragogy refers to a theory of adult learning that details some of the ways in which adults learn differently than children. For example, adults tend to be more self-directed, internally motivated, and ready to learn. Teachers can draw on concepts of andragogy to increase the effectiveness of their adult education classes.

Originator: Malcom Shepherd Knowles (1913-1997)

Keywords: learning, learning theory, adults, education, self-directive, self-concept, experiences, readiness, motivation, content, process, practical learning

Andragogy (Adult Learning Theory)

Andragogy, also known as adult learning theory, was proposed by Malcom Shepard Knowles in 1968.[i] Previously, much research and attention had been given to the concept of pedagogy – teaching children. Knowles recognized that there are many differences in the ways that adults learn as opposed to children. His thoughts surrounding andragogy sought to capitalize on the unique learning styles and strengths of adult learners.

Knowles' Five Assumptions of Adult Learners

Knowles theory of andragogy identified five assumptions that teachers should make about adult learners.

1. *Self-Concept* – Because adults are at a mature developmental stage, they have a more secure self-concept than children. This allows them to take part in directing their own learning.
2. *Past Learning Experience* – Adults have a vast array of experiences to draw on as they learn, as opposed to children who are in the process of gaining new experiences.
3. *Readiness to Learn* – Many adults have reached a point in which they see the value of education and are ready to be serious about and focused on learning.
4. *Practical Reasons to Learn* – Adults are looking for practical, problem-centered approaches to learning. Many adults return to continuing education for specific practical reasons, such as entering a new field.
5. *Driven by Internal Motivation* – While many children are driven by external motivators – such as punishment if they get bad grades or rewards if they get good grades – adults are more internally motivated.

Four Principles of Andragogy

Based on these assumptions about adult learners, Knowles discussed four principles that educators should consider when teaching adults.

1. Since adults are self-directed, they should have a say in the content and process of their learning.
2. Because adults have so much experience to draw from, their learning should focus on adding to what they have already learned in the past.
3. Since adults are looking for practical learning, content should focus on issues related to their work or personal life.
4. Additionally, learning should be centered on solving problems instead of memorizing content.

Current Applications

In later years, Knowles would recognize that some points in his theory did not apply to all adults. In addition, some of what he wrote about education could also apply to children. He began to see learning on a spectrum between teacher-directed and student-directed. In his later work, he emphasized how each situation should be assessed on an individual basis to determine how much self-direction would be helpful for students.

Andragogy has received critique over the years, as some of its assumptions have not been empirically proven.[ii] However, many researchers believe that the self-directed approach to learning discussed by Knowles is applicable in a number of settings.

For example, online learning can benefit from Knowle's discussion of self-directive learning, as students often receive less supervision from teachers in an online environment.

Other researchers have used androgagy to consider how lectures can become more effective modes of learning through more actively engaging adult students. For example, teachers can use Socratic dialogue, small group discussions, and student-led teaching to make lectures more self-directive and engaging.[iii]

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