Instructor’s Resource Manual

for

Developing Mentoring and Coaching Relationships
In Early Care and Education:
A Reflective Approach

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Instructor’s Manual Preface

This manual provides some suggestions for teaching in small or large groups and as a source of reflective questions for individual journaling. This resource is best used by instructors or by professionals in learning communities. The book associated with this manual has reflective questions embedded throughout the chapters. The questions under the reflection sections of the book, may supplement those in this manual. In some cases, reflective questions from a chapter in the text have been repeated in this manual because they seemed to serve group discussion well.

To facilitate learning and to encourage a reflective process, it is suggested that each participant keep a journal. If instructors also keep a journal on their adult teaching experiences, they will be modeling a parallel reflective process for their students.

Intended Audience
The book is intended to serve both the professional development of working early care and education professionals and the pre-service college student. Chapters may be used independently as a part of a college course or professional development series. Early childhood education is a field, due to rising education requirements, where many professional development contexts have adults with a wide range of educational backgrounds, experiences, needs and interests. Recognizing this diversity of roles and experiences, the terms student, participant, and adult are used to refer to the audience for the activities. Instructors will be modeling the spirit of the book, if they take what they need from this manual and then adapt it to fit their community of learners.

Chapter features
For each chapter of the text, this manual contains the following:

Chapter summary and outline
The chapter summaries and outlines describe the most important concepts in each chapter.

Learner outcomes
The learner outcomes point out the major ideas, concepts, knowledge, and skills students should take away when they have understood and worked to apply the chapter’s content.

Suggested teaching and discussion activities
The activities follow the same order as the text and explore fundamental content of the chapter for the purpose of supporting application to a participant’s practice. The activities when paired with a reflective journal may be used to evaluate understanding of the key concepts. Teaching this content requires the instructor to ‘practice what you preach’ in order to allow participants to experience the power of the suggested strategies first hand. Working to respect and value everyone’s contributions and create a positive climate by establishing mutually developed ground rules is essential. The term debrief is used in many activity directions to indicate the instructor’s role of first listening to participants and then linking their comments to key concepts.

More suggested reading and resources
This section lists resources you and your students or professional peers could use for research projects or to enhance current mentoring and coaching efforts and initiatives.
Summary

The introduction to the book serves as a rationale for the role of mentoring and coaching for the professional development (PD) of teachers and the improvement of the quality of early childhood programs. It also will be a useful resource to support opening discussions with participants that will allow the instructor to learn what they already know, have experienced and want to learn.

Purpose

The introduction could be used at the beginning of a course (or a section of a course) focusing on early childhood education (ECE) professional development, administration or teaching adults. The introduction briefly summarizes the current issues in ECE professional development and offers the individualized mentoring and coaching relationship as one important way for teachers to gain the skills and knowledge to meet professional program standards.

Alternative uses of the introduction are

- as background reading for an instructor planning a course or sessions on PD for early childhood teachers.
- as a summary of key ideas associated with a course or PD sessions on mentoring and coaching early childhood teachers.
- as a way to encourage participants in a course to reflect on what they learned or what they still want to learn about relationship based PD in early childhood education.

Outline

The introduction supports the adult learner to:

- reflect on the research, theory and practice associated with mentoring and coaching.
- consider the overall benefits, challenges and uses of relationship-based PD.
- begin to assess their knowledge, skill and experience with relationship-based PD.

Learner outcomes

- Students will experience the instructor modeling the use of questioning and listening before encouraging solutions to professional learning dilemmas.
- Students will understand several key ideas based on research associated with relationship-based PD.

Discussion

After participants read the introduction, an instructor wishing to learn about the participants experiences, needs, and perspectives might choose to facilitate a discussion with some of the following open ended questions:
• What evidence did you read about to support mentoring and coaching as an effective strategy for early childhood teachers to improve their practices with children?
• Do you still have questions about the effectiveness of mentoring and coaching to improve early childhood programs?
• What does ‘begin with the end in mind’ mean to you? How does the way adults are taught impact the way they may teach children?
• What does research tell us are the characteristics of effective professional development for adults?
• When have you experienced effective professional development or learning experiences? Were any of the characteristics of effective PD present in your experience? What are the challenges of implementing effective PD for adults working in early childhood programs?

Journal Reflection

As a way to assess what the students learned, encourage them to journal about the following:

• What characteristics of mentoring for professional development and learning do you feel are important to support your learning or the development of other staff, teachers or colleagues?
• What national, state or local trends in early childhood education program accountability are you involved with or aware of? What purpose might mentoring for personal and professional development serve in the current educational context or in your setting?
• After reviewing the topics in this book, select several that you are curious to learn more about, and identify topic areas you are familiar with or experienced in applying in work with other early childhood teachers, children and families.

Suggested reading

Chang, H. (2006). Getting ready for quality: The critical importance of developing and
supporting a skilled, ethnically and linguistically diverse early childhood workforce.
Oakland, CA: California Tomorrow.


Chapter 1: Relationship-Based Professional Learning

Summary

This is the first of four chapters examining how to support the learning of early childhood teachers based on fostering responsive and respectful interactions over time. The four chapters are grouped together under the first section of the book titled, *Relationship Based Professional Development.*

Chapter 1 explores what it takes to have a successful professional-mentoring relationship. The chapter poses the question, “*How does mentoring fit into professional development that strengthens early-childhood teaching and program practices?*” This chapter examines this question and the terms, goals, benefits, roles, and responsibilities associated with a collaborative mentoring relationship. Mentoring is also explored as a process occurring in learning pairs of mentor–teacher (i.e., as protégé or mentee), small groups that may contain mentoring teams, and in collegial, co-learning relationships. The ways that supervision differs from and is similar to mentoring are examined. Mentor competencies identified in this chapter reflect the knowledge and skills needed to understand and support teachers in their unique role as learners.
Outline

This chapter supports the adult’s growing capacity to

• experience the power of reflection;
• define the terms and purposes of relationship-based (RB) professional development (PD);
• identify the roles and functions of a mentor and mentee, or protégé;
• compare the differences and similarities between mentoring and supervising;
• identify broad goals for an effective professional-learning relationship;
• choose ground rules or policies to structure a learning relationship;
• describe qualities and characteristics of mentoring;
• analyze what matters in relationship-based PD competencies; and
• plan to demonstrate relationship-based PD competencies.

Learner outcomes

• Students will experience the process of reflection in order to consider how they learn best and how they might support others to learn.
• Students will understand the terms, purposes, roles and functions of early childhood education professional mentoring relationships.
• Students will become aware that different functions are served by mentors and supervisors.
• Students will understand the need for ground rules and policies in a learning relationship.
• Students will be able to discuss the qualities and characteristics of mentoring.
• Students will understand that striving to meet PD competencies supports being an effective mentor.

Suggested group discussion and teaching activities

The following questions and discussion topics may be used face-to-face or in an online discussion board. If the course is a hybrid of the two modalities, it is effective to begin with a face-to-face class to foster relationships in the group. If this class is online, it is important to put participants in a variety of small groups (with different people) for discussion to promote trust and getting to know each other.

1. Model the Power of Reflection

Listening to others is a powerful activity. Read this quote describing a group PD session on child guidance from the beginning of the first chapter.

"With a focus on building relationships and learning, teachers were more willing to share some of the more difficult aspects of their work. Learners commented on their growth and how their perspectives on child guidance were changing."

Ask your students to pair with one other person and share what helps them feel comfortable to learn in a new setting. Ask them to then consider how it feels to be listened to by the other person.
Purpose: To brainstorm the possible adult learning outcomes of taking the time to foster feelings of comfort and safety by first listening to others in the beginning of a professional learning relationship. The goal of ‘learning about the adult learner’ is the first job of anyone attempting to teach another person.

2. Clarify Roles and Functions of Mentoring

Ask the group to brainstorm their own group ground rules from the list in this chapter. The reason to do this after a few other discussions have occurred is that the participants may now feel more comfortable to share what is important to them.

Begin by brainstorming what comes to mind, and supply multiple endings to these sentences.
- Mentoring is . . . [or] Mentoring includes . . .
- Mentoring is not . . . [or] Mentoring should not emphasize . . .

Next, compare your brainstormed lists with Table 1.1 in chapter 1 and consider the following questions:
- What did you write that should be included in the table?
- Do you disagree with anything in the table? Why?
- What are the areas that you excel in? What do others notice about you that would support the role of mentor?
- Which ideas in Table 1.1 could you use more information about or more practice in doing?

Purpose: To help students compare and contrast their own experience with research based definitions, roles, functions and goals of mentoring.

Conclude: Now refer to the definitions of mentoring, coaching and consultation in the chapter. Divide the group into three smaller groups to discuss these roles. Ask a representative of each small group to share key points from their discussion.

Give this reminder: The text uses the term mentor for ease of discussion when referring to skills and abilities needed by all of these roles.

3. Mentors and Supervisors

Ask the group to turn to another person and discuss the characteristics of mentors and supervisors that are different or are the same for both roles. Refer to this chapter for ideas to support reasoning.

5. Mentoring Qualities and Characteristics, Goals and Ground Rules

Support students to apply what they read about mentoring qualities and characteristics, goals and ground rules to this scenario involving a crisis in a child care center. Read and debrief it afterward.
Silence falls over the group of 10 teachers at the monthly staff meeting as they see the early-childhood education coach enter the room.

Hi, everyone. As you know, your director invited me here today to discuss some issues identified during your program’s annual performance review. I know these are not the conditions that you wanted to see me about. In the past, you have chosen the professional development areas to focus on.

Tonight, we are required to examine the topics of medication management and child health records. However, the process that I propose we use is the same as in the past when you have chosen the topics.

Let’s problem-solve which one of these several choices that I will present to you is the best way to comply with specific health guidelines. The end result is mandated, but the way we get there needs to fit this program. Also remember—all programs have deficiencies, and your willingness to examine your practices really says a lot about all of you as professionals who care deeply about the children in your care.

The goal for our meeting tonight and for the follow-up coaching sessions in the next several weeks is to create and then implement a written plan with these sections:

1. Description of the practices we need to address.
2. Proposed timeline to meet all health and safety requirements.
3. Identification of responsibility for specific staff to take leadership on correcting past practices and establishing new ones.
4. Documentation plan to address the changes that will put the program in compliance with health and safety standards.

But before we get started, does anyone have any comments or suggestions?

Mary: Yes. I think they are way too picky about these things, but I am willing to learn.

Sue: I agree, but since I want the parents to know that we are doing everything we should, I think this will be helpful. You can never be too safe when young children are involved.

Lonnie: I have questions about our playground. Will we have time to talk about other safety areas?

Coach: How about if I pass out these blank cards, and you jot down anything that you are wondering about? I promise that we will examine all of the areas, which you want to discuss, by the end of our several weeks of group coaching sessions. Does that sound like a good way to start?

Ask the group in class or assign them to journal about the following:

- How did this coach set the boundaries (ground rules) on planned learning goals while still
respecting these teachers as adult learners who need choices?

- Do you have any additional suggestions for this coach? Have you ever been in a situation like this, as a supervisor, as a professional-development provider, or as a teacher?
- How did you feel? What helped and what did not help you to participate effectively in a mandated professional development experience?
- What effective relationship based PD qualities and characteristics did this coach demonstrate?

6. Relationship Based Professional Development Competencies

Get the group into seven groups and read the directions below.

**Directions:** Jot down the competencies you feel you currently have in one of the following areas described in the chapter. Next put a check mark next to the ones you want to learn more about. Finally add any competencies you feel are also important for promoting teacher learning in a professional learning relationship.

<table>
<thead>
<tr>
<th>Adult Learning</th>
<th>Building Relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change</td>
<td>Communication</td>
</tr>
<tr>
<td>Assessment and Planning</td>
<td></td>
</tr>
<tr>
<td>Professional Development</td>
<td>Professional Relationships</td>
</tr>
</tbody>
</table>
7. Mentoring Goal Statement

Optional: An advanced activity to support a student group who already has experience mentoring and coaching other adults is to plan to use the mentor competencies discussed in this chapter to write a mentoring goal statement. This activity is too advanced for students who are just being introduced to mentoring and coaching for the first time or who have little or no experiences planning curriculum based on goals and competencies.

Scenario

- Tell the group they are mentors assigned to work with an early childhood teacher/preschool teacher to increase her or his skills in child guidance (or choose another area of your choice).
- Remind the students you are helping them write a goal for themselves as mentors, which is based on the teacher’s identified goal to increase child guidance strategies.
- Tell them this is their first visit to meet the teacher and they do not know the teacher well.
- Give them an example of one way to write their goal statement which requires they choose a

  - Relationship-based PD competency area to focus on (for example: adult learning, building relationships, the process of change, communication, assessment, etc.)
  - a specific activity such learning what the teacher goal is very specifically
  - a way to document or gather evidence of their progress and
  - a plan for what they will do together to work toward the teacher’s goal.

Read this example of a mentoring goal statement that would fit this scenario:

The mentor is able to demonstrate the ability to **build relationships** (competency area) through **goal setting** (specific activity) by **taking anecdotal notes** (way to gather evidence) of the weekly dialogue with the teacher and director (observable behaviors).

Debrief with the students the rationale for your choices by sharing:

- “build relationships” was chosen because it was a first visit.
- “goal setting” was chosen as a mentor-teacher activity because before any plans are made, the mentor must understand what the teacher want to learn.
- “taking anecdotal notes” is an easy way to document what was discussed.
- “weekly dialogue” between the teacher and the director is planned so that the mentor will be sure the teacher has support to achieve her goal.

Stop there is the group has little experience and explain they will learn more in coming chapters about this process.

If the group has some experience working with adults, then encourage them to work together in small groups to try to plan for the second visit of this same scenario by choosing to fill in the mentor goal statement blanks with:
• another competency area (adult learning, building relationships, the process of change, communication, assessment, etc.)
• specific activity,
• way to gather evidence and
• observable behavior to support the achievement of the goal.

| The mentor or coach is able to demonstrate the ability to _________________________ (competency area) |
| by ____________________________ (specific activity) |
| of ____________________________ (way to gather evidence) |
| of ____________________________ (observable behaviors). |

**Debrief the exercise**

Debrief to explain that it is important to plan for their mentoring activities and to document how they are able to demonstrate these abilities. By planning and documenting the mentor is able to review what worked and what did not work with a specific teacher as well as to reflect on what skills they have, and what competencies they need more PD about to grow and learn in their role.

Debrief how these competencies may look very different in practice when interactions are differentiated to be appropriate for different cultural communities. Ask the group how, for example, “building relationships” could look different in different settings.

**More suggested reading**

Chapter 2: Building Professional Development Relationships with Adults

Summary
Exploring effective ways that mentors initially join and plan for professional learning relationships with early-childhood teachers is the focus of this chapter. Increasing responsiveness to and awareness of the whole teacher (as mentee, or protégé) through an examination of concepts that influence cultural competence and sustain or weaken engagement in learning is embedded in this discussion. The ideas are applied as foundational strategies associated with general mentoring guidance or specific coaching skills to support reflective relationship-based practices.

Outline
The chapter supports your growing capacity to

- partner with others for learning;
- join and plan for a learning partnership;
- begin a cycle of strategies by establishing expectations;
- understand and apply concepts influencing cultural competence and equity; and
- evaluate progress in a mentoring relationship.
Learner outcomes

- Students will develop an understanding of how to partner with others to support their learning.
- Students will explore the many ways to plan for an adult’s professional development,
- Students will examine the dimensions of cultural competence or how to plan to sustain culturally responsive practices, and
- Students will appreciate the importance of evaluating the mentoring process to document what is working and what needs to change.

Suggested teaching activities

1. Partner for Learning

To set the tone for this topic, open your session by reading this famous quote by Jere Pawl and Maria St. John (1998), “How you are is as important as what you do.”

Then ask participants to reflect on what that statement means to them in the context of working with children and families. Write down their ideas and ask the group again what might be added to the list if they considered what’s needed to work with the teachers of young children. Possible responses include:

- a positive climate based on trust and respect.
- empathy or connecting to another’s concerns and experiences (even if you disagree).
- a focus on building relationships.
- agreeing to commit to working with another person to make sense of their experiences.

Conclude by stating that when this is developed over time, it is referred to as having an effective, consultative stance (Johnson & Brinamen, 2006) with adults (teachers or parents).

Extension: A follow up small group activity to go deeper into these ideas might be to direct participants as follows: Make a list of ways in which partnering with another adult for the purpose of increasing and applying professional skills and knowledge is different from simply building a friendship with a colleague.

After giving the group some time to complete this work, direct them to turn to their book and compare their list with strategies in Table 2.1 that either weaken or promote learning partnerships. Conclude by asking each group to share a few of their most important comments with the large group.

Purpose: A mentor is more effective in the long run if they have an initial focus on building a relationship for learning. Yet this relationship is much more than establishing a comfortable climate. It is the dynamic interaction of teachers—needing to feel safe to think out loud and plan for gathering information about their questions—with a professional guide or group, designed to both support and challenge their thinking.

2. Partner to Meet Learning Needs
Ask the participants to get into three groups and tell them that they are mentors or coaches from a local child care support agency. Give each group a different scenario in which they need to identify the teacher learning needs.

A) A new toddler teacher needs help with child guidance and other routine daily tasks. Several other toddler teachers in the program are very effective in guiding children and have been working at this program for over ten years. The mentor assigned to this teacher is from another part of the state and does not speak the language of many of the families in the program. All the teachers speak the dominant languages of the enrolled families.

B) A teacher with five years of experience is curious about increasing music and art in her preschool class. The creative arts are not a part of this program’s daily schedule.

C) An experienced teacher is promoted to director of a child care center and needs help understanding how to work with conflicts between teachers that she now supervises.

After they have had some time to discuss, then ask the groups to consider what support their teachers in the scenarios need for their learning needs. Tell them they may use the following questions to spark conversation.

1. **Ask:** What teacher on-site or in a similar role or program might act as a peer mentor? Does the mentor understand the cultural context of the program?

2. **Connect:** How will this mentor be supported from a wider community of professional practice to share the mentoring?

3. **Expand:** What in-depth coaching is needed in an area in which the mentor is not knowledgeable or is uncomfortable teaching? Do other teachers share this situation? Would a related study group, course, or group field trip be needed along with individualized mentoring?

**Conclude:** After each group briefly shares what they discussed, conclude with the statement:

You have helped to work on the question that mentors wrestle with when forming a learning relationship, “*Why is fitting the learning need to the learning response so important?*”

**Alternative Activity:** For the scenarios above, ask participants to role-play the teacher and the mentor role. Give this list of questions to the mentor and ask other participants to observe the mentor-teacher dialogue and comment on how effective it seemed to be to set a positive tone, establish interest and gather information to begin to match learning needs with resources.

- *Would a one-on-one mentoring relationship be helpful to you?*
- *Do you currently have anyone whom you see as a professional mentor to you?*
- *What do you enjoy most about being a teacher (childcare provider, etc.)?*
- *Could you describe your program? (How many children are in care, etc.)*
- *What do you think children need most from you?*
- *What are the most challenging parts of the day in caring for children?*
• Can you describe a current challenge?
• How would you like to get support for your role here?

Purpose: Often, the same mentor is asked to fill all of the different professional needs identified in these scenarios. Using the prompts ask—connect—expand may serve to remind a mentor to consider a teacher’s needs first and to respond by thoughtfully choosing the type of mentoring partner (which may be a peer, an outside expert or a combination of both) that is the best fit for a teacher’s situation.

Other Options to Extend Learning: Look at Table 2.3 – Matching the Learning Need to the Strategy for Learning and explore the scenarios with your participants. Using these different scenarios will allow you to examine the various roles of the mentor, coach, and consultant.


Ask the participants the question. “What does not work to support the building of learning relationship?” Then have the group look at Table 2.4. and the right side column which lists the following:

Notice and consider the consequences of a mentoring process that is:

| …trying to quickly solve problems and offer help without first understanding the issues or contexts. |
| …assuming that everyone is initially excited to have your expertise and support. |
| …assuming that all involved understand the purpose and the process and agree with it; having fuzzy professional boundaries and veering into areas better left to a supervisor. |
| …getting most information from one person (i.e., lacking multiple perspectives) or suggesting strategies that have worked well in different contexts before understanding the current issues. |
| …sticking only to the facts or only exploring feeling and not integrating how a teacher thinks, feels, and acts in a situation. |
| …ignoring the influences of culture and community or speaking of them only when problems occur (i.e., using a deficit approach). |

Then ask, “What should a mentor do instead of the less effective approaches?” Collect ideas from the group and then share ideas from this list from the same Table 2.4 that have not been mentioned by the participants.

| …having a planned first meeting and conveying interest in what is shared. |
| …avoiding the role of the expert at first and doing a lot of listening and questioning. |
| …stating what is not the purpose (i.e., evaluation review) and taking the time to come to shared agreements about the focus and process. |
| …wondering, brainstorming, listening to different points of view, and questioning in order to understand perspectives. |
| …paraphrasing back what a teacher says and questioning what that causes her to think |
…drawing out what the teacher is sharing to illustrate the circles of influences on a situation or program.

Conclude by reiterating what building a learning relationship requires.

…taking time to build trust, comfort, and a positive climate.
…acting as a safe haven for the teacher to share frustrations and successes.
…establishing a clear purpose or negotiating to be able to answer the simple question, Why are we doing this?
…demonstrating that the teacher is valued as a co-learner through willingness to explore a work-based dilemma.
…creating the opportunity to think about both observations and the feelings that they cause, without being judged.
…considering influences of program, culture, community, and other contexts as assets.

Purpose: Connecting relationship building values with actual mentoring practices is the focus of this activity.

Reflection Journal: Direct participant to Figure 2.1 - Learning Partnership Asset Checklist. Direct participants to think about the time they have acted as a mentor, or had to teach another adult something. Have them journal choosing questions from the “Questions for the Mentor” column.

4. Establish Expectations

Share with participants a five-step process for a mentor to work with a teacher to establish what a teacher may expect from them.

1. Joining together and creating a clear plan with the understanding of what the teacher and mentor, or coach, will each do (e.g., teacher observes children, mentor observes teacher and children);
2. Observing children and teacher’s interactions and other information gathering;
3. Discussing/giving feedback throughout the process; and
4. Reflecting/interpreting the information gathered; and
5. Planning for action and implementing ideas or practicing skills.

Ask participants the advantages and disadvantages of going through all the steps in order to gain more professional knowledge and skills. Ask participants how this process is similar to and different from the way children construct knowledge.

Purpose: Mentors need to be flexible to support teachers in achieving their goals. The amount of time allocated for each step of the cycle, the number of meetings, and the way the conversations occur (face-to-face or via phone or online) in moving through these stages will depend on the mentoring program and the needs of the teacher. The important idea is to move through a full
cycle to allow the teacher to experience all of the components of inquiry and support for expanding an understanding of effective teaching practices.

5. Evaluate Progress

Ask participants to discuss how they know when a mentor-teacher learning relationship has resulted in progress for the teacher in meeting their goals.

Conclude by sharing these broad indicators of progress in a learning relationship and ask: *Do I see specific evidence that the mentoring process has supported a teacher’s ability to:*

- Work with mentors, peers, and colleagues to commit to participating together to discuss ideas about effective practices and to reflect on actual experiences?
- Compare current practices to stated values and beliefs about teaching?
- Recognize the accountability required in the teacher’s role, and be able to connect actual practices to a professional vision of supporting the overall development of children and families?
- Develop a variety of teaching practices, and use them with growing flexibility and intentionality?

6. Understand Cultural Competence

Put participants into seven groups. Ask each group to consider one of the concepts summarized and simplified here from the National Association for the Education of Young Children (NAEYC) Pathways to Cultural Competence Project (QBCCP). Then ask each group to brainstorm possible responses the following question, “How might you support a group of teachers in a program for young children to increase their program’s family involvement by being inspired by one of these concepts? What is one action that might connect to one of these concepts?”

| Concept 1: Children are nested in families. |
| Concept 2: Identify shared goals among families and staff. |
| Concept 3: Authentically incorporate cultural traditions and history in the classroom. |
| Concept 4: Acknowledge child development as a culturally driven, ongoing process that should be supported across contexts in a child’s life (e.g., school and home). |
| Concept 5: Individuals’ and institutions’ practices are embedded in culture. |
| Concept 6: Ensure that decisions and policies embrace home languages and dialects. |
| Concept 7: Ensure that policies and practices embrace and respect families’ cultural values, attitudes, and beliefs toward learning. |

**Purpose:** Mentoring for cultural competence is complex, ongoing and never finished. One way to begin is to support teachers with a set of concepts to inspire them. Striving to be culturally responsive is supported by remembering these principles and planning to embed them in your actions as a mentor also. Humility is important in this area because sometimes the mentor becomes the student and the student becomes the mentor.
Discussion board

If the participants have experience as a mentor, coach or consultant, ask them to think of a time they worked successfully with an early childhood teacher and respond to these questions. If they do not have experience in early childhood mentoring, ask them to reflect on the skills, knowledge and abilities needed by a mentor in a learning partnership by thinking of a time they had to teach an adult something. Another adaptation is to bring in a mentor and have the group interview them with these questions:

In what ways did you work to
- get to know and build trust with the teacher (as protégé)?
- orient the teacher to the mentoring process, including the time frame and possible schedule?
- learn about the teacher and his or her early-childhood program?
- explore with the teacher what he or she wanted to learn, to change, or to have happen?
- encourage information gathering and documentation of the problem or focus of the teacher’s inquiry?
- be flexible during implementation?
- problem-solve through dialogue and reflective feedback?
- encourage and challenge the teacher through use of open-ended and probing questions?
- evaluate our work together (How did you know that you accomplished your goals?) and leave with ideas for next steps?
- infuse cultural competence concepts into our discussions?

More suggested reading and resources


Chapter 3 - Communicating to Support Teacher Awareness

Summary

Communication to increase a teacher’s awareness of practices and interactions is the focus of this chapter. Increasing effective listening, reflective feedback and exploring ways to resolve conflict and increase cultural competence is central to the development of the mentoring process. A mentor’s effective communication skills include joining with a teacher to nurture a growing capacity for responsiveness, curiosity, persistence and questioning of their own perspective. The mentoring process has the potential to affirm a teacher with promising dispositions that she has the potential to be a professional with a repertoire of effective practices.

Outline

The chapter supports your growing capacity to
- mentor through dialogue;
- communicate for understanding and build common ground;
- pay attention to communication basics;
- listen with attention and acknowledgement;
- give and receive feedback for reflective thinking;
- engage in a cycle of mentoring communication strategies;
- understand asynchronous communication basics: Online, virtual and written feedback;
- reflect on conflict and repair relationships;
- recognize and support effective teacher dispositions and
- use culturally responsive mentoring practice.
Learner outcomes

• Students will recognize the importance of building common and culturally responsive understanding and communication choices
• Students will be able to identify ways to listen to understanding a teacher’s perspective
• Students will be able to explain how to use reflective comments to support adult learning
• Students will understand how and when to give instructive feedback to support application of effective teaching strategies
• Students will be able to consider why communication efforts may fail by understanding factors contributing to teacher burnout
• Students will be able to discuss effective dispositions for learning in teachers

Suggested teaching activities

Opening Discussion - Introducing communication as a topic: Begin by emphasizing that foundational to the topic of communication is understanding that any general strategy suggestions must be used within the context of supporting an individual who is a cultural being with a complex identity and a lifetime of experiences. In addition, the early childhood teacher is working in a specific early childhood educational program context with patterns of communication. All of these factors require that communication strategies need to be individualized and responsive to the teacher in the mentoring learning relationship.

One central concept is the importance of the mentor striving for cultural competence with a humble attitude of a curious learner. Read the following passage and ask participants to respond to what it means to them in their experience of mentoring other adults (or teaching another adult something):

Culture influences communication style, ways of working with others and preferred ways of learning. It is a guide for how to act and it influences our activities, beliefs and values. It may be hard for any one person to describe their culture. However, it is clear when we are made to feel comfortable or when we feel disrespected for our deep values or ways of being. Increasing skills in cultural competence is a lifelong goal and process. Being effective in the mentoring process requires an intense interest in learning to understand another’s perspective and how that is similar or very different from your own. Cultural competence includes the ability to alter mentoring approaches to match the specific cultural and community context. (See: Chapter 3, Culturally responsive mentoring practices).

Debrief the participant’s responses by connecting their comments to the following ideas and keep the conversation going by asking more open-ended questions.

• Silence – Is it ok to interrupt? Is it best to wait?
• Time concepts – Should I get right to the point or should I wait and socialize first?
• Smiling, touching and eye contact – What does this mean in terms of respect for others?
• Personal space – How close should I be when talking to someone?

Summarize this opening discussion by repeating:
Cultural competence includes the ability to alter mentoring approaches to match the specific cultural and community context.

Encourage participants to keep an ongoing journal to respond to the question; *What knowledge or skills do I need in any roles I currently have working with other adults or early childhood teachers?*

**Overview of a Cycle of Communication Strategies**

Ask students to view this graphic framework as you briefly describe primary communication strategies of effective mentoring. Tell the students that one activity will be associated with each of the three areas, following this brief introduction.

Introduce the cycle and describe the three main stages. The stages involve communication to:

1. **Observe**, listen, respond w/ empathy, notice & support, & seek information
2. **Reflect**, use positive feedback, facilitate reflection, connections & interpretation
3. **Apply**, give instructive feedback, ongoing affirmation & encouragement to reflect

(1) **observe, notice and respond** (e.g., paying attention, acknowledging, paraphrasing, and summarizing),
(2) **reflect and analyze evidence** (*Can you talk more about that? What have you tried before?*) and
(3) apply, plan, model and modify by clarifying what you hope will happen (Have you tried dividing the class up into smaller groups and asking another teacher to help with that transition?). End with affirmations to motivate teachers to keep the learning going (I like listening and learning about your observations).

Activities
1. Listening for understanding

Ask participants to get into small groups of three persons. One person should role play an early childhood teacher, another a visiting early childhood education mentor and the third person should observe and take notes only.

The “teacher” should make up a program-based problem and share it. The “mentor” should only seek information from the teacher and should offer no solutions. The person who is only observing should take notes of when they hear effective communication choices useful in generating the point of view, the problem, and gathering information from a teacher seeking professional support (see: listening and responding strategies below).

After about 5-10 minutes of dialogue between the “teacher-mentor” pair, the person observing should give feedback and offer examples of when they heard the use of effective listening and responding strategies by connecting what they heard to the list in the box below.

After another 5-10 minutes of this debriefing of the role play, the instructor may then choose to gather the small groups into one large group. The instructor could ask participants to share one or two effective strategies used, or could summarize the effective strategies she heard around the room.

The activity could conclude by the instructor either asking participants to share now or write in a journal later, what they want to do more of to support effective listening and responding to others from this list:

<table>
<thead>
<tr>
<th>Listening and Responding:</th>
<th>Includes paying attention, acknowledging, paraphrasing, and summarizing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Paraphrasing</strong>..........</td>
<td>I am hearing that you tried to limit the materials in the house area...</td>
</tr>
<tr>
<td>In other words...........</td>
<td></td>
</tr>
<tr>
<td><strong>Acknowledging</strong>........</td>
<td>So you are feeling....</td>
</tr>
<tr>
<td><strong>Clarifying</strong>............</td>
<td>You are noticing... What do you mean by.....? Would this be like.....?</td>
</tr>
<tr>
<td><strong>Check for understanding</strong></td>
<td>Do I make sense...? Let me see if I heard you right... Ok, I am understanding ......Can you give me an example of.....?</td>
</tr>
<tr>
<td><strong>Encouraging</strong>...........</td>
<td>Yes....please go on...that’s interesting....</td>
</tr>
<tr>
<td><strong>Elaborating</strong>...........</td>
<td>Tell me more about...</td>
</tr>
<tr>
<td><strong>Avoiding premature problem solving</strong></td>
<td>I’d rather listen more before suggesting...</td>
</tr>
<tr>
<td><strong>Affirmation</strong>...........</td>
<td>I like listening and learning about your observations...</td>
</tr>
<tr>
<td><strong>Summarizing</strong>...........</td>
<td>There seems to be several ideas here to try next week...</td>
</tr>
</tbody>
</table>
**Purpose:** To emphasize the importance of listening for understanding a teacher’s perspective before offering solutions to problems. Seeking information or observation before offering solutions is also identified as a way to gather information about problems posed.

**Extend:** An extension of this activity is to discuss how observation is important before suggestions solutions. A specific observational protocol or tool could then be introduced at this time.

2. **Promoting reflection**

Discuss with participants the characteristics and functions of reflective comments as follows:

**Reflective comments are** open and non-judgmental. These comments help a teacher to see from the child’s, parents’ or other teacher’s perspectives. In the final phase this insight will be essential to make the most appropriate instructional or other program choices. Questions to promote reflection and find meaning in everyday events include:

<table>
<thead>
<tr>
<th>Can you talk more about that?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What have you tried before?</td>
</tr>
<tr>
<td>What evidence do you have about that?</td>
</tr>
<tr>
<td>What do you want to happen?</td>
</tr>
<tr>
<td>Tell me about a time when you saw this...</td>
</tr>
<tr>
<td>How does the child look at it?</td>
</tr>
<tr>
<td>What patterns are you noticing?</td>
</tr>
<tr>
<td>What gaps do you see in the plan?</td>
</tr>
<tr>
<td>Do you know how the family views this?</td>
</tr>
<tr>
<td>How would you connect this choice to your program goals?</td>
</tr>
<tr>
<td>What does it mean when......</td>
</tr>
<tr>
<td>If this happens again, what do you think you will say or do?</td>
</tr>
</tbody>
</table>

**Pair and share:** Role-play being either a mentor or a teacher having a conversation. Imagine this is occurring after the mentor has observed the teacher facilitating a gardening activity with young children outside (or choose another scenario). Practice using reflective feedback, if you are playing the mentor. Then switch roles.

**Purpose:** Students will be able to explain how to use reflective comments in order to find meaning in information gathered about problems in their work.

**Extend:** If you are using a particular observational tool, and your mentoring is focused on a specific content area, the reflective comments activity could include connections to those concepts. The purpose of narrowing your reflective comments is to encouraging a teacher to think about the planned focus area of for example, social – emotional development, or math curriculum for preschoolers.

3. **Instructive feedback**
After observing, using open-ended questions and promoting reflection, it is time for instructive feedback. Examples of a mentor’s instructive comments might be:

_I noticed Mary, the child you wanted me to observe, stayed close to you at breakfast. Let’s discuss ways you might change the environment to encourage exploration. Mary needs to practice her social skills with her friends. Maybe we talk more about that this afternoon._

_It can be hard to get ten preschool children outside at one time. Have you tried dividing the class up into smaller groups and asking another teacher to help with that transition?_

_When you greeted Juanita and showed her where to put her coat, she seemed relieved and happy. Since she is new to the school that made her feel like she belonged._

**Instructive feedback** is very time dependent.

Add a few ideas or suggestions after listening for understanding and using positive and reflective feedback. Include an empathetic point of view. Mentor comments may also reinforce what is already happening that is effective.

A mentor should not start with instructive feedback, even if the teacher is asking the mentor to give advice immediately. If you give instructive feedback too early, it may make the teacher feel judged, confused, or react defensively. Instructive comments offered before the mentor knows the teacher could feel condescending if the teacher is already doing the suggested strategy or make her feel stressed that she isn’t doing it yet.

Discus the importance of the timing of instructive feedback by asking participants to image the comments above were made before using open ended questions and promoting reflection. How might instructive feedback have been received if given immediately?

**Notice signs of burnout when communication strategies are not effective**

Ask participants to reflect on when they noticed another early childhood teacher or adult they were working with, needed to take care of themselves rather than learn something new. Give the following to small groups of participants to discuss:

_When have you recognized that a teacher or colleague needed to take care of him or herself rather than learn something new? What did you do? Where did you find support and resources or find a way to encourage them to take care of themselves?_

**Debrief the discussions** by saying that it is an ethical duty for all early childhood professionals to take care of themselves or they may not be able to interact effectively with children and other adults. Summarize with these major areas that may contribute to feelings of exhaustion or burnout. Link participant comments to signs of adults needing to seek support before learning. Help participants consider the program context if many teachers are showing these signs at the same time.
**Health:** Change in appetite, and other symptoms such as low energy, fatigue, upset stomach or backache and loss of sleep.

**Feelings:** Irritability, anxiety, guilt, anger, or sadness. Lack of empathy and a general feeling of being exhausted.

**Routine Behaviors:** Changes in routine, absent mindedness, losing things, accident prone, sleep disturbances such as nightmares, impatience, irritability, or moodiness.

**Thinking:** Reduced concentration, lack of focus, confusion, rigidity, self-doubt, perfectionism, difficulty in making decisions and fuzzy thinking.

**Social Relationships:** Mistrust, intolerance, loneliness, change in interest, and emotionally unavailable. (Based on: Wolpow, et al., 2009, p. 42)

**Purpose:** Students will understand how and when to give instructive feedback to a teacher. Students will be more aware of reasons communication strategies do not work due to exhaustion, fatigue and situations contributing to burnout.

### 4. Effective dispositions for teaching

Divide the group into four smaller groups. Give each small group one of the scenarios in this section to read together. Give the following directions:

Connect behaviors in the following four scenarios with the effective teaching dispositions associated with each (read across one row). Discuss when you have noticed personal strengths in teachers that align well with effective professional teaching practices. If you were a mentor working with the teachers in these scenarios, how might you comment on their strengths and connect them to their goals for their teaching to begin your mentoring process?

**Variation in activity:** Only ask the groups to identify effective dispositions for teaching. After they do that share how these dispositions might support the “effective professional teaching practices” aligned with them.

<table>
<thead>
<tr>
<th>Personal dispositions noted in the scenario</th>
<th>Effective professional teaching practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>From: Predictable, reliable, persistent and responsible</td>
<td>To: Implement research based practices consistently</td>
</tr>
<tr>
<td>From Caring, sensitive, responsive and collaborative</td>
<td>To: Operates from an ethic of care</td>
</tr>
<tr>
<td>From: Curious, notices gaps in understanding and willing to examine contradictions in practices and ideas</td>
<td>To: Identifies questions to investigate and makes connections</td>
</tr>
<tr>
<td>From: Takes risks with support and willing to hear other perspectives</td>
<td>To: Creative, flexible and intentional</td>
</tr>
</tbody>
</table>
A) Predictable, reliable, persistent and responsible – One Family Child Care Teacher

Mary is a family child care teacher who has a reputation with her enrolled families for beginning each day with a renewed enthusiasm. She can be counted on to remember what parents told her the day before and pleasantly requests information needed, without judgment or irritation. One mother remarked, “Mary, I gain so much strength from watching you each morning. I often remember what you told me, that children need us to be present, show up and really listen to them every day. I just recently realized that is what you do for the adults too.” Mary thanked the parent. Later that day she would meet with a mentor from a local agency to support her to implement a social-emotional curriculum with her toddlers. She was excited but worried if she would be able to work with what was referred to as a “research based curriculum”.

B) Caring, sensitive, responsive and collaborative

Rebecca is a preschool teacher who is known for her ability to teach social skills. When five-year-old Hattie pushed her best friend down on the playground, Rebecca skillfully comforted the victim and helped Hattie problem solve how to take turns using a wagon that was the center of their dispute. Later when her director asked Rebecca what was most important to her vision for their program, she replied without hesitation, “My goal is always to foster a caring community of learners”. The director was thrilled and said, “Rebecca, can you share how we do this with the new mentor coming to help us with our focus on social and emotional development?” Rebecca felt overwhelmed at that request and was unsure if she was capable of explaining her practices.

C) Curious, notices gaps in understanding and willing to examine contradictions in practices and ideas

Victor is a student intern from the local community college early childhood education program. He comes to a Head Start preschool classroom every Thursday morning to observe the children and document their interactions during “science time”. Next week he needs to identify a question of interest to explore with the children. His supervising or mentor-teacher tells him that should be easy because he a curious and observant person who asks lots of questions of her each week. “What do you notice the children are wondering about?” asks the Head Start teacher. “Well, I have many pages about their explorations at the worm bin. Wow...that’s it, I guess I just answered my own question.” The Head Start teacher was excited, “Review your notes, what do the children know and what do they want to know?” You can get started as a co-learner and fellow scientist with them next week!”

D) Takes risks with support and willing to hear other perspectives

Brenda reads her anecdotal notes about an accident that happened in her toddler room at the weekly teacher’s meeting. Her question for her fellow teachers is how to stay open to toddler ideas while keeping the space safe for them. She reads her notes,

Liam, Jordan and Chiara have been sliding down the indoor toddler ramp for fifteen minutes. They play together by imitating each other’s actions. Chiara brings little carpet squares out so that they can ‘ski’ down the ramp. She places both feet on the small carpet squares and braces as she pushes her body down the ramp. Boom! Chiara is now crying and rubbing her head as she lies at the bottom of the slide on the gym mat. “I OK” says Chiara.

Another teacher notes that Brenda is one of the most creative teachers at the center but she wonders about the safety of this situation. I think there must be a way to do both! Let’s
**Purpose**: Students will be able to notice and discuss effective dispositions in teachers. They will use that knowledge to help teachers recognize their existing strengths.

5. **Conclude with affirmations to support ongoing reflection**

End your session by using one of these affirmations related to discussion experiences in this session.

<table>
<thead>
<tr>
<th>Affirmations</th>
</tr>
</thead>
<tbody>
<tr>
<td>You can find your own way to do this...</td>
</tr>
<tr>
<td>I liked talking to you about...</td>
</tr>
<tr>
<td>It was very interesting to look at that issue today...</td>
</tr>
<tr>
<td>You can experiment and explore ideas about ...</td>
</tr>
<tr>
<td>Meeting your needs and finding a way to support the children is important...</td>
</tr>
<tr>
<td>You can do this at your own pace...</td>
</tr>
<tr>
<td>You can ask me for help...</td>
</tr>
<tr>
<td>You can figure out how to do this... I know you can find a way that works best for you...</td>
</tr>
</tbody>
</table>

Ask the group if they end conversations with affirmations or if they have received an affirmation recently. Debrief why affirmations are encouraging and motivate adults to keep doing the hard work of learning and growing in their professional roles.

**Purpose**: Students will experience how affirmations tend to keep learning relationships strong because they motivate adults when used after a cycle of communication strategies involving observing – reflecting and applying strategies.

**Presentation summary**

End your session by modeling the importance of summarizing the key ideas explored. Share the chapter 3 summary in your own words.

**Supporting teacher awareness of their interactions with children requires a mentor to understand how to use a cycle of communication basics effectively (see Figure 3.3). Communication choices that build upon common and culturally responsive understanding are at the heart of the process of mentoring. These choices include facilitating observation, reflection and application of new ideas to a setting. Small transformations may be facilitated one conversation at a time by noticing effective teaching dispositions and making teachers aware of how they can build upon their existing assets to become the teacher they want to be.**

If you individualize this summary to emergently embed participant comments that reinforce key points, your teaching will be even more impactful and will model what you are promoting.

**Journaling**

1. **Conflict and Collaboration**: Ask participants to journal about times they have not been successful in teaching an adult something. Give them these questions for their reflective writing assignment:

   - Is my suggestion the only way to do it or are there many right ways?
   - Is this best practice or how my family did it?
   - Do I understand the teacher’s point of view?
Who could help me gain more awareness of a point of view that I am unfamiliar with?  
Do I have high expectations for this teacher or am I assuming she can’t perform well?  
Am I aware of the power dynamics in our teaching-learning relationship that might be getting in the way? If I am a supervisor and a mentor is this preventing a true partnership?  
Would someone else be a better mentor for this person?

Debrief their responses by linking comments to ideas about conflict and collaborative problem solving.

2. **Online challenges:** Participants are having challenges working with other adults in an online environment. Ask them to journal and refer to these questions to spark ideas for improving their online, virtual or asynchronous interactions.

Is our communication interactive and responsive?  
Do I reply frequently enough to foster a positive learning relationship?  
Do I individualize my comments online just as I would in a face-to-face setting?  
In a group class or virtual community, am I modeling how to share differing points of view without dominating, unintentionally insulting others with blunt comments or avoiding wresting with complex ideas?  
Am I blending multiple ways to communicate that seem the best mix for this person or group (face to face, video, discussion board, phone conversations, etc.)?  
Do I have the disposition to be a co-learner alongside some teachers who will have much greater expertise in technology than I do?

Again, debrief their responses by linking comments to ideas about conflict and collaborative problem solving.

**Extension:** Consider seeking a guest speaker or online contributor who is very experienced in both the use of technology and mentoring or teaching adults.

**More suggested reading and resources**


Summary
This chapter examines effective ways to support adult development and learning. Stages of teacher development and how they relate to the practice of mentoring are explored. Considerations to assist the early childhood mentor to join with a teacher to recognize what they already know and do and to plan for continued professional development (PD) are examined. The chapter emphasizes the mentor’s role to discover the adult learner’s capacity to connect rigorous and relevant content to ongoing, active learning experiences. Mentoring adults is suggested as a way to combine both teaching and learning into one effective adult education experience. Individualized and practice focused education holds the promise of meeting the adult’s need for high interest, relevant content connected to applied learning. Mentoring should combine both rigor and active learning into a relevant and engaging form of professional development.

Outline
The chapter supports your growing capacity to
• identify effective professional development features of mentoring;
• understand adult development and learning theories;
• uncover mentor assumptions and images of the adult learner;
• plan with a teacher for an individualized professional development plan.

Learner outcomes

• Students will understand features of effective PD.
• Students will be able to consider their assumptions about how adults learn and examine how this may influence their work with adults.
• Students will be able to describe several learning and adult development theories.
• Students will recognize the importance of creating an individualized PD plan.

Suggested teaching activities

1. Features of effective professional development (PD)

**Purpose:** Contrasting the frequent experience of the ‘one shot workshop’ with the features of effective PD that is more likely to result in positive changes in teacher practices.
After assigning chapter 4 reading, and showing this graphic, (adapted from: Darling-Hammond, Wei, Andree, Richardson, & Orphanos, 2009), ask participants the following question:

_The research implies it takes time for teachers to embrace new learning and become comfortable applying it in their setting. When have you had the time to learn something new and practice applying it? When have you learned a new practice in a classroom setting without applying it soon afterward? Compare and contrast the two experiences._

Debrief the participants responses by connecting them to the features of effective PD. Conclude this activity by asking everyone to write for 5 minutes about what changes they want to make in PD that they are responsible for providing, are involved in designing or how they might give feedback to others who are teaching them. Encourage participants to write about their reaction to this research in a way that relates to their current experience with PD.

**Journal**

(A) Suggest they continue to write in their journal about this topic after the session. Give the following directions:

_Brainstorm both suggestions and questions you have about how to best support teachers in each of the stages discussed. What do you need to learn about a teacher to mentor appropriately in each stage? What is your experience working or mentoring teachers in each stage?_

(B) Online learning is becoming more and more common. Review the five step learning cycle of one of the free online early childhood CONNECT instructional modules at [http://community.fpg.unc.edu/](http://community.fpg.unc.edu/). Require participants to respond the following prompts:

_How does the five step learning cycle used by CONNECT, of (1) dilemma, (2) question, (3) evidence, (4) decision and (5) evaluation support a mentor to reinforce face to face learning?_

_Could a mentor or coach adapt these online, free, professional development tools to meet the criteria of effective professional development described in this chapter (See graphic of the criteria identified by: Darling-Hammond, Wei, Andree, Richardson, & Orphanos, 2009)?_

**2. Stages of teacher development**

Share some foundational ideas on adult learning with the participants to introduce this topic.

Malcolm Knowles (1973), focused on the art and science of teaching adults or *andragogy*, and characterized adult learners as:

- Extremely self-directed and not ready to comply with only program goals or standards,
- Have ample resources to meet their own learning and resent being seen as blank slates,
- Motivated by the needs and interests from their jobs, family and other social roles,
- Interested in learning that can be applied to their life tomorrow morning and
- Focused on solving relevant and real world problems.

Ask the participants if these ideas ring true to them or not. Then look at the following information:
Next review Erikson’s psychosocial stages (1959) and then ask participants to get into small groups and do as follows:

(A) Discus the main concerns, tasks, or developmental challenges that you or a teacher you have mentored had during the teens, 20’s, 30’s, 40’s and 50’s. Check to see if they are similar to what Erikson predicts for these periods. Consider how these adult developmental phases might affect both the mentor and the teacher. What are other ways both the mentoring and the teaching roles are meeting adult developmental needs?

Conclude by having participants think of a specific situation with an adult in which they were trying to teach them something. Reflect and discuss the following after reviewing Katz’ Stages of Teacher Development (1995).

**Survival and Emerging Teacher Stage:** Feelings may swing from enthusiastic and energetic to being overwhelmed and lacking in confidence. Mentors need to put feelings in perspective through empathizing, noticing successful work and giving specific short term information requested immediately. Mentors should next appeal to the vision of the new teacher by also discussing their long term goals and possible long term inquiry projects. Mentors should also link the new teacher to on-site peer mentors who are non-judgmental and supportive. Teachers without support in this initial phase may leave their positions. Supervisory evaluations without strong professional development support usually do not motivate new teachers.

**Consolidation Stage:** This teacher usually knows what they know and is interested in increasing their satisfaction with their work and their effectiveness. This teacher makes mentors feel the most effective because they are excited and grateful to learn new ideas and are usually not overwhelmed with the prospect of trying them out. Teachers without professional development in this stage may become less passionate about their roles and wonder “is this all there is to this position?” Considering new roles and new ways to contribute to their field is a gift to these teachers.

**Renewal and Maturity Stages:** Facilitating not directing learning is needed for mature teachers. Spending time learning what this teacher knows, values and is interested in, is essential for any mentoring to be successful. This teacher has little interest in being treated like an empty vessel to be filled with knowledge. Rather, encouraging this mature teacher to mentor others in their specific areas of expertise will show respect and build a mentoring relationship. Other very experienced teachers who have not had the advantage of effective professional development and collegial support may initially resist new ideas and mentoring. Build on strengths, show authentic respect and follow this teacher’s lead to focus on specific areas of interest initially. Go slow to go fast with this teacher and they may be supported to be a leader among teachers.

(B) Think about specific mentoring situations when skill building is the best choice or when long-term investigation and reflection is the best choice. Did the age, teacher stage other learning conditions indicate one choice would be better than another? Discuss the factors in the learning context that suggest one strategy was more appropriate than another strategy?
3. What is your image of the adult learner?

Cut out the following bulleted, brief summaries of key ideas associated with different learning theories and educational approaches. Ask participants to get into small groups and give each group one bulleted item to read and discuss. An expansion of this activity would be to have seven tables with the one sentence description plus evocative objects (e.g., a blank slate) to help them remember the concept.

- Capable, competent, interested, rich in ideas, wanting to grow. Learners’ needs, interests and experiences must be valued (Reggio Emilia inspired in part by Freire, 1970).
- Interested in solving problems relevant to daily life (Knowles, 1984).
- Is a blank slate (Locke, 1632-1704) that needs guidance from an expert to have specific behaviors reinforced (Skinner, 1963).
- Basic needs of safety, belonging and esteem must be met in order for anyone to learn. Learners need to know you care and are empathetic (Maslov, 1970, Noddings, 1984).
- The need of the learner changes depending on the adult developmental stage they are in (Erikson, 1950).
- Learners have had diverse experiences with education in the past and have experienced unequal access to power and participation in educational settings (Freire, 1970; Darder, 1991).
- Constructs knowledge through emotional and intellectual connections within relationships (Erikson, 1950; Belenky et. al., 1986; Jones, 1993; Egan, 1989).

Direct the groups to discuss their following question:

Do you agree or disagree with the statement? Why? Relate to your experiences as a learner or as a teacher of adults.

Next ask each small group to pass their statement to another group to the right of them. Ask them to discuss the relative merits and problems with this new statement as they did before. Continue this process until all groups have read every statement or 20 minutes have passed. Ask each group to have one member to summarize what they discussed with the last statement they reviewed. Now ask the large group to discuss:

Are there situations when assumptions about how adults learn could damage your learning relationship? An example of an assumption that might interfere with the mentoring process is if a mature teacher was paired with a mentor who viewed her as a “blank slate”.

Debrief and facilitate the conversation by continually linking comments to the characteristics of effective PD where possible. Suggest the participants will all find some other aspects of learning theory that appeal more to one than to another based on life experience and values.

**Summarize:** Suggest that theories are one way to explain, describe and predict why adults behave as they do when the theory is backed up by empirical research. However, theories reflect the times they were developed in and as with the ‘blank slate’ theory, fall out favor when later
research is able to demonstrate it is overly simplistic, or limited to specific narrower contexts (e.g., ‘behavioristic reinforcement of toilet training with candy rewards or skill building in an adult swim course through repetition and reward).

4. Question – Observe – Apply to create a PD plan

(A) **Question:** How will I plan to challenge the assumptions or reignite a passion for learning in a teacher by reframing their concerns or dilemmas into questions to research and learn about?

- Practice this skill by having a conversation with a teacher for the purpose of identifying questions of interest from their everyday work with children.

(B) **Observe:** What are a few ways I will plan with a teacher to consistently and intentionally notice what they are interested in learning and note their progress toward their goals?

- Turn the question from (A) into a goal statement (see individualized learning plan).

(C) **Apply:** How will I encourage experimentation, and practicing of newly identified strategies?

- Interview a teacher about the ways she learns best (reading, talking, noticing, being observed with feedback, seeing something modeled or trying an idea out). Now practice teaching something in all those different ways with that teacher and compare what you both feel was most effective with what the teacher thought would be best before you tried it. For example: Give an article on hand washing and infectious disease, observe hand washing in a program for a morning and give feedback on what you saw, and offer three ways to encourage children to wash their hands longer.

**Adaptation for experienced participant who is working as a mentor:** Find an early childhood teacher to volunteer for the planning activity described below. Next, sit down with this teacher who is requesting mentoring in a specific area. Begin with a conversation to construct a Teacher-Mentor: Professional Development Plan using the form from the end of chapter 4, labeled figure 4.3). Portions of this plan could be included in a required individual PD plan that a teacher may be required to have in many federal, state or local program or school district educational systems.

Plan for a minimum of one hour of uninterrupted time to complete as much of this form as is possible. However, the time needed will vary tremendously to fit the needs of individual teacher-mentor pairs. Remember the more you know about the context of the teacher’s work, and the teacher as a whole person, the more successful your initial plan will be. Do not force completion of the form. Plan for a second meeting if it is clear that time for the teacher to think about your questions would enhance her responses and build a more positive initiation into the mentoring process. Go slow to go fast later!

5. **Empowerment is more than simple affirmations**
Conclude with Freire’s ideas about empowerment as a sort of affirmation that the participants have the ability to make a difference in the life of another adult if they remember these three ideas:

Freire (1970, 2000) felt the empowerment of those who may have felt powerless to change their situations occurs only if the educator sees themself as:

- Equal to the learner.
- A problem poser who partners with and facilitates the examination of issues of importance to the adult.
- Supporting reflection plus action in a setting, which may transform the learners thinking.

**Journal**

Keep the learning going by asking participants to write about Freire’s comments and what they mean to them in their experiences working with adults.

**Conclude by stating in your own words:** Mentoring as effective professional development requires the adult educator to understand that development continues throughout the human lifespan. Uncovering mentor assumptions and images of the adult learner are essential if intentional, effective and strengths based planning for individualized professional development is to occur.

**More suggested reading**


Chapter 5: Readiness for Change and Learning through Inquiry

Summary
Chapter 5 begins the second half of the book titled, *Section II: Mentoring and Coaching for Inquiry, Reflection and Leadership*. Chapter 5 explores characteristics of the mentor-teacher relationship required to identify a teacher’s readiness for change. Topics center on ways for mentors to match the professional development strategy that best fits an individual teacher. Choices range from postponing mentoring when readiness to participate is not present, to short term, skill building sessions, all the way to planning for a cycle of teacher inquiry based on principles of action research. The chapter also explores ways to recognize how teachers think and feel about exploring new practices as an indicator for their readiness for or interest in participating in professional development (PD).

Outline
The chapter supports your growing capacity to

- understand and adapt to a teacher’s readiness for change;
- match a professional development approach to a teacher’s needs;
- understand characteristics of the mentoring process to research teacher questions;
- help teachers to identify interesting questions to investigate and
- expand the cycle of inquiry and identify areas for teacher and mentor development.

Learner outcomes

- Students will identify words and actions that may indicate readiness for change.
• Students will learn skills to support teachers to identify research questions to investigate.
• Students will be able to link observation, reflection and application strategies to a teacher research question.

Suggested teaching activities

Note: All of the following activities assume the instructor has assigned this chapter to be read before engaging in these activities.

An adaptation would be to have the texts available for reference for small group discussion or to give brief mini-lectures on the activity topic. An instructor might choose to do both to meet the needs of a variety participants and reinforce key concepts.

1. Readiness for Change

Mini-lecture: Peterson (2008) uses the ‘stages of change’ to help understand the behaviors of child care providers who engage in professional development. She adapted the Transtheoretical Model of behavior change (Prochaska & DiClemente, 1982; Prochaska, DiClemente & Norcross, 1992) for her work. This model is helpful in understanding why adults in different stages of change react very differently to the same professional development. It is one more ‘lens’ for the mentor or PD provider to use for gaining insight into how to change their responses to fit what a specific teacher needs.

Activity-First Phase: Get participants into small groups. Give them a handout with the chart below on it or project the image on a wall. Give the following directions:

Look at the chart provided and describe possible behaviors of an early childhood teacher who is offered professional development in, for example, child guidance, and their possible responses based on their ‘stage of change’ or readiness to consider new ideas. What might each of the five different reactions be by a teacher in each stage?

<table>
<thead>
<tr>
<th>Stage of Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Pre-contemplation</td>
</tr>
<tr>
<td>2) Contemplation</td>
</tr>
<tr>
<td>3) Preparation</td>
</tr>
<tr>
<td>4) Action</td>
</tr>
<tr>
<td>5) Maintenance</td>
</tr>
</tbody>
</table>

Adaptation: Provide participants with the following dialogue and ask them to match it to the stage of change.
Possible adult responses to an invitation to explore new ideas about child guidance practices

1) I really don’t have time for this. I didn’t ask to be part of this. Who sent you? What are you talking about? ………Ok... I guess I am interested (Body language seems to says something else and attention seems to be elsewhere. Leaves to do an important errand. Does not show up for next session).

2) Sounds interesting but I have five other priorities that are more important than this. I think it’s important but I just don’t see how I can really focus on it now.

3) Really!!! You are exactly what I need! I know this will be hard to find the time to do, but I can’t think of a better use of my time. I have been asking the director for education on this topic.

4) I read a book on that topic and I want to ask you if what I am doing seems right for a child named Tommy.

5) That is so interesting. I learned about positive guidance strategies last year and have found that my teaching is so much more effective now. You would be a great help if you observed me to see if I have forgotten anything or could be even more effective. I think it is wonderful that you are teaching this. Several other teachers here could really use your expertise. I have tried to model for them what to do but making sure I haven’t forgotten any of the valuable things I learned last year would be great to do first.

Activity – Second Phase: Now ask participants to consider what their response would be if they were the person providing the child guidance professional development. For experienced adult educators, leave this as an open-ended question and record their responses. For a group with both novice and experienced adult educators, give them this chart and ask them to match the mentoring response to the stage of change of the teacher receiving professional development.

Ways to support in the role of mentor or supportive peer

Choose the right strategy to support the stage of change of the teacher.

A) Listen and learn the person’s perspective. Ask how their current situation is working for them. Wonder with them what a better situation might look like or simply let them know you or other resources are available when they are ready to participate.

B) Ready for engaging in inquiry including observation, interpretation, feedback and problem solving about a question of interest.

C) Acknowledge the change over time that has occurred and encourage modeling for others what has been learned. Examine how to build in support through continuing involvement in professional organizations or learning communities.

D) Learn the barriers, worries and concerns. Paraphrase back these concerns and encourage participation through problem solving.

E) Work to develop a plan including providing information and skills needed to be successful.

Answers: 1 - A; 2 - D; 3 - E; 4 – B; 5 – C.

Summarize: State the purpose of the activity again, to reinforce its importance and repeat a few important insights participants noted while engaged in dialogue.
Purpose: To help students identify the change stage of another adult, in order to adapt their responses.

3. Learning Through Inquiry

Help Teachers Identify Interesting Questions to Investigate

Mini-lecture: The cycle of inquiry begins by turning a teacher concern, dilemma or frustration into a teacher question to investigate. If the teacher’s program is already using a curriculum or specific approach for documenting and planning for children’s learning, then it is best for the mentor to begin by linking to that approach, and building from there. The mentor is most effective when joining with a teacher. Always ask yourself, “How can I make a teacher feel competent and excited about engaging in learning?” Beware of suggesting too much change, too soon or all at once. First invite a teacher to wonder, question and share ideas.

Activity: Give the group a question to explore and practice what they might say and do with a teacher they are mentoring (choose an age group, a program type, and paint a picture of this teacher).

Research Question: How does Sam learn through play?  
(Sam is a 20 month old in a morning Early Head Start program)

Activity Phase 1 – Direct a pair of participants to role play ‘mentor’ and ‘teacher of Sam’. Direct them to assume they have already met and agreed to investigate how Sam learns through play for the purpose of being able to share some specific information with Sam’s family at the next home visit. Direct the ‘mentor’ to have a conversation to encourage the teacher to take anecdotal notes during free play time each morning for one week. Explain ‘anecdotal notes’ are brief notes that describe what a child is doing and saying. An alternative suggestion is to videotape 10 – 20 minutes of child play interactions and review the tape after the children go home. Take anecdotal notes by watching the video.

OBSERVE: After taking anecdotal or narrative notes, highlight with the teacher areas of interest. The teacher may do this or the mentor could model anecdotal or narrative note taking if this is new to the teacher.

Example: “Sam (22 months) is wears a fire fighter hat. He picks up a toilet paper tube he finds on the art table. He points the tube at a toy house and says “Whoooooo.....Out, fire!”

Mentor feedback example: “You have very descriptive notes that have nicely documented what Sam does and says when he plays. His parents will appreciate the detail in these sentences if you choose to share them during the home visit.”

Large group debrief – After 5-10 minutes of paired discussion, get the group back together as a large group and ask how the conversation went. Common challenges are mentors who want to answer the question, ‘How does Sam learn through play’ without encouraging the teacher to discover this for herself though gathering information and referring to documentation of actual child behavior.
Activity Phase II – Direct the mentor-teacher role playing pair to discuss the questions in the REFLECT box here. This will require the ‘teacher’ to make up the facts of what she observed. If this seems too abstract, provide the pairs with anecdotal notes from an actual teacher observation.

**REFLECT or make meaning of documentation:** *What does the observation tell about the child’s strengths, interests, development, temperament, or learning strategies (or other area for interpretation)?* Help the teacher choose one area (inspired by their documentation of the child’s behavior) that they want to turn into a question and research. Remember effective mentors do not overwhelm teachers.

**Documentation interpretation example:** “Sam uses one object to stand for another in his pretend play.”

**Mentor feedback example:** The mentor suggested the teacher bring out the program’s Teaching Strategies GOLD (2010) observation tool to begin the interpretation of the developmental milestones evident in the play behavior. This seemed to increase the teacher’s confidence. Then the mentor asked open ended questions for the teacher to consider her documentation and what it might mean about Sam’s interests, temperament and strengths. The mentor-teacher pair decided to refine their research question for next week and to have the teacher take notes during free play on what other teachers do to support Sam. The refined question is, “How does Sam learn through pretend or fantasy play?”

**Large group debrief** – After 5-10 minutes of paired discussion, get the group back together as a large group and ask how the conversation went. Did ‘mentors’ help the teacher choose one area of an observation to interpret? Did the ‘mentor’ break down the observation into bite size pieces and help the teacher make meaning of their anecdotal notes? What was hard for each person to share? Was natural or easy in the conversation?

Activity Phase III - Direct the mentor-teacher role playing pair to discuss the questions in the APPLY box here. This will require the ‘teacher’ to make up the facts of what she observed. If this seems too abstract, provide the pairs with anecdotal notes from an actual teacher observation.

**APPLY:** Action plan to meet needs of the child will be developed.

**Example of documentation:** “I see you have a hose to spray the fire with water.” Sam replies, “Fire all wet. Gone!”

**Mentor feedback example:** The mentor should ask and listen for new or different insights from the teacher making meaning and applying that insight into a plan for action. Model openness to multiple perspectives and build on the teacher’s ideas. In this example, the teacher volunteered that another classroom teacher’s response was just right for Sam because he was encouraged to talk more, sustain his play and feel competent. “Oh my gosh, the teacher replied, I have areas of
language, intellectual and social development to share with Sam’s family next week that he learns by playing he is a fire fighter. I think this will help them see the value of his play.”

**Extension of activity:** If participants are currently working in a teacher-mentor pair, encourage the use of the *Assessment of program conditions to support teacher inquiry* (figure 5.2) form to evaluate their progress.

**Purpose:** To better understand the role of the mentor in promoting teacher thinking. To use the observe-reflect-apply process of inquiry to foster the beginnings of one way to encourage teacher research.

4. Understand Change Process

This activity will go into more depth and reinforce the first activity in this chapter. By doing this you will be modeling how central understanding the change process is to any adult learning partnership. This activity takes considerable time to be effective.

**Activity:** Ask participants to think of a time they may have either been in one of these stages of change or were working with another adult in one of these phases of change. If there is a current teaching-learning scenario a participant wants to share, it is even more effective for them to consider it because it will be fresh in their minds.

Get participants into new small groups, with different people in them than they worked with previously. Direct the groups to allow each person in the small group (no larger than 4 people) to share a teaching or learning dilemma in the scenario they are thinking about. The listeners will then act as consultants and, by looking at this chart, ask the speaker if they think trying an approach that seems to fit the stage of change implied by the story is appropriate. The instructor should move around the room and support group discussions when they get stuck. Allow at least thirty minutes or more for everyone in a small group to share their stories and link their experience to a mentoring response. Give this chart to the members of the small groups.

<table>
<thead>
<tr>
<th>Teacher says or shows behavior indicating:</th>
<th>Professional Development Options</th>
<th>Mentor responds by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Disinterest</td>
<td>Learn about other resources and refer to supervisor for support.</td>
<td>Listening and learning the teacher’s perspective. Forcing participation may backfire with a teacher dropping out of a program later. Conditions may need to change in a teacher’s thinking, program or personal life to enable participation.</td>
</tr>
<tr>
<td>✓ Defensiveness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Avoidance of information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Many barriers to participation exist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Ambivalence</td>
<td>Skill building in a specific, focused intervention. Connect to a role model on site.</td>
<td>Learning what a teacher needs and matching the level of involvement to the teacher’s capacity to participate. For example: <em>Ways to read a book at circle time to engage children in conversation or five positive behavior management strategies for the preschool teacher.</em></td>
</tr>
<tr>
<td>✓ Feeling overwhelmed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Interest in one specific area to solve a current problem</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>✓ A lack of confidence</strong></td>
<td>Enroll “teacher buddies” or a cohort and dialogue together</td>
<td>Noticing strengths, build on them and dialogue about interests. Observing and commenting on effective strategies used. Taking time before teaching new skills to build a relationship. Model strategies.</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>✓ Is unsure about participation but is interested</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>A request to connect interests into a plan of action</strong></td>
<td>Presenting the “cycle of inquiry model” (described in this chapter) which includes observation, interpretation, feedback and problem solving about a question of interest. Embedding skill building (e.g., ways to document and assess) about planning for investigating questions of interest. Celebrating accomplishments.</td>
</tr>
<tr>
<td></td>
<td><strong>Need for support and resources to establish goal and check for outcomes</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Interest in new information and ways of interacting with children</strong></td>
<td>Discuss what documentation, curriculum and instruction is currently being used. Identify specific questions to investigate.</td>
</tr>
<tr>
<td><strong>✓ Unsure if they are allowed to take time out from teaching or direct care to meet with the mentor</strong></td>
<td>Clarify with both the teacher and supervisor the roles, responsibilities &amp; agreements needed for participation.</td>
<td>Develop Memoranda of Agreement and involve administrators in the PD process. Learn if the program has both the willingness and the capacity to participate. Consider how both the teacher and program’s readiness for change might be supported.</td>
</tr>
</tbody>
</table>

**Purpose:** To understand the value of listening to understand the stage of change a learner may be in. To reinforce the ability, skill and knowledge to adapt mentoring responses to fit a learners needs.

**Journal - Refer to the mentor development self-reflection (figure 5.4)**
After reading this chapter and participating in the activities exploring teacher research or the stages of a beginning of the inquiry process, reflect on the mentor skills needed in each phase of inquiry. Which of the areas (e.g., observe, reflect and apply) do you feel most confident? What areas to you want to practice with another adult or learn more about before engaging in mentoring about them? Would having a course or a workshop on the topic of observation help you or the teachers involved? Expand the journal if you are currently working in a teacher-mentor learning pair and use the *Teacher-Mentor Professional Development Plan* (figure 5.3) to reflect on progress reflect on progress from both the teacher and mentor perspectives.

**Summary - Teacher Research**
Support teachers to see themselves as capable of identifying a problem, collecting and analyzing observational notes and information and making action plans based on what they learn. Keep the learning going by examining teacher research available from peer-reviewed professional publications and other teacher websites. Examples of how teachers have reflected on their own
questions about their everyday practices can be inspirational to teachers being mentored. Online resources include:

  Contains helpful support for teacher-educators to support teachers or college students to begin a process of teacher research. See free, online journal articles of teacher research that will inspire your participants at [http://www.naeyc.org/publications/vop/articles](http://www.naeyc.org/publications/vop/articles)

  Details examples of in-depth curriculum projects from teachers working in preschool through elementary classrooms. The site may motivate adult participants to increase their skills for supporting children to explore topics of interest because it offers a clear process and supporting books for the approach.

**More suggested reading and resources**


**Chapter 6: Coaching to Connect Curriculum, Assessment & Teaching**
Summary

Meeting the expectations of current early childhood state, national and professional standards (NAEYC & NAEC/SDE, 2003) requires that teachers of our youngest children are able to identify what a child knows and is able to do and how that knowledge translates into plans and teaching strategies to continue the child’s learning. A teacher needing support to make curriculum, assessment and teaching connections benefits from a coach who models and understands these connections also. Coaching for understanding how to link child outcomes to any teaching and planning strategy is urgently needed by many early childhood teachers today.

Outline

The chapter supports your growing capacity to coach teachers to

- understand choices to observe, gather information, & document learning;
- explore ways to reflect on observations, and make meaning through dialogue, discussion and use of professional resources;
- create curriculum and apply what is learned and
- share a project, evaluate and celebrate achievements.

Learner outcomes

- Students will be able to compare and contrast the characteristics of a mentor and a coach.
- Students will examine strategies for working as or with an adult coach with special expertise in curriculum, assessment and teaching.
- Students will examine how to coach for effective teaching strategies.
• Students will be able to gain skills in coaching for evaluation of a teaching project

Suggested teaching activities
1. Introductory Mini-Lecture:
Review with participants that this book, and much of the early childhood profession, often use the term mentor to include common strategies, activities and purposes associated with both the mentor and coaching roles (see Lutton definitions). The National Association for the Education of Young Children (NAEYC) and the National Association for Child Care Resource and Referral Agencies (NACCRRA) refer to the coach as having specific professional knowledge and skills that are needed to help teachers to grow in specifically identified care and education areas (for example – early literacy or health and safety). This chapter explores the special expertise of a coach who is able to support a teacher to connect curriculum, assessment, and teaching.

**Definitions:** Give participants these two definitions to compare and contrast.

**Mentoring:** A relationship-based process between colleagues in similar professional roles, with a more-experienced individual with adult learning knowledge and skills, the mentor, providing guidance and example to the less-experienced protégé or mentee. Mentoring is intended to increase an individual’s personal or professional capacity, resulting in greater professional effectiveness (Lutton, 2012, p.84).

**Coaching:** A relationship-based process led by an expert with specialized and adult learning knowledge and skills, who often serves in a different professional role than the recipient(s). Coaching is designed to build capacity for specific professional dispositions, skills and behaviors and is focused on goal-setting and achievement for an individual or group (Lutton, 2012, p.85).

Next, draw two circles. Label one circle, “both roles” and the other circle, “coach”. Discuss with participants and record common characteristics of mentor and coach in the “both roles” circle. If participants do not state all of the following, add what is missing from their comments.

- both are relationship-based
- both require knowledge of how adults learn and
- both focus on increasing the capacity of an individual (or a group) for the purpose of being more effective professionally.

Next, discuss what is the most important single characteristic that you find to be emphasized in the coach definition that is not noted in the mentor definition. Review the following if not noted by participants.

- **Coaches have special expertise** and work with specific goals and planned outcomes. Coaches should have all of the general relationship-based skills of mentors, but also have a specific area(s) of knowledge, skills and abilities. This chapter is emphasizing the special expertise of linking child outcomes to any teaching and planning strategy a teacher wants to use.

**Real world use of the terms:** mentor and coach
The most important difference in the common usage of the terms, *mentor* and *coach*, in this author’s experience, is that coaches have special expertise in an area of early childhood education, and have a reputation for being valued by their professional peers for their support in a specific area. Public P-12 schools have used the term “coach” for many decades in this way. Coaches may have degrees or specialized PD (for example in a math or early literacy approach) to verify this special knowledge.

While Lutton differentiates between working with adults in similar roles (mentors) and working with adults in different roles (coaches), in practice this distinction is often not used by practitioners to differentiate the use of the terms.

**Note:** All of the following activities are centered on the role of the *coach* who works with an early childhood teacher or an entire program to align or connect assessment, curriculum and teaching.

### 2. OBSERVE: Coaching To Understand Assessment Choices

(A) Establish the value of observation, assessment and recordkeeping by beginning with the suggestion for participants (who might someday be instructional coaches or who are currently acting as coaches) to ask the following open-ended questions of early childhood care and education teachers they know:

- **Ask a teacher with limited experience with assessment:** Do you remember a child you were not connecting with until you observed him or her or got more information? How did learning about what that child was doing and saying change your behavior toward him or her?
- **Ask a teacher who is experienced managing multiple sources of assessment data on individual children:** Do you recall changing your mind about a child after carefully reviewing multiple sources of information and assessment data over time? How did this change your behavior toward him or her?

(B) Ask participants to guess what teachers they know, might say. Then give an ‘out of class’ assignment to interview two teachers, one with more assessment experience, using the questions here. Ask for journaling about what attitudes toward observation and assessment were conveyed ‘between the lines’ or explicitly during the conversations.

Ask: *Were the teachers afraid, excited, worried or stressed by the topic of observation and assessment of children? How might a coach motivate teachers to appreciate the value of observation and assessment?*

(C) Put participants into small groups and ask them to discuss this scenario:

> An assistant teacher with a year of early childhood community college courses, has asked you to help with ways to plan curriculum for her preschool class. She wants the planned experiences to fit the interests of the children but does not know where to start. A lead teacher in the same classroom, is excited about planning for in-depth projects and is encouraging the assistant teacher to simply offer a variety of experiences to first learn about the children’s interests. The
lead teacher shared that she plans to then collaborate with the assistant to create curriculum plans for an in depth project of interest.

Now ask the participants in the small groups to discuss the following question:

How might beginning with the following questions for the assistant teacher, help to reduce her anxiety and focus her on planning for observation before planning for curriculum and teaching? What other ways have you encouraged teachers to observe or collect information before planning for a project with children?

- What do you already know about this group of children?
- What children get your attention, and which ones do you feel you understand?
- What children do you not understand?
- What ways do you learn about the children in your group?
- What is puzzling you, and what do you want to gather information about?

After 10 minutes, bring all the groups back to one large group and conclude by reading this teacher recollection:

Oh yes, I remember when I thought the toddler Maureen was just a very bossy child—until I stopped and observed her at the sensory tub. She started dumping and pouring water into a water wheel, when two toddler boys came to the table. As soon as she saw them, she screamed, grabbed the water wheel, and began shaking her head and saying, “no... no... mine.” Then, a teacher came over and told Maureen to share. This seemed to enrage her even more. After class, I shared my observation with the teacher. We decided that next time, we needed to intervene, before Maureen became upset, by doing a few things differently. We decided to have multiples of the same cups and other items in the tub. We also decided to talk to the children before they were upset. A third teacher gave us another idea; she said that Maureen might be given words to say to the boys, such as, “I am playing with this now. You can have it next.” We tried this, and it worked! I knew that observing the scene was important because I was starting to get a negative view of Maureen’s social skills. When I reflected on what I had seen, looked over the notes I had taken, and talked with other teachers, I then realized that Maureen was reacting to a situation that was beyond her coping ability. We all made changes in our plans and behaviors, and Maureen’s social skills grew.

Share that one way a coach might let a teacher know what they already know about observation, curriculum and teaching is to take a teacher recollection, like the previous one, and diagram the teacher’s comments into the following categories:

<table>
<thead>
<tr>
<th>Observation</th>
<th>Curriculum</th>
<th>Teaching strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narrative notes on the interactions at the toddler water table for 10 minutes during the morning free play time.</td>
<td>Goal: Support parallel play at the water table. Materials: Put out triple the number of cups, and limit the number of children at the sensory tub to three.</td>
<td>Discuss dumping and filling with the children, and map each of their actions. Use vocabulary about how “we” are all playing. Move the group to new activities before</td>
</tr>
</tbody>
</table>
they are frustrated and in conflict.

Journal assignment

Share these directions for a journal assignment: Observation and assessment can intimidate early-childhood teachers who have never had formal education about its purposes, methods, and uses. Considering the coaching principle of always starting from the strengths of the teacher, how might you begin to engage a teacher in authentic assessment as an ongoing process to inform his or her instruction and other program plans? Use the text for information on frequently used assessment or observation tools and methods. See Table 6.1 in the text and comment on what knowledge you need on assessment before coaching anyone else?

Purpose: To help participants to gain skills in dialoging with teachers about the importance of observation or assessment and information gathering as first steps in the curriculum planning and teaching process. To model that it is always best to let a teacher know what she already knows and does well before teaching something new.

3. REFLECT, DEVELOP AND APPLY: Coaching to make meaning of documentation, and planning for curriculum and teaching strategies

Read this scenario to participants: Imagine that you are a coach who is supporting a teacher in the beginning of the school year, to document the words and actions of children in her program during small group activity time. The teacher records a lot of dialogue of the children arguing about “the rules” for putting away materials. You then ask the teacher to identify a question of interest to both her and the children based on what she learned from her documentation. The question she decides on is, “What are the rules in our classroom?”

Demonstrate to the large group how you would dialogue with this teacher if you were the coach modeling how to connect observational evidence with curriculum goals and plans for learning experiences. Explain that there are many ways to do this, but one way is often referred to as ‘backwards planning’ (McTigue & Wiggins, 2011) because you begin by deciding what you want the end result to be. While this can become quite complex, here it is boiled down to a simple set of three questions. Scaffold the participants through this simple planning by asking them to play the role of the teacher and fill in the underlined sections below. Give them the “answers” underlined in the following, if they do not come up with similar responses.

1) The desired result for the children is to . . . learn classroom rules;
2) The observational evidence of the children shows . . . confusion about routines and interest in figuring them out;
3) Possible learning experiences could then be . . . engaging in experiences that allow the child many ways to hear stories and repeat, describe, and act out a sequence of daily events used in the classroom community, making signs that remind children of the rules, etc.

Conclude by asking the participants to discuss how they would help the teacher in this scenario know what actual child outcomes occurred due to her learning experiences. Would she take
anecdotal notes of children’s interactions or use a social emotional checklist from a developmental tool or use another method to document how they were understanding the routines and classroom guidelines. Direct the participants to the assessment tool resources in the chapter to extend the learning about tools for documenting child outcomes.

**Purpose:** To help participants understand how to join with a teacher and connect the processes of (1) making meaning of documentation evidence to (2) planning for goals and (3) learning experiences for children.

**Activity Extension for Experienced Instructional Coaches:**

Experienced coaching participants may want to use the Chapter 6—Appendix A form with a teacher they know who has a lot of experience in documenting children’s words and actions and wants support to connect this evidence to planned learning experiences and teaching strategies. The form can be used in parts only, for short-term or for long-term goals, observation, and learning experiences. The purpose of the form is as a tool to help the teacher see how alignment or connection of these three big areas is the key to positive child outcomes. A strong caution against using this form with teachers or by coaches who do not have experience or any formal education in curriculum planning. Coaches working with early childhood teachers in this situation should use the form only as a guide in their coaching process.

Conclude by sharing with the participants that the power of coaching is joining with a teacher where they are in their knowledge and experience and slowing adding to their repertoire of skills. Overwhelming anyone with this form should be avoided. Use the process documented in the beginning of Activity 3 in the scenario about classroom rules, for less experienced teachers.

4. **EVALUATE and CELEBRATE: Wrapping Up a Coaching Project**

Both the teacher and the coach need to conclude projects and celebrate successes. The teacher needs to join with the children and display, discuss and generally make visible their collective learning though a variety of means. Ask participants to refer to the chapter or to their own experience for ways to do this.

The coach also should be documenting and ultimately reflecting and evaluating their own coaching process with a specific teacher, program or learning partnership.

**Documenting and Evaluating a Relationship-Based Coaching Process**

Ask students to work in groups, and review this coaching documentation form. Does this look like a form they would use during and after each visit with a teacher? What questions do they have about the form? What changes would they make to the form so that they would use it?

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### Coaching Process Notes To Record For Each Visit

<table>
<thead>
<tr>
<th>Teacher: _________________________</th>
<th>Coach: ____________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: _________________________</td>
<td></td>
</tr>
<tr>
<td>Describe the general needs, interests or goals of the teacher, or a problem identified.</td>
<td>Was the goal negotiated, suggested by the teacher or the</td>
</tr>
</tbody>
</table>
## Periodic Coaching Reflection on the Relationship Based Learning Process
To be used in reflective supervision conversations with other coaches and a supervisor.

| Short term: | coach, or another process used? |
|-------------|---------------------------------
|             |                                 |

<table>
<thead>
<tr>
<th>Long term:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

How will the teacher know when a goal is accomplished?

<table>
<thead>
<tr>
<th>Today’s focus of inquiry, discussion or other strategies used were:</th>
<th>Today’s coaching strategies were (circle all that apply and/or describe):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>✓ Observing teacher–child interactions</td>
</tr>
<tr>
<td></td>
<td>✓ Information gathering</td>
</tr>
<tr>
<td></td>
<td>✓ Giving feedback on observed teaching (instructive, positive, reflective)</td>
</tr>
<tr>
<td></td>
<td>✓ Promoting reflection through open ended questions and probing conversations</td>
</tr>
<tr>
<td></td>
<td>✓ Demonstrating a relevant strategy</td>
</tr>
<tr>
<td></td>
<td>✓ Co-planning</td>
</tr>
<tr>
<td></td>
<td>✓ Problem solving</td>
</tr>
<tr>
<td></td>
<td>✓ Other. Describe:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach linked teacher to research based concepts from:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strengths and resources of the teacher include:</th>
<th>Resources given, facilitated or discussed:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Resources still needed are:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conclude: Brief ideas for next steps</th>
<th>Timeline:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Notes:**

- **Today’s focus of inquiry:** Discussion or other strategies used were:
- **Today’s coaching strategies:** (circle all that apply and/or describe):
  - Observing teacher-child interactions
  - Information gathering
  - Giving feedback on observed teaching (instructive, positive, reflective)
  - Promoting reflection through open ended questions and probing conversations
  - Demonstrating a relevant strategy
  - Co-planning
  - Problem solving
  - Other. Describe:
- **Coach linked teacher to research based concepts from:**
- **Strengths and resources of the teacher include:**
- **Resources still needed are:**
- **Resources given, facilitated or discussed:**
- **Conclude: Brief ideas for next steps:**
- **Timeline:**
• Is the coach forming a true learning partnership based on trust with the teacher?
• Did the teacher and coach negotiate and clarify their roles and responsibilities?
• Are goals for teacher learning at the center of the partnership?
• Have documentation or assessment tools been chosen?
• Is the coach able to remain flexible during implementation?
• Are conversations focused on problem solving, and is reflective feedback occurring?
• Does the coach encourage reflection and learning through open-ended and probing questions?
• Are the teacher and coach able to state how they will know that they have accomplished planned goals?
• Does every coaching session end with brief notes on ideas for next steps?

**Purpose:** To document and reflect on general relationship-based mentoring practices and specific coaching functions.

**Summary**
Conclude all of the activities with this brief summary and ask the participants what is one ‘take-away’ idea that they want to implement when they act in a coaching role with another teacher.

*Just as teachers today need to be able to share with parents and programs what an individual child knows and is able to do, so too a coach needs to be able to support a teacher to translate their knowledge about children into plans and teaching strategies to continue the child’s learning.*

**More suggested reading and resources**


young children, (Eds.). Greensboro, NC: SERVE.


Chapter 7: Supervisors and Teacher-Leaders as Mentors or Coaches
Summary
This chapter will focus on supervisors and teacher-leaders as mentors or coaches of early childhood teachers. The process of reflective supervision is explored for its power to promote increased competence in early childhood professionals while providing a process for respectful partnership and open communication among staff in the same program.

Outline
The chapter supports your growing capacity to

- compare reflective supervision to the mentoring and coaching process;
- transfer skills and abilities from supervision or teaching to mentoring and coaching;
- meet the needs of a specific professional development (PD) context by choosing technical or innovative strategies and
- contribute to the growth of authentic mentors, coaches and leaders.

Learner outcomes
- Students will understand the purpose and process of reflective supervision.
- Students will be able to identify skills used in leadership roles that may transfer to the roles of mentoring and coaching.
- Students will be able to explain when to use technical or adaptive strategies.
- Students will be able to discuss the impact of joining with a group to ‘grow our own’ mentors and coaches.
Suggested teaching activities

1. Differences in the Roles of Mentoring and Supervising

Divide the class into small groups and ask each group to think of a specific time, place, and situation in their working or volunteer lives in which they were both supervised and mentored by the same person. Encourage them to share a positive experience first. Ask them to try to describe the difference between supervision and mentoring. Only after positive experiences are shared, direct the participants to share any times in their lives when mentoring and supervising by the same person was not successful.

Ask participants to share key points discussed in their small group and then share with the large group. Conclude by referring back to chapter one for characteristics of mentoring and supervising and the importance of clarification of roles. Add any points in the following chapter one chart that was not shared by participants.

<table>
<thead>
<tr>
<th>Mentoring Involves Guiding Reflection &amp; Analysis</th>
<th>Supervision Involves Evaluation, Hiring and Salary Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers should know what, if any parts of their work with mentors are not confidential.</td>
<td>If a mentor has any involvement in hiring, promotion or other employment related decisions, it must be disclosed to the teacher.</td>
</tr>
<tr>
<td>Evaluation of teachers by mentors for the purpose of official position evaluation is usually corrosive to a learning relationship.</td>
<td>In a positive program climate the performance of a teacher is supported through clear division of roles or transparency in the multiple hats held by one person.</td>
</tr>
<tr>
<td>Instead, the role of mentor is better suited to examining an evaluation process with a teacher that will be later implemented by a supervisor or through an outside evaluation process.</td>
<td>A supervisor acting as a mentor would encourage reflection on a classroom dilemma of the teacher’s choice.</td>
</tr>
<tr>
<td>Mentoring is also involved in guiding reflection on, for example, a videotaped classroom transition time to support a teacher to improve proactive guidance strategies.</td>
<td>A supervisor conducting a mandated annual performance review would need to clearly disclose the purpose and function of her observations and conversations with the teacher.</td>
</tr>
</tbody>
</table>

Conclude by asking the group if they feel it may be too challenging for some supervisor – teacher pairs to act in the dual and often conflicting roles of mentor – mentee and supervisor – employee. Note that in the situations where these dual roles do work well, the supervisor is usually very clear about what role they are playing at all times and often is using skills and strategies identified in the ‘reflective supervision’ process when acting as a mentor to an employee. Tell the group the next activity is related to ‘reflective supervision’.

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2. Reflective Supervision

Mini-lecture: Define reflective supervision and give examples.
Supervisors who take the responsibility to guide teachers’ decision-making through reflection are engaged in a form of apprenticeship or on-the-job mentoring known as 
*reflective supervision* (Scott Heller & Gilkerson, 2009).

**Conditions needed:** Fill in from the following bulleted list anything the participants do not state in response to this question,

*What advice would you give to supervisors considering mentoring a teacher?*

- Be clear about your role as well comfortable with the question, “*What hat are you wearing now, supervisor or mentor?*”
- Be able to promoting reflection and professional growth in a teacher, without judgment or criticism.
- Have the ability to demonstrate competencies in “… wondering, responding with empathy yet sharing knowledge if a crisis arises, inviting contemplation rather than imposing solutions, recognizing parallel process, supporting curiosity, remaining open, and recognizing the power of relationship as it affects health and growth” (Michigan Association for Infant Mental Health, 2004 as cited in Weatherston, Weigand, & Weigand, 2010, p. 25).
- Be sure that the teacher voluntarily accepts the supervisor or leader in the role of helping them reflect on immediate daily experiences. The teachers need to feel that sharing their thoughts, feelings, and responses to what they are observing and doing with children and families will be helpful to promoting both the children’s and their own growth and development.
- Clearly state when the power and control lies with the supervisor (i.e, requiring the use of an assessment tool or specific curriculum approach).
- Do not have any “secret agendas.”

**Conclude** by stating that it is essential to ask this question: *Do the supervisors and teachers have a history of successful problem-solving experiences and have mutually decided that they want more time together?*

**Purposes**

- To remind and clarify for participants that supervision has some functions that are very different from mentoring.
- To help participants recognize the importance of role clarity for the teacher.
- To support participants to understand the purposes and process of ‘reflective supervision’.

3. Transferring skills and abilities from supervising to mentoring

Have participants go to Table 7.1 and read the competencies in this list that are needed in reflective supervision. Now ask participants to consider how they might support a supervisor to
use these skills with a teacher seeking mentoring from them.

**Purpose:** To show students how to turn ideas about reflective supervision into practice.

4. **Leaders acting as mentors**

   **Ask participants to journal after class about the following questions after reading the chapter.**
   - Consider a time when you, or someone you know well, took on the duties of managing or leading in an educational or related organization.
   - Discuss several of the duties and skills of a manager who is able to effectively keep a school or other group or organization running.
   - Then, discuss a few strengths that you have observed in a leader who is able to help teachers identify and discuss the vision and direction in which a children’s program should go.
   - Have you ever seen all of these skills present in one person?
   - Finally, do you think it is possible for persons acting as managers or leaders in a school to also act as mentors to teachers?
   - Have you witnessed such dual roles in action? What questions do you have about juggling multiple roles and responsibilities?

**Purpose:** To reinforce and apply ideas about leadership, mentoring and reflective supervision to common early childhood contexts.

5. **Meeting the needs of the situation by choosing technical or innovative strategies**

   **Mini-lecture:** Discuss the differences between technical and adaptive responses to work place dilemmas by sharing concepts from Table 7.2.

   **Direct participants to Table 7.2. and state:**
   Notice the different characteristics of the challenges offered to supervisors and teachers who are working on issues needing technical or innovative responses. After reading the chart, consider a time when you were acting as either a teacher or a supervisor and you were dealing with a work-based dilemma. Now discuss a time when
   - technical work was needed;
   - innovative or adaptive work was needed;
   - or some of both responses were needed to address an issue or problem.

**Purpose:** To introduce students to the importance of differentiating between technical and adaptive responses and to consider when each is the best choice for a work place dilemma.

**More suggested reading**


*Chapter 8: Mentoring and Leadership for Professional Development*
Summary

Traditional early-childhood values of building trust and respect in relationships are central to the power of mentoring. Teachers need to be able to feel comfortable communicating their concerns to the mentor when suggested strategies conflict with their values. Teachers need to be able to tell a mentor what they feel is needed for the families and communities they know well. Finally, *growing our own* more diverse and representative professional-development leaders through mentoring within supportive learning communities has the power to engage early childhood teachers in informed advocacy for all young children. This chapter will especially focus on the activities of early childhood PD leaders in selecting, planning, modifying, and evaluating mentoring projects.

Outline

The chapter supports your growing capacity to

- grow our own effective early childhood professional development (PD) leaders;
- strive for inclusive and multicultural groups and organizations;
- plan for systems of selecting, planning and modifying a mentoring design and
- evaluate effective PD.

Learner outcomes

- Students will be able to describe the characteristics of inclusive groups and organizations
- Students will have an understanding of the process of developing a theory of action plan.
- Students will be able to document and evaluate mentoring and coaching activities.
Suggested teaching activities

1. Learning Communities and Striving for Inclusive and Multicultural Organizations

Get the group thinking about the topics of the chapter by diving them into two groups, each with one of the following questions to discuss.

- Recall a time when you were part of a group for which the old adage, ‘The sum is greater than its parts’ seemed to hold true. In other words, when have you accomplished more as a team than you did separately? When have you experienced ‘two heads being better than One’? What conditions seemed to facilitated the collaboration in either situation?

- Have you ever helped a small group of teachers or other adults increase their ability to communicate more openly? If you did, what contributed to this change?

Bring the groups back together and discuss the following graphic. Share that it shows the foundation for an inclusive PD plan. Notice that the arrow goes both ways because the process is dynamic, requiring groups to maintain all three areas to plan for PD.

Common agreements........ Shared Inclusive Vision.................Collaboration

Next, give a short mini-lecture on the progression of stages through which organizations or groups often move. Describe each phase and give examples of their characteristics from the book. Ask the participants if any of the dynamics and characteristics of these phases seem to fit with their own experiences. Do not require individuals to share their personal experiences in the large group due to the sensitive nature of revealing a challenging experience in a current or previous job setting.

<table>
<thead>
<tr>
<th>Exclusionary Organization</th>
<th>The “Club” Organization</th>
<th>Compliant Organization</th>
<th>Affirming Organization</th>
<th>Redefining Organization</th>
</tr>
</thead>
</table>

Models of multicultural organization development may help a group to keep in mind how individual members experience their participation (Jackson and Holvino, 1988; Jackson, 2005).

Journal

Ask participants to write about the following question and refer back to organizational development phases.

*Have you ever had to recruit new members to a PD or other type of professional planning team*
because the team did not represent the people that it was designed to serve or because the group needed a perspective that was missing?

If this question does not relate to an experience of the journal writing participant, suggest that they should interview another early childhood professional (keeping their name and the organization confidential) who is willing to share their experience. Then relate what was shared to the organizational development phases.

**Purpose:** To understand how learning communities and organizations of early childhood professionals develop if they consistently strive to be more inclusive and affirming of diversity.

2. **Planning for Selecting and Modifying a Mentoring Project Design**

Describe the ‘theory of change’ model for planning a mentoring and coaching project. Use Table 8.3 and fill in the blanks to demonstrate how a group might use this process to plan. Share some initial questions planning groups must address:

- **What is the purpose of our mentoring project? Who will participate?**
- **What information should be gathered from teachers interested in participating?** Examples include education level, experiences with young children, beliefs about their work, type of early learning program, and involvement and support of supervisors.
- **What incentives and/or benefits might the participants experience?**
- **How will accomplishments and challenges be documented?**
- **Who are partners in this project, and what will they contribute?**
- **What is our research based model, resources or framework for our work?**

**Example of a PD Plan:**

**The problem is:** Math

Teachers do not know how to plan effective math learning experiences for children in kindergarten. Children in kindergarten do not demonstrate expected math competencies. Parents have not been instructed about everyday math learning opportunities for their children when they are at home.

**If the intervention is effective, we hope to see changes or increases in:**

(Teacher) Teacher skills and understanding of how children learn math through facilitation of age appropriate games.

(Child) Observed children’s demonstration, while playing games, that they meet expected kindergarten math competencies.

(Parent) Parents frequency of playing games with their children at home (after attending a math night and/or volunteering in school).

<table>
<thead>
<tr>
<th>Kindergarten Math Project – Theory of Change Planning Form</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INPUTS</strong></td>
</tr>
<tr>
<td>-------------</td>
</tr>
</tbody>
</table>

62
<table>
<thead>
<tr>
<th>Resources (time, money, partners, etc.) &amp; research or model</th>
<th>Mentor or coach education &amp; support activities</th>
<th>Mentor or coaching activities &amp; processes</th>
<th>Short-term outcomes or changes in teacher skills, practices, &amp; interaction</th>
<th>Intermediate outcomes or changes in teacher practices &amp; interactions</th>
<th>Long-term child outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Steps in Math (2004), Murdoch University.</strong></td>
<td><strong>Timeline:</strong> 1 month-Sept.</td>
<td><strong>Timeline:</strong> 1 month-October</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Funding Timeline Sept - May</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>District Grant for the First Steps Math Curriculum.</strong></td>
<td><strong>Review mentor competencies with math coaches for building relationships, change, communication, and assessment.</strong></td>
<td><strong>Each math coach will:</strong> 1. Observe teacher 2. Document math strategies 3. Attend a First Step Math PD with teacher 4. Set math goals with teacher 5. Observe again, model strategies.</td>
<td><strong>Teacher-child interaction will show teacher is able to decide on the math pedagogy to move students along.</strong></td>
<td><strong>Teachers will consistently use ‘math talk’ strategies while playing games with children. Teachers will observe and interpret meaning of what children do and say.</strong></td>
<td><strong>Child-ren will meet Math Bench mark for Numer sense when given math tasks in the form of a game.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Meet every Monday after school for four weeks.</strong></td>
<td><strong>Focus: Number Concepts</strong></td>
<td></td>
<td><strong>Parent will play games with child after attending math night.</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Activity:** Ask participants if they have ever worked with an action plan, a strategic plan, a logic model or a theory of action plan. Discuss how these experiences support the coach or mentor to be part of a group process planning for PD that included mentoring or coaching. The advantage of this sort of planning is to align the areas on the plan, to be able to have a leadership team monitor the progress of the mentoring process and to benefit from many perspectives. Ask
participants to form groups of 4-5 people and develop a plan for a problem they have encountered in their work in educational settings.

**Purpose:** To understand how to be part of a planning team using a theory of change model.

**3. Developing leadership for change**

Review the relationship-based competencies in this chapter. Ask participants to self assess and journal about two areas of strength and two specific competencies they want to grow in or learn more about.

**Purpose:** To help students recognize the competencies needed to be effective in relationship-based mentoring or coaching. To encourage students to plan for their own related PD.

**4. Evaluating Program Conditions for PD**

Direct participants to look at Table 8.5 - *Reflecting on Conditions Conducive to Reflective Supervision and Professional Learning.* Discuss the importance of a program’s readiness to support the mentoring or coaching of their teachers. On a large sheet of paper, create two columns, one for “conditions that support PD” and one for “conditions that derail PD”. Ask the participants brainstorm ideas. Conclude by referring back to Table 8.5 for additional factors for each column.

**Conclude** by asking how these conditions might change. Note there are no easy answers but the first step is recognizing that successful mentoring, coaching and reflective supervision also requires receptive program conditions.

**Purpose:** To enable students to recognize conditions in an organization or program that either support or do not support a conditions for effective PD.

**Journal:** Ask participants to journal about why these experiences should be present in any mentoring or coaching or relationship-based PD plan.

**Does the mentoring process facilitate experiences allowing a teacher to**

- observe, implement and receive constructive feedback;
- integrate theory, research, and practice;
- make meaning of his or her experiences and to evaluate those experiences against standards of quality;
- provide positive models of early-childhood practice consistent with NAEYC standards;
- be provided with other models and/or experiences (when settings used for field experiences do not reflect high-quality standards); and
- include field experiences with cultural, linguistic, racial, and ethnic diversity in families and communities (2010-NAEYC, 2011, p. 59)?

**5. Document teacher experiences during mentoring over time**

Review this form with participants. Ask them to discuss the purpose of each section.
MENTORING VISIT RECORD
Complete each section with brief anecdotal notes.

<table>
<thead>
<tr>
<th>Mentor ______________________</th>
<th>Teacher __________________________</th>
<th>Date: __________</th>
</tr>
</thead>
</table>

PURPOSE, FOCUS, OR GOAL AREA
- Underline one: Goal negotiated with teacher / mentor suggests goal / goal assigned
- Primary focus or goal: (I will be able to . . . when . . .)
- Emergent issues, needs, or interests of the teacher also explored:

FREQUENCY: How often do we meet?
DURATION: How long do we meet for each visit?

<table>
<thead>
<tr>
<th>MENTORING and/or COACHING TOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>MENTORING STRATEGIES AND TEACHER RESPONSE</td>
</tr>
<tr>
<td>OBSERVE</td>
</tr>
<tr>
<td>Observed interactions Documented with:</td>
</tr>
<tr>
<td>• video</td>
</tr>
<tr>
<td>• photos</td>
</tr>
<tr>
<td>• narrative notes</td>
</tr>
<tr>
<td>• anecdotal notes</td>
</tr>
<tr>
<td>• assessment tool</td>
</tr>
<tr>
<td>• checklist</td>
</tr>
<tr>
<td>• collected data</td>
</tr>
<tr>
<td>• Noted purpose of visit</td>
</tr>
<tr>
<td>• Watched, listened, sought information, noticed, empathized</td>
</tr>
</tbody>
</table>

REFLECT
<table>
<thead>
<tr>
<th>Gave feedback about observed interactions or other focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Used positive feedback, open-ended or clarification questions</td>
</tr>
<tr>
<td>• Made reflective comments</td>
</tr>
<tr>
<td>• Helped make meaning and connections with previous concepts</td>
</tr>
<tr>
<td>• Identified new concepts, challenges, and successes</td>
</tr>
</tbody>
</table>
### APPLY

| • Modeled or demonstrated  
| • Co-planned  
| • Co-taught  
| • Engaged in problem solving  
| • Role-played  
| • Provided resources  
| • Collaborated by: | • Had an instructive conversation and ended with an affirmation  
| | • Reviewed progress toward goal |

### PROGRESS TOWARD GOALS: What is going well, and what is challenging?

### NEXT TIME: The action steps (including timeline and people responsible) are:

**TAKING THE PULSE OF THE MENTORING RELATIONSHIP**

I am still wondering or I need support about (relationship building, communication, assessment, goal-setting, adult learning strategies, content resources, etc.)

### Purpose: To help students better understand how to document a teacher’s learning over time and the strategies used by mentors and coaches.

### 6. Plan for promoting professional development of the mentor

### Conclude the class by discussing this question:

*What are several themes from your reading and reflection on the mentoring process that have affected your head (ideas), your heart (feelings), and your hands (ways to apply what you feel and know)?*

### Journal

Encourage participants to respond to this question in their journal to keep their learning going.
What do these themes mean to you as a person who is passionate about supporting the learning and development of the adults and children involved in early-childhood education? Choose one of the areas in Figure 8.5, and make an action plan.

**Purpose:** To provide an opportunity for participants to reflect and summarize their learning in this course and to plan for future learning about relationship-based mentoring and coaching strategies.

**More suggested reading and resources**


New Forums.


