**C:\Users\wleslie\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\N5GQ05VK\MC900441976[1].wmf Mentoring Cycle Training Design for Mentors and Mentees**

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| **BEGIN WELL: OPENING THE LEARNING COMMUNITY** | **EXAMPLES OF STRATEGIES** | **RELATED ARTICLES AND RESOURCES** |
| 1. Framing the workshop purpose and introductions: who is in the room? 2. Warm-up activity/connecting to mentorship themes 3. Guidelines for workshop: Review of norms of collaboration 4. Learning Process: experiential, modeling, linking and connecting to stories of practice | Warm-up activities:  On the Bus game―present a series of questions and the group self organizes into different categories of response  (e.g., What is the best thing about working in SD\_\_\_\_?)  Penny game – choose a penny and read the date: what happened to you in \_\_\_\_\_\_\_\_\_\_\_?  Structured learning partners – E.g., clock partners, four elements metaphors | Orientation Workshop 1–  PowerPoint Slides 1-6 |
| **PHASE 1: BUILDING A TRUSTING RELATIONSHIP** | **EXAMPLES OF STRATEGIES** | **RELATED ARTICLES AND RESOURCES** |
| **1a) Who are we?**   1. Building understanding of mentorship perspectives 2. Connecting to the importance of mentors in our lives and the valued qualities of mentorship 3. Exploring the uncertain and vulnerable nature of teaching work 4. Exploring Learning Styles at work 5. Mentoring across generations 6. Getting to know each other, understanding professional history and context, clarifying expectation and roles. | Metaphors of mentorship – using images to connect perceptions of mentorship : ”Mentorship is like\_ because\_  Quotes/definitions: carousel of different definitions  Think/pair/share – stories of an individual who provided support at a critical time in your teaching career.  Bringing my Mentors to the Table–sharing stories of mentors  Share Phases of First Year Teaching graph.  Identify dominant learning style from Kolb or another framework using 4 coloured index cards. Find partners with cards of same colour, then cards of different colours.  Read article using 3 A’s plus 1 strategy (highlight statements to Agree, Argue, Aspire, then Aha).  Mentors and mentees separately generate 5 core questions they would like to know about one another – then discuss in partners | Story of the First Mentor (W)  Definitions of mentorship (W)  Orientation Workshop 1–  PowerPoint Slides 7-19  Bringing my mentors to the table (W)  Kolb Learning Styles (Lois Zachary workshop)  Article *– Boomers and Millennials: Vive La Difference* (print only)  Guide for initial mentoring conversation 1 (W) |
| **PHASE 1: BUILDING A TRUSTING RELATIONSHIP** | **EXAMPLES OF STRATEGIES** | **RELATED ARTICLES AND RESOURCES** |
| **1(b) How are we going to learn/work together?**   1. Introducing mentoring cycle and 3 core processes (learning-focused conversation, observation, collaboration) 2. Creating and discussing agreements of how best to work together 3. Introducing mentor roles and stances – consult, collaborate, coach (Wellman and Lipton) 4. Explore Mentoring Core capacities and Mentor Self assessment | Share and debrief a video of mentors talking about their experience.  Invite previous mentoring partners to share their experiences of how they worked together and examples of what three core processes look like in action.  Use Guide for Initial Mentoring Conversation 2 to highlight most important issues to discuss.  For Mentors – discuss what the three roles might look like as they work with their mentee.  Role play an AB conversation and debrief for examples of how the roles shift back and forth.  Review mentoring core capacities and mentors self-assess for strengths and stretches.  Host a ‘coaching conversation’ between mentors to determine one or two goals to work on as a mentor. | Orientation Workshop 1–  PowerPoint Slide 21  Mentoring Cycle diagram (W)  Mentoring Cycle: Tools for mentors and mentees (W)  Guide for initial mentoring conversation 2 (W)  Orientation Workshop 1–  PowerPoint Slide 22  Core mentoring capacities(W)  Capacities inventory (W) |

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| **PHASE 2: FINDING A LEARNING FOCUS** | **EXAMPLES OF STRATEGIES** | **RELATED ARTICLES AND RESOURCES** |
| 1. Exploring the continuum of professional growth including concerns and challenges for beginning teachers 2. Exploring perspectives and standards of best practice 3. Framing learning goals for mentees 4. Establishing a plan to investigate the agreed upon focus/goals | Discuss developmental (but not linear) process of learning to teach–share stories from beginning teaching experience.  Mentees use “*A Framework for Teaching*” to highlight priorities for growth.  Provide time for mentees to work with Personal Professional Growth Plan and share with mentors  Model a learning-focused conversation with a mentee to move a goal into an actionable plan.  Mentors and mentees hold a learning conversation using the Mentoring Conversation Log to discuss and design goals and next steps | Orientation Workshop 1–  PowerPoint Slide 24  Weekly Reflection for Mentees (W)  *A Framework for Teaching: Criteria for Formative Growth* (W)  Personal Professional Growth Plan (W)  Defining Topics for Professional Growth (W)  Orientation Workshop 1–  PowerPoint slides 26-28  Mentoring Conversation Log (W)  *Planning and Reflection template (Wellman and Lipton print resource)* |
| **PHASE 3: ENABLING GROWTH: PROVIDING SUPPORT, CHALLENGE, VISION** | **EXAMPLES OF STRATEGIES** | **RELATED ARTICLES AND RESOURCES** |
| 3(a) Build understanding of the three purposes of mentorship: offer support, create challenge, facilitate vision | Introduce the mentoring matrix of Daloz.  Case studies – explore the profile of different beginning teachers in relation to the Daloz matrix.  Trios – role play a conversation between a mentor/mentee as described in the case study, with 3rd teacher providing appreciative feedback | Orientation Workshop 1–  PowerPoint slides 29-34  Case Studies of New Teachers (E)  *The Mentor’s Guide, Chapter 6, Lois Zachary )–*print resource  *Mentoring Matters ,Chapter 1 (Wellman and Lipton)–*print resource  Article -*What New Teachers Want from Colleagues, (Educational Leadership) (E)* |

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| 3(b) Explore and apply the core process of learning focused conversation | Review the learning-focused verbal tools  Generate topics for role play discussion from mentors experiences  AB partner role play using verbal tools  ABC trio in practice conversations – C partner observes conversation, takes notes and provides feedback | Learning Focused Conversation  PowerPoint Slides  Learning focused verbal tools (W)  Learning focused verbal tools recording sheet (W)  Mentoring language (W)  *Mentoring Matters, Chapter 4 (Wellman and Lipton) – print resource)* |
| 3(c) Explore and apply the core process of observation and feedback | View a video of teaching practice through the lens of different observational foci.  Work with questions to help describe, interpret, and explore implications of observational data  Role play a feedback conversation following observation  Mentor and mentee observe a video lesson together and discuss interpretation of what was observed | Mid-year Workshop–  PowerPoint Slides 6-20  Observation Recording and Response (W)  Feedback Questions (W) |
| 3 (d) Explore and apply the core process of collaborative practice | Use Collaborative Assessment Conference as a model for mentors/mentees to explore student work  Mentoring partners/teams share an artifact from their collaborative work in grade related groups  Explore ‘Learning rounds’ as a collaborative process  Create short video of emerging collaborations and post on district website | Exploring Student Work (W)  Mid-year Workshop–  PowerPoint Slides 21-23  *Power of Protocols: An Educators Guide to Better Practice* (print resource)  *Data-Driven Dialogue: A facilitators Guide to Collaborative Inquiry, Wellman and Lipton* (print resource) |

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| 3 (e) Taking stock on growth as a mentor, teacher and learner mid year | Send mid-year discussion guide to mentors and mentees to complete separately ahead of next meeting.  View a collection of different types of animals as metaphors; My mentee would say I am most like a \_\_\_\_\_\_\_ because…..  Give and Get – review mentoring cycle and processes. Participants circulate and find examples of what is working well.  Helping Trios: listen and discuss specific issues arising in mentoring work.  Review “Phases of first year Teaching” slide and reflect on “where are you now?” | Mentoring partnership mid-year discussion guide (W)  Mid-year Workshop–  PowerPoint Slide 24    “Give and Get’ mentoring cycle and processes template (W)  Self-assessment tool for mentors (W) |
| **PHASE 4: CLOSING AND CELEBRATING** | **EXAMPLES OF STRATEGIES** | **RELATED ARTICLES AND RESOURCES** |
| 1. reflecting on the mentor/mentee professional relationship and celebrating the successes/challenges 2. reflecting on the reciprocal learning and how it has impacted teaching 3. anticipating next steps for mentors and mentees 4. providing feedback on the goal of the mentorship program | Hold separate focus groups with mentors and mentees to gain feedback on their mentoring experience.  Both partners bring artifacts to represent something of significance that was learned through working together.  Create a video collage on benefits of mentorship to be shown to membership, the board, etc.  Provide certificates or gift cards in recognition of their participation in the program.  Diagram an emotional timeline of the year. | Mentor self-reflection on learning (W)  Mentee’s year-end evaluation (W)  Mentor’s year-end evaluation (W) |

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