

# Mentor Training Outlines



This facilitation guide includes 39 activities from which to customize training designs. Additionally, two thoroughly tested designs for a three-day or five-day initial training session are included in the pages that follow.

*Note: Handouts, overheads, and PowerPoint slides are organized on the CD to allow for customization and for selection as a complete three-day or five-day set of materials.*





# Three-Day Design for Initial Training Session



## Purposes

- Clarify qualities and roles of effective mentor teachers
- Understand the needs of new teachers and implications for a mentor's role
- Engage with research-informed practices and critical elements of effective mentoring and coaching
- Enhance understanding and ability to apply essential mentoring skills
- Observe and practice a coaching cycle
- Learn to apply objective data gathering strategies

## THREE-DAY AGENDA: DAY ONE

|               |   |
|---------------|---|
| 30 minutes    | Morning refreshments  |
| 30 minutes    | Welcome and overview <ul style="list-style-type: none"><li>• Review purposes and agenda (slides 1–4)</li><li>• <i>Activity 1.1: “That’s Me”</i></li><li>• <i>Activity 1.2: Seasonal Buddies</i></li></ul> |
| 30–45 minutes | <i>Activity 3.2: Markers Along the Journey</i>  |
| 30 minutes    | <i>Activity 2.3: Mentoring as a Powerful Learning Strategy</i>  |
| 15 minutes    | BREAK   |
| 75–90 minutes | <i>Activity 2.7: Preparing Mentors as Collaborative Coaches</i>   |
| 45 minutes    | LUNCH   |
| 30 minutes    | <i>Activity 4.4: Letting Go — Walk and Talk</i>   |
| 20–40 minutes | <i>Activity 3.3: My First Year as a Teacher</i>   |
| 15 minutes    | BREAK   |
| 60 minutes    | <i>Activity 3.4: Needs of New Teachers</i>  |
| 15 minutes    | Wrap-up and forecast of Day Two   |



## THREE - DAY AGENDA : DAY TWO

|               |   |
|---------------|---|
| 30 minutes    | Morning refreshments  |
| 15 minutes    | Welcome and overview <ul style="list-style-type: none"><li>• Purposes and agenda</li><li>• <i>Activity 4.1: Now That You Mention It</i></li></ul> |
| 60–75 minutes | <i>Activity 3.7: Norms of Collaboration</i>   |
| 15 minutes    | BREAK   |
| 45–60 minutes | <i>Activity 3.8: Practicing Advocacy and Inquiry</i>  |
| 45 minutes    | LUNCH   |
| 15 minutes    | <i>Activity 4.3: Musical Ideas</i>  |
| 30 minutes    | <i>Activity 3.10: A Framework for Coaching</i>  |
| 150 minutes   | <i>Activity 3.11: Coaching in Action</i>  |
| 15 minutes    | Activity 4.6: Parting Thoughts  |

## THREE - DAY AGENDA : DAY THREE

|               |   |
|---------------|---|
| 30 minutes    | Morning refreshments  |
| 15 minutes    | Welcome and overview <ul style="list-style-type: none"><li>• Purposes and agenda</li><li>• Review of coaching cycle (see Activity 3.10)</li></ul> |
| 90 minutes    | <i>Activity 3.13: Practicing the Planning Conversation</i>  |
| 15 minutes    | BREAK   |
| 60 minutes    | <i>Activity 3.15: Gathering Objective Data</i>  |
| 45 minutes    | LUNCH   |
| 60–75 minutes | <i>Activity 3.15: Gathering Objective Data (continued)</i>  |
| 30–45 minutes | Wrap-up and evaluation <ul style="list-style-type: none"><li>• <i>Activity 4.5: Mentor Self-Assessment</i></li><li>• Written evaluation</li></ul> |



# Mentoring and Coaching: A Self-Assessment of Knowledge and Skills

## THREE - DAY AGENDA : DAY ONE

Please assess your knowledge or ability to apply the learning goals identified below using the following legend:

- 1 = No knowledge or ability to apply
- 2 = Some knowledge or ability to apply
- 3 = Basic knowledge or ability to apply (i.e., can talk about/apply in the same ways learned)
- 4 = Thorough knowledge or ability to apply in a variety of ways, in a variety of situations
- 5 = Thorough knowledge or ability to apply in a variety of ways, in a variety of situations; ability to teach others to do the same

| Prior to the session, my knowledge and skills were... |   |   |   |   | Day One   | Following the session, my knowledge and skills are... |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|
| 1   | 2 | 3 | 4 | 5 | Learning Goals  | 1   | 2 | 3 | 4 | 5 |
|   |   |   |   |   | Roles of effective mentor teachers  |   |   |   |   |   |
|   |   |   |   |   | Responsibilities of effective mentor teachers                                 |   |   |   |   |   |
|   |   |   |   |   | Infrastructure needed to ensure implementation of an effective mentor program |   |   |   |   |   |
|   |   |   |   |   | Needs of new teachers   |   |   |   |   |   |

Comments:



# Mentoring and Coaching: A Self-Assessment of Knowledge and Skills

## T H R E E - D A Y   A G E N D A :   D A Y   T W O

**Please assess your knowledge or ability to apply the learning goals identified below using the following legend:**

- 1 = No knowledge or ability to apply
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- 4 = Thorough knowledge or ability to apply in a variety of ways, in a variety of situations
- 5 = Thorough knowledge or ability to apply in a variety of ways, in a variety of situations; ability to teach others to do the same

| Prior to the session, my knowledge and skills were... |   |   |   |   | Day Two                        | Following the session, my knowledge and skills are... |   |   |   |   |
|---|---|---|---|---|--------------------------------|---|---|---|---|---|
| 1   | 2 | 3 | 4 | 5 | Learning Goals                 | 1   | 2 | 3 | 4 | 5 |
|   |   |   |   |   | Norms of collaboration         |   |   |   |   |   |
|   |   |   |   |   | Balancing advocacy and inquiry |   |   |   |   |   |
|   |   |   |   |   | The coaching cycle             |   |   |   |   |   |
|   |   |   |   |   | Collaborative coaching         |   |   |   |   |   |
|   |   |   |   |   | Standards-based lesson design  |   |   |   |   |   |

Comments:



# Mentoring and Coaching: A Self-Assessment of Knowledge and Skills

## T H R E E - D A Y   A G E N D A :   D A Y   T H R E E

**Please assess your knowledge or ability to apply the learning goals identified below using the following legend:**

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- 5 = Thorough knowledge or ability to apply in a variety of ways, in a variety of situations; ability to teach others to do the same

| Prior to the session, my knowledge and skills were... |   |   |   |   | Day Three  | Following the session, my knowledge and skills are... |   |   |   |   |
|---|---|---|---|---|--|---|---|---|---|---|
| 1   | 2 | 3 | 4 | 5 | Learning Goals                                     | 1   | 2 | 3 | 4 | 5 |
|   |   |   |   |   | The coaching cycle                                 |   |   |   |   |   |
|   |   |   |   |   | Coaching observation and data gathering strategies |   |   |   |   |   |

Comments:





# Five-Day Design for Initial Training Session



## Purposes

- Clarify qualities and roles of effective mentor teachers
- Understand the needs of new teachers and implications for a mentor's role
- Engage with research-informed practices and critical elements of effective mentoring and coaching
- Enhance understanding and ability to apply essential mentoring skills
- Observe and practice a coaching cycle
- Learn to apply objective data gathering strategies
- Deepen understanding of and ability to apply Charlotte Danielson's *Framework for Teaching* when working with a new teacher
- Explore issues of confidentiality as they apply to the mentor and new teacher relationship
- Examine various coaching approaches and how to best match specific approaches with new teachers' need for structure, guidance, and direction

## FIVE - DAY AGENDA : DAY ONE

|               |   |
|---------------|---|
| 30 minutes    | Morning refreshments  |
| 30 minutes    | Welcome and overview <ul style="list-style-type: none"><li>• Review purposes and agenda (slides 1–5)</li><li>• <i>Activity 1.1: “That’s Me”</i></li><li>• <i>Activity 1.2: Seasonal Buddies</i></li></ul> |
| 30–45 minutes | <i>Activity 3.2: Markers Along the Journey</i>  |
| 30 minutes    | <i>Activity 2.3: Mentoring as a Powerful Learning Strategy</i>  |
| 15 minutes    | BREAK   |
| 75–90 minutes | <i>Activity 2.7: Preparing Mentors as Collaborative Coaches</i>   |
| 45 minutes    | LUNCH   |
| 30 minutes    | <i>Activity 4.4: Letting Go — Walk and Talk</i>   |
| 20–40 minutes | <i>Activity 3.3: My First Year as a Teacher</i>   |
| 15 minutes    | BREAK   |
| 60 minutes    | <i>Activity 3.4: Needs of New Teachers</i>  |
| 15 minutes    | Wrap-up and forecast of Day Two   |



## FIVE - DAY AGENDA : DAY TWO

|               |   |
|---------------|---|
| 30 minutes    | Morning refreshments  |
| 15 minutes    | Welcome and overview <ul style="list-style-type: none"><li>• Purposes and agenda</li><li>• <i>Activity 4.1: Now That You Mention It</i></li></ul> |
| 60–75 minutes | <i>Activity 3.7: Norms of Collaboration</i>   |
| 15 minutes    | BREAK   |
| 45–60 minutes | <i>Activity 3.8: Practicing Advocacy and Inquiry</i>  |
| 45 minutes    | LUNCH   |
| 5–15 minutes  | <i>Activity 4.3: Musical Ideas</i>  |
| 30 minutes    | <i>Activity 3.10: A Framework for Coaching</i>  |
| 150 minutes   | <i>Activity 3.11: Coaching in Action</i>  |
| 15–30 minutes | <i>Activity 4.6: Parting Thoughts</i>   |

## FIVE - DAY AGENDA : DAY THREE

|               |   |
|---------------|---|
| 30 minutes    | Morning refreshments  |
| 10 minutes    | Welcome and overview <ul style="list-style-type: none"><li>• Purposes and agenda</li><li>• Review of coaching cycle (see Activity 3.10)</li></ul> |
| 90 minutes    | <i>Activity 3.13: Practicing the Planning Conversation</i>  |
| 15 minutes    | BREAK   |
| 45 minutes    | <i>Activity 3.15: Gathering Objective Data</i>  |
| 45 minutes    | LUNCH   |
| 45–75 minutes | <i>Activity 3.15: Gathering Objective Data (continued)</i>  |
| 15 minutes    | Wrap-up and forecast of Day Four  |

## FIVE - DAY AGENDA : DAY FOUR

|               |  |
|---------------|--|
| 30 minutes    | Morning refreshments   |
| 15 minutes    | Welcome and overview <ul style="list-style-type: none"><li>• Purposes and agenda</li></ul> |
| 45–60 minutes | <i>Activity 3.18: Mining Your Experience</i>   |
| 30 minutes    | <i>Activity 3.19: Overview of Charlotte Danielson’s Enhancing Professional Practice</i>    |
| 15 minutes    | BREAK  |
| 75–90 minutes | <i>Activity 3.20: The Classroom Environment</i>  |
| 45 minutes    | LUNCH  |
| 75–90 minutes | <i>Activity 3.21: Instruction</i>  |
| 60 minutes    | <i>Activity 3.22: Planning and Preparation</i>   |
| 10 minutes    | <i>Activity 4.1: Now That You Mention It</i>   |



## FIVE - DAY A G E N D A : D A Y F I V E

- 30 minutes Morning refreshments
- 10 minutes Welcome and overview
  - Purposes and agenda
- 45–60 minutes *Activity 3.9: Balancing Advocacy and Inquiry*
- 15 minutes BREAK
- 60–90 minutes *Activity 3.16: Matching Coaching Approach with New Teacher Needs*
- 45 minutes LUNCH
- 60 minutes *Activity 3.23: Confidentiality Role Play*
- 30–45 minutes Wrap-up and evaluation
  - *Activity 4.5: Mentor Self-Assessment*
  - Written evaluation



# Mentoring and Coaching: A Self-Assessment of Knowledge and Skills

## FIVE - DAY AGENDA : DAY ONE

**Please assess your knowledge or ability to apply the learning goals identified below using the following legend:**

- 1 = No knowledge or ability to apply
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- 4 = Thorough knowledge or ability to apply in a variety of ways, in a variety of situations
- 5 = Thorough knowledge or ability to apply in a variety of ways, in a variety of situations; ability to teach others to do the same

| Prior to the session, my knowledge and skills were... |   |   |   |   | Day One   | Following the session, my knowledge and skills are... |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|
| 1   | 2 | 3 | 4 | 5 | Learning Goals  | 1   | 2 | 3 | 4 | 5 |
|   |   |   |   |   | Roles of effective mentor teachers  |   |   |   |   |   |
|   |   |   |   |   | Responsibilities of effective mentor teachers                                 |   |   |   |   |   |
|   |   |   |   |   | Infrastructure needed to ensure implementation of an effective mentor program |   |   |   |   |   |
|   |   |   |   |   | Needs of new teachers   |   |   |   |   |   |

Comments:



# Mentoring and Coaching: A Self-Assessment of Knowledge and Skills

## FIVE - DAY AGENDA : DAY TWO

Please assess your knowledge or ability to apply the learning goals identified below using the following legend:

- 1 = No knowledge or ability to apply
- 2 = Some knowledge or ability to apply
- 3 = Basic knowledge or ability to apply (i.e., can talk about/apply in the same ways learned)
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- 5 = Thorough knowledge or ability to apply in a variety of ways, in a variety of situations; ability to teach others to do the same

| Prior to the session, my knowledge and skills were... |   |   |   |   | Day Two                        | Following the session, my knowledge and skills are... |   |   |   |   |
|---|---|---|---|---|--------------------------------|---|---|---|---|---|
| 1   | 2 | 3 | 4 | 5 | Learning Goals                 | 1   | 2 | 3 | 4 | 5 |
|   |   |   |   |   | Norms of collaboration         |   |   |   |   |   |
|   |   |   |   |   | Balancing advocacy and inquiry |   |   |   |   |   |
|   |   |   |   |   | Coaching cycle                 |   |   |   |   |   |
|   |   |   |   |   | Collaborative coaching         |   |   |   |   |   |
|   |   |   |   |   | Standards-based lesson design  |   |   |   |   |   |

Comments:



# Mentoring and Coaching: A Self-Assessment of Knowledge and Skills

## FIVE - DAY AGENDA : DAY THREE

**Please assess your knowledge or ability to apply the learning goals identified below using the following legend:**

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- 2 = Some knowledge or ability to apply
- 3 = Basic knowledge or ability to apply (i.e., can talk about/apply in the same ways learned)
- 4 = Thorough knowledge or ability to apply in a variety of ways, in a variety of situations
- 5 = Thorough knowledge or ability to apply in a variety of ways, in a variety of situations; ability to teach others to do the same

| Prior to the session, my knowledge and skills were... |   |   |   |   | Day Three                                      | Following the session, my knowledge and skills are... |   |   |   |   |
|---|---|---|---|---|--|---|---|---|---|---|
| 1   | 2 | 3 | 4 | 5 | Learning Goals                                 | 1   | 2 | 3 | 4 | 5 |
|   |   |   |   |   | Coaching observation and data gathering skills |   |   |   |   |   |

Comments:



# Mentoring and Coaching: A Self-Assessment of Knowledge and Skills

## FIVE - DAY AGENDA : DAY FOUR

Please assess your knowledge or ability to apply the learning goals identified below using the following legend:

- 1 = No knowledge or ability to apply
- 2 = Some knowledge or ability to apply
- 3 = Basic knowledge or ability to apply (i.e., can talk about/apply in the same ways learned)
- 4 = Thorough knowledge or ability to apply in a variety of ways, in a variety of situations
- 5 = Thorough knowledge or ability to apply in a variety of ways, in a variety of situations; ability to teach others to do the same

| Prior to the session, my knowledge and skills were... |   |   |   |   | Day Four  | Following the session, my knowledge and skills are... |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|
| 1   | 2 | 3 | 4 | 5 | Learning Goals  | 1   | 2 | 3 | 4 | 5 |
|   |   |   |   |   | Danielson's <i>Framework for Teaching</i>   |   |   |   |   |   |
|   |   |   |   |   | Recognizing domain 2 (The Classroom Environment) from <i>Framework for Teaching</i> |   |   |   |   |   |
|   |   |   |   |   | Recognizing domain 3 (Instruction) from <i>Framework for Teaching</i>               |   |   |   |   |   |
|   |   |   |   |   | Applying domain 1 (Planning and Preparation) from <i>Framework for Teaching</i>     |   |   |   |   |   |

Comments:



# Mentoring and Coaching: A Self-Assessment of Knowledge and Skills

## FIVE - DAY AGENDA : DAY FIVE

**Please assess your knowledge or ability to apply the learning goals identified below using the following legend:**

- 1 = No knowledge or ability to apply
- 2 = Some knowledge or ability to apply
- 3 = Basic knowledge or ability to apply (i.e., can talk about/apply in the same ways learned)
- 4 = Thorough knowledge or ability to apply in a variety of ways, in a variety of situations
- 5 = Thorough knowledge or ability to apply in a variety of ways, in a variety of situations; ability to teach others to do the same

| Prior to the session, my knowledge and skills were... |   |   |   |   | Day Five  | Following the session, my knowledge and skills are... |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|
| 1   | 2 | 3 | 4 | 5 | Learning Goals  | 1   | 2 | 3 | 4 | 5 |
|   |   |   |   |   | Balancing advocacy and inquiry  |   |   |   |   |   |
|   |   |   |   |   | Issues of confidentiality in mentor/new teacher/administrator relationships                   |   |   |   |   |   |
|   |   |   |   |   | Coaching approaches   |   |   |   |   |   |
|   |   |   |   |   | Matching coaching approaches with a new teacher's need for structure, guidance, and direction |   |   |   |   |   |

Comments:

