

## Trainer Facilitator Guide

### ***Laying a Foundation for Successful Mentoring***

#### *Training Module 1: Building a Positive and Productive Relationship With Your Teacher Candidate*

Teacher candidates' practicum experiences have an essential role in shaping their early-career effectiveness (Gareis & Grant, 2014; He, 2009; Ronfeldt, Brockman, & Campbell, 2018; Ronfeldt, Goldhaber, et al., 2018). Despite evidence that the quality of teacher candidate placements affects beginning teachers' efficacy, mentor teachers rarely receive training on how to effectively coach teacher candidates (Hoffman et al., 2015, Valencia, Martin, Place, & Grossman, 2009).

Mentor teachers working with teacher candidates from the Boise State University College of Education will have the opportunity to receive professional development to acquire mentoring strategies and skills and to learn how to build capacity for College of Education faculty members, university liaisons, and resident liaisons. Research and evidence highlighted in this document will be applied throughout the professional development activities to strengthen the expertise of mentor teachers and the quality of teacher candidates' practicum experiences.

Over the past decade, research has identified practices that contribute to effective mentoring and successful teacher candidate outcomes. Among them are strategies that promote relationship building and trust (Graves, 2010; Hoffman et al., 2015), effective communication and feedback (Akcan & Tartar, 2010; Lawley, Moore, & Smajic, 2014), building teacher candidates' self-efficacy (Bandura, 1977, 1994; Tschannen-Moran & Hoy, 2007; Kitching, Morgan, & O'Leary, 2009), lesson planning (Norman, 2011), and implementation of instructional and classroom management strategies (Roberts, Benedict, & Thomas, 2014; Sayeski & Paulsen, 2012). Research has also investigated strategies to help teacher candidates and beginning teachers develop the resilience to remain in the profession (Beltman, Mansfield, & Price, 2011; Le Cornu, 2009); foster continuous learning and professional growth (Sayeski & Paulsen, 2012); and work with diverse students, families, and communities (Evans, 2013).

REL Northwest developed training materials for three modules that can be presented all at once in a full-day training or in two or three separate sessions. The content for each module is summarized below.

- *Module 1: Building a positive and productive relationship with your teacher candidate.* This module will help participants understand and use evidence-based practices for developing productive and trusting relationships between mentor teachers and teacher candidates. It will also feature content and activities that help mentor teachers use communication and feedback strategies that build teacher candidates' efficacy and identity as educators.
- *Module 2: Mentoring teacher candidates in the art and science of teaching.* This module will help participants understand and use evidence-based practices to help teacher candidates acquire effective planning, instruction, and classroom management skills. Facilitators will emphasize modeling and coaching strategies for adult learners in school and classroom contexts.
- *Module 3: Fostering resilience, social awareness, and appetite for professional growth.* This module will help participants understand and use evidence-based practices to help teacher candidates develop the professional mindsets and social and emotional skills needed to adapt to unique and challenging school contexts, commit to lifelong professional learning, and find and get the most out of professional development opportunities. It will also give participants

strategies to help teacher candidates develop the ability to empathize with others, including individuals from backgrounds different from their own; understand social, cultural, and ethical norms for behavior; and recognize family, school, and community values and resources. Facilitators will provide resources to help mentor teachers use their classroom environment to train teacher candidates and prepare them for the different conditions they might experience as a first-year teacher.

This facilitation guide differentiates instructions for facilitators delivering the training face-to-face and virtually. Training materials include the following resources:

- Attachment B: PowerPoint presentation
- Attachment C: Participant agenda and handouts
- Attachment D: Virtual training templates
- Attachment E: References list

Each training module features activities based on the “relate, tell, show, do, review, and apply” technique (Ness, 2018):

<b>Icon</b>	<b>Description</b>
	<i>Relate and tell:</i> Facilitators present information about evidence-based strategies. Graphics and practical examples make the information relevant, and independent reflection, small-group discussion, and whole-group question and answer activities engage participants and help them connect the information to their own experiences.
	<i>Show:</i> Facilitators demonstrate how to implement evidence-based strategies in real-life scenarios through modeled role-play, videos, and practice with case studies.
	<i>Do:</i> Facilitators lead participants through structured practice of evidence-based strategies, including role-play and problem-based learning activities (Duch, Groh, & Allen, 2001).
	<i>Review and apply:</i> Facilitators conduct quick knowledge checks (and occasionally longer interactive activities) throughout the modules that allow participants to check their understanding in pairs or teams. To prepare participants to apply what they have learned, facilitators lead them through goal-setting and action-planning activities that help them apply their skills to their own context.

***Training module 1: Building a positive and productive relationship with your teacher candidate***  
*Estimated time: 2 hours*

**Learning outcomes**

By the end of this session, participants will be able to:

- Identify and practice evidence-based strategies for building positive and productive relationships with teacher candidates
- Describe and practice evidence-based mentoring strategies to help build the efficacy of teacher candidates as educators

**Session at a glance**

Welcome and introductions (15 minutes)

- **Do:** Icebreaker
- **Relate** and tell: Phases of first-year teaching

Topic 1: Develop a positive and productive relationship by prioritizing effective communication (45 minutes)

- **Relate** and tell: Research anchor
- **Show:** Video clip
- **Relate** and tell: Group discussion
- **Show:** Case study
- **Do:** Communications commitments
- **Review and apply:** Day One conversation

Topic 2: Build self-efficacy of teacher candidates as educators (50 minutes)

- **Relate and tell:** Research anchor
- **Do:** Gallery walk
- **Relate and tell:** Mastery experiences, microteaching, and persuasion
- **Show:** Persuasion demonstration
- **Relate and tell:** Self persuasion, modeling, and emotional states
- **Show:** Evidence-based practices role play
- **Do:** Evidence-based practices role play
- **Review and apply:** Using evidence-based practices

Wrap-up (10 minutes)

- Review and apply: Reflection
- Questions

## Training preparation

### *Face-to-face delivery*

#### Materials

- Chart pack
- Large Post-its
- Markers
- Blank paper
- Handout packets

#### Session setup

- Make copies of handouts
- Write “Parking Lot” on a piece of chart paper, which will be used to capture any questions that can be answered offline or later during a more appropriate part of the session
- Prepare poster paper for icebreaker
- Write questions on chart paper for the efficacy gallery walk
- Pull up the video *Why Mentors Matter: Voices of New Teachers* (<https://www.youtube.com/watch?v=It-gNBMAJBM>)

### *Virtual delivery*

#### Materials

- Zip file of training handouts (PDFs)
- Links to Google Docs
- Link to a free word cloud generator (such as <https://www.jasondavies.com/wordcloud>)
- Link to poll or embedded poll prepared ahead of time for icebreaker activity

#### Session setup

- Prepare participant email list and send zip file containing handouts the morning of the training
- Create a slide to explain how to use features of your webinar platform, including the chat or Q&A box, breakout rooms, polling, and whiteboards
- Establish a shared virtual space, such as a Google Doc, for “Parking Lot” questions that can be answered offline or later during a more appropriate part of the session
  - Make sure permissions are set so that anyone with the link may edit the document
- Create a Google Doc for the gallery walk activity (Attachment D provides a template)
  - Make sure permissions are set so that anyone with the link may edit the document
- Create a poll to embed in the platform for the icebreaker activity
- Pull up the video *Why Mentors Matter: Voices of New Teachers* (<https://www.youtube.com/watch?v=It-gNBMAJBM>)

## Step-by-Step Facilitation Guide



### Welcome and Introductions 15 minutes total

*Purpose: Build the learning community by prompting participants to share information about themselves and then introduce the purpose and objectives of the mentor teacher training.*

#### Visual Aids

- Session title
- About REL Northwest
- Series overview
- Agenda for today
- Session objectives

1. Display the **Title** slide. Welcome participants as they arrive.
2. Begin with a few opening remarks that set a welcoming and supportive tone.
3. Introduce yourself, your professional background, your experience with teaching and being a mentor teacher (if applicable), and your pronouns.
4. Show the **About REL Northwest** slide and state that the training was developed by REL Northwest in partnership with Boise State University faculty members. Provide a high-level overview of the REL program and its main areas of work.
5. Display the **Series overview** slide, a brief introduction of key points about this mentor teacher professional development series. The following key points are on the slide.

#### Key points:

- The experiences of teacher candidates during their practicum have an essential role in shaping their early-career effectiveness (Gareis & Grant, 2014; He, 2009; Ronfeldt, Brockman, & Campbell, 2018; Ronfeldt, Goldhaber, et al., 2018).
  - This professional development was designed for mentor teachers working with teacher candidates from the Boise State University College of Education to provide them with the opportunity to develop effective mentoring strategies.
  - The professional development topics align with what research has identified as best practices that contribute to effective mentoring and successful teacher candidate outcomes.
  - Three two-hour modules have been created to support each topic:
    - a. *Module 1*: Building a positive and productive relationship with your teacher candidate
    - b. *Module 2*: Mentoring teacher candidates in the art and science of teaching
    - c. *Module 3*: Fostering resilience, social awareness, and appetite for professional growth
6. Display the **Agenda for today** slide and summarize the content of the training.
  7. Share the **Session objectives** slide and tell participants that during this interactive professional development, they will participate in activities that help mentor teachers practice communication and feedback strategies to build teacher candidates' efficacy and identity as educators. Then review the participant learning outcomes for this training module. Refer participants to the **Evidence-based strategies** handout. Ask them to keep it handy because they will use it for activities throughout the training.



**Visual Aids:** Icebreaker: How much do you agree? (slides 6–9)

**Materials:** Large Post-its/poster paper for **face-to-face training** and online poll for **virtual training**

**Facilitator Notes:** *For face-to-face trainings, designate which side of the room represents “agree” and which represents “disagree.” Use large Post-its to label each side.*

1. Tell participants they will begin with a quick icebreaker that involves responding to some statements about mentoring.

**Face-to-face**

- a. Point out the “agree” and “disagree” signs on opposite sides of the room. The middle of the room represents neutral or “don’t know.”
- b. Begin the icebreaker by sharing the slide **Icebreaker: How much do you agree? (Mentor statement 1)**.
- c. Ask participants to move to whichever side of the room best represents their response.
- d. After participants have selected their response, ask them to turn to someone and share following:
  - i. Their name
  - ii. Their school/district
  - iii. Why they responded the way they did
- e. Share with participants the next three slides and repeat this process. Suggest that they select someone they haven’t talked to so they can meet multiple people.

**Virtual**

- a. Load the poll in your webinar platform or link to an online poll where participants can respond “strongly agree,” “agree,” “disagree,” “strongly disagree,” or “I don’t know” to each of the mentor statements.
- b. Begin the icebreaker by sharing the slide **Icebreaker: How much do you agree? (Mentor statement 1)**.
- c. Ask participants to choose a response in the poll. Show live responses to the poll.
- d. After participants have selected their response, encourage them to type in the chat box the following:
  - i. Their school/district
  - ii. Why they responded the way they did  
**OR** what surprised them about the poll results
- e. Share with participants the next three slides and repeat this process.

**Mentor Statement 1:** “I have had a positive mentor in my life—either a mentor teacher or another type of mentor.”

**Mentor Statement 2:** “I feel confident and excited to be a mentor teacher in a remote or online environment.”

**Mentor Statement 3:** “The focus of mentoring work with a new teacher should be supportive, not evaluative.”

**Mentor Statement 4:** “After providing feedback during a lesson debrief, I expect my mentee to integrate what we discussed into the next lesson.”

2. Ask participants to reflect on how they might use what they learned from this activity in their roles as mentor teachers.



## RELATE AND TELL

2 minutes

### Visual Aid: Phases of First-Year Teaching

1. Show the slide **Phases of First-Year Teaching**. Say: “Based on lessons learned from supporting 1,500 new teachers, the Santa Cruz New Teacher Project developed a framework to help mentors understand the process that beginning teachers go through (Moir, 1990). Let’s consider this framework as we talk about how teacher candidates’ needs may be different, depending on what stage they are in during the year. We will refer to this framework throughout the three modules” (Katz, 1972; Drafall & Grant, 1994).
  - In the **Early Phase** of first-year teaching, teachers experience “anticipation” followed by “survival” (Trubowitz, 2004). Before school begins and during that first week, beginning teachers often feel excitement and a high level of commitment to making a difference. In this early stage, beginning teachers have a vague understanding of how to accomplish this goal. By mid-September to early October, the day-to-day realities of teaching are becoming more apparent, and new teachers are feeling more overwhelmed with unanticipated challenges. They often feel they don’t have time to slow down and reflect.
  - The **Middle Phase** of first-year teaching includes “disillusionment” and later “rejuvenation.” Disillusionment often occurs between October and December. After intense months of nonstop work since the beginning of the school year, teachers are fatigued and overwhelmed with back-to-school night, family conferences, and their first evaluation with their administrator. Beginning teachers who are feeling disillusioned are often questioning their ability, as well as their fit in the profession. Rejuvenation often begins over winter break, when beginning teachers can rest and see family and friends. At this point, many beginning teachers will reflect on their accomplishments and feel a new sense of urgency to make a positive difference in the lives of students.
  - The **Late Phase** of first-year teaching includes “reflection” and “anticipation.” The last weeks of the first teaching year are focused on reflection. The beginning teacher has the opportunity to look back and think about how far they have come, what lessons they have learned, and how they want to modify their teaching practice for the next year. Over the summer, the beginning teacher again experiences a sense of anticipation and commitment—looking forward to the next teaching year with a new level of confidence.



**Topic 1: Develop a positive and productive relationship by prioritizing effective communication**  
45 minutes total



**RELATE AND TELL**

**2 minutes**

1. Display the **Topic 1: Develop a positive and productive relationship by prioritizing effective communication** slide and summarize the objective for this section:

Objective: Identify and practice evidence-based strategies for building positive and productive relationships with teacher candidates.

**Visual Aids:**

- Topic 1: Develop a positive and productive relationship by prioritizing effective communication
- Research Anchor 1

2. Say: “In the icebreaker, you reacted to statements that focused on teacher mentoring (whether as a mentor teacher or a mentor in another context) and some of the areas you’ll want to consider when approaching your relationship with a new teacher. There are many definitions of mentoring. However, most include three components: ‘relationship, process, and context’” (Ambrosetti & Dekkers, 2010, p. 43).

3. Display the slide **Research Anchor 1** and ask participants to read the quote.

**Research Anchor 1:** *“Stanulis and Russell (2000) found that the key aspect of the beginning of the field placement was the building of a relationship between the mentor teacher and [candidate] teacher. It was because of their trusting and communicative relationship that [candidate] teachers felt encouraged to take risks in their teaching that led to greater learning, a concept the researchers termed ‘jumping in’ (p. 67). This ‘jumping in’ was viewed as an important part of effective mentoring by both mentor teachers and [candidate] teachers, with positive relationships providing the necessary space from which to engage in these practices”* (Hoffman et al., 2015, p. 104).



**SHOW**

**13 minutes**

**Video:** Why Mentors Matter: Voices of New Teachers

**Materials:** Large Post-it (face-to-face training) or word cloud generator (virtual training) to record participant discussion

**Visual Aids:** Seven evidence-based practices (slides 14 – 21)

**Handout:** Evidence-based strategies

1. Have the video **Why Mentors Matter: Voices of New Teachers** pulled up and ready to be projected. Play the **three-minute** clip: <https://www.youtube.com/watch?v=It-gNBMAJBM>.

**Key questions**

- What three words come to mind when you think of a successful mentor?
  - Think about your first professional mentor. List a few things they did that made them memorable.
2. Ask for volunteers to share their responses. Record their responses on a large Post-it for face-to-face trainings and in a word cloud generator (such as <https://www.jasondavies.com/wordcloud>) for virtual trainings.
  3. Summarize the themes you heard.

4. Show the **Seven evidence-based practices** slide and review the importance of how to begin building a positive and trusting relationship between the mentor teacher and teacher candidate. Say: “Here are seven evidence-based communication practices you can use with your teacher candidate. We will walk through each of them with you. As we go through the strategies, follow along with your ‘Evidence-based strategies’ handout.”
5. Show the **Start building a relationship on day one** slide. Note that several research studies suggest that the early days of building a relationship with your teacher candidate are crucial. Setting clear expectations and norms for each other helps lay the foundation for a productive relationship (Hobson, Ashby, Malderez, & Tomlinson, 2009; Edwards, 1998; Feiman-Nemser, McDiarmid, Melnick, & Parker, 1989; Rajuan, Beijaard, & Verloop, 2007; Roberts, Benedict, & Thomas, 2014).
6. Show the **Establish clear communication venues and modes** slide. Say: “Setting communication norms in the beginning of a mentor teacher-teacher candidate relationship is important. Make space for open and honest communication” (Chamberlin, 2000; Roberts et al., 2014; Smith, 2005, 2007; Trubowitz, 2004).
7. Show the **Build trust to help teacher candidates “jump in”** slide. Say: “Trust helps teacher candidates take smart risks and ‘jump in’ to teaching. These smart risks create space for teacher candidates to try new instructional strategies” (Hoffman et al., 2015; Stanulis & Russell, 2000).
8. Show the **Use active listening skills** slide. Say: “To build trust with your teacher candidate, practice active listening skills. Let the teacher candidate take the stage while you ask clarifying questions and help the teacher candidate reflect on their practice. Be as nonjudgmental as possible when offering constructive criticism” (Douglas, 2011; Hobson et al., 2009; Liliane & Colette, 2009; Trubowitz, 2004).
9. Show the **Invest time in consulting, collaborating, and reflecting together** slide. Say: “Trust builds slowly and takes time. Make opportunities to get to know each other. This may include spending time in each other’s classrooms, participating in school activities, or engaging in one-on-one meetings or quick check-ins. Be open to having your teacher candidate observe your teaching” (Akcan & Tartar, 2010; Chamberlin, 2000; Dweck, 2007; Feiman-Nemser, 2001; Gut, Beam, Henning, Cochran, & Knight, 2014; LoCasale-Crouch, Davis, Wiens, & Pianta, 2012; Smith, 2005, 2007).
10. Show the **Use a strengths-based approach** slide. Say: “Try to approach communication and interactions with your teacher candidate using strengths-based language instead of deficit-based language. Know and build on the strengths of your teacher candidate. Give encouragement and share your experiences—good and bad” (He, 2009; Dweck, 2000, 2007). “A focus on content, as well as emotional support, helps build effective relationships between mentor teachers and teacher candidates” (Grossman & Davis, 2012).
11. Show the **Encourage engagement with other teachers** slide. Say: “Engaging with new and veteran teachers can help develop mutuality, empowerment, and self-efficacy. Consult with others when you need support in being a mentor teacher too” (Carroll, 2005; Hoffman et al., 2015; Roberts et al., 2014).



## RELATE AND TELL

10 minutes

**Visual Aid:** Group discussion

**Materials:** Large Post-it to record participant discussion

**Facilitator Notes:** *For face-to-face trainings, create designated spaces around the room where groups will congregate. Consider pre-making signs for Group 1, Group 2, and Group 3 and then posting them at each group's work area.*

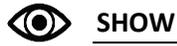
### Face-to-face training

- a. Ask participants to count off by three and form groups (**two to three minutes of setup time**). Each group should have three to five people. Ask each group to select a recorder to take notes on a large Post-it and designate a reporter to share key points during the group discussion.
- b. Display the **Group Discussion** slide. Each group is assigned a question to discuss (see below). Make sure each question is being discussed by at least one group. Give groups **five minutes** to discuss their question and write key points. Encourage participants to think about how to use evidence-based strategies in an online or remote environment.
  - Group 1: What evidence-based communication strategies have you tried or would like to try to set a positive tone on day one? Week one? Provide examples.
  - Group 2: What evidence-based communication strategies have you tried or would like to try to build trust with your teacher candidate? Provide examples.
  - Group 3: What evidence-based communication strategies have you tried or would like to try to rebuild trust if it is lost? Provide examples.
- c. Have groups put their Post-it on the wall and share their key points with the group (**two-minute debrief**).

### Virtual

- a. Tell participants they will be assigned to breakout rooms (**up to two minutes of setup time**). Each group should have three to five people. Ask each group to select a recorder to take notes in a Google Doc (see example in Attachment D) and designate a reporter to share key points during the group discussion.
- b. Display the **Group Discussion** slide. Each group is assigned a question to discuss (see below). Make sure each question is being discussed by at least one group. Give groups **five minutes** to discuss their question and write key points. Encourage participants to think about how to use evidence-based strategies in an online or remote environment.
  - Group 1: What evidence-based communication strategies have you tried or would like to try to set a positive tone on day one? Week one? Provide examples.
  - Group 2: What evidence-based communication strategies have you tried or would like to try to build trust with your teacher candidate? Provide examples.
  - Group 3: What evidence-based communication strategies have you tried or would like to try to rebuild trust if it is lost? Provide examples.
- c. Have each group share its key points with the whole group while participants from other groups review the corresponding notes in the Google Doc (**two-minute debrief**).

Thank everyone for their efforts. Transition to the case study training activity.



10 minutes

**Handout:** The Case of Pam and Linda

**Visual Aid:** The case of Pam and Linda

1. Give participants **five minutes** to read the handout **The Case of Pam and Linda** (Bradbury & Koballa, 2008).
2. Display **The case of Pam and Linda** slide and have participants work with an elbow partner (face-to-face training) or in pairs or groups of three in randomly assigned breakout sessions (virtual training) and discuss the questions on the slide for about **five minutes**. Notify participants when they are at the halfway point (2.5 minutes) so they can make sure they get to all the questions.

**Key Questions:**

- Overall, was Pam and Linda’s mentor-mentee relationship successful? Why or why not?
- How were Pam’s and Linda’s expectations about their relationship similar and different?
- Which evidence-based strategies could they have used to improve their relationship?
- Ask a few people to share their answers. If necessary, emphasize the following key points:

**Key points**

- Relationship building can start on day one by communicating and listening for expectations (Hobson et al., 2009; Edwards, 1998; Feiman-Nemser et al., 1989; Rajuan et al., 2007; Roberts et al., 2014).
  - Trust is the crux of a relationship between a mentor and mentee. Having a transparent discussion about expectations and collaboratively developing specific agreements is essential to building trust in the mentor-mentee relationship (Bradbury & Koballa, 2008; Graves, 2010).
  - Listening builds trust (Douglas, 2011; Hobson et al., 2009; Liliane & Colette, 2009; Trubowitz, 2004), as does establishing formal and informal lines of communication (Chamberlin, 2000; Roberts et al., 2014; Smith, 2005, 2007; Trubowitz, 2004) and investing time in the relationship (Akcan & Tartar, 2010; Chamberlin, 2000; Dweck, 2007; Feiman-Nemser, 2001; Gut et al., 2014; LoCasale-Crouch et al., 2012; Smith, 2005, 2007).
  - Drawing on teacher candidates’ strengths to address challenges creates a positive learning environment (He, 2009; Dweck, 2000, 2007)
  - Teacher candidates expect to have opportunities to perform and grow, as well as ongoing feedback (Bradbury & Koballa, 2008; Bullough et al., 2002; Graham, 2006; Tripp & Eick, 2008).
3. Transition to the next activity, in which participants will begin planning how to discuss expectations with their teacher candidate.



**DO**

**5 minutes**

**Handout:** Communication Commitments

1. Reflecting on the evidence-based strategies you learned about, use the handout **Communications Commitments** to jot down communications norms and expectations you will establish to foster a positive and productive relationship with your teacher candidate. You can use this document as a starting point to develop communications norms with your teacher candidate.



**REVIEW AND APPLY**

**5 minutes**

**Facilitator Notes:** *If the training is virtual, invite everyone to type their reflections in the chat box.*

**Visual Aid:** Day One conversation slide

1. Ask participants to think about the case study and conversations with their peers and respond to the following prompts on the **Day one conversation** slide:
  - Which evidence-based strategies you learned about today will you use to guide your first conversations with your teacher candidate?
  - What expectations will you want to discuss with your teacher candidate during your first meeting?
2. Encourage participants to write down their responses so they can remember them for their first conversations with their teacher candidate.
3. Invite a few participants to share what they wrote with the group (face-to-face training) or write their responses in the chat box (virtual training).
4. Summarize the responses of participants who volunteered to share with the whole group and say a few words that transition to the second topic: self-efficacy.

**Break**

**10 minutes**



**Topic 2: Build self-efficacy of teacher candidates as educators**

**50 minutes total**

*Objective: Identify and practice evidence-based mentoring strategies to help build the self-efficacy of teacher candidates as educators.*



**RELATE AND TELL**

**5 minutes**

*Purpose: Participants learn about evidence-based mentoring strategies to help build the efficacy of teacher candidates as educators.*

1. Display the **Topic 2: Build self-efficacy of teacher candidates as educators** slide and read the objective.
2. Display the **Research Anchor 2** slide that refers to self-efficacy slide. Describe self-efficacy as an individual's belief in their capacity to execute behaviors necessary to

**Visual Aids:**

- Topic 2: Build self-efficacy of teacher candidates as educators
- Research Anchor 2
- Why Does Self-Efficacy Matter?
- Teachers with a stronger self-efficacy tend to ...

produce specific performance attainments (Bandura, 1977, 1994).

**Research Anchor 2:** *“Teachers’ self-efficacy is a little idea with big impact” (Tschannen-Moran & Hoy, 2007, p. 954), with “a profound effect on resilience and persistence” (Kitching, Morgan, & O’Leary, 2009, p. 54).*

3. Display the **Why does self-efficacy matter?** Slide. Say: “This is a quote from a professor who focused on educational psychology. Dr. Anita Woolfolk Hoy said:

*“Teachers who set high goals, who persist, who try another strategy when one approach is found wanting—in other words, teachers who have a high sense of efficacy and act on it—are more likely to have students who learn” (Shaughnessy, 2004, pp. 156–157).*

4. Display the **Teachers with a strong sense of self-efficacy tend to ...** slide. Walk participants through the following key points:

#### Key points

- Research suggests that teachers with a strong sense of self-efficacy tend to be better planners and more willing to implement curriculum reform (Cerit, 2013).
- Research also suggests that teachers with a strong sense of self-efficacy tend to be more resilient (Tschannen-Moran, Hoy, & Hoy, 1998) and more committed to their work (Kitching et al., 2009).
- Finally, teachers with a strong sense of self-efficacy tend to be more supportive of their students (Tschannen-Moran et al., 1998).



**DO**

**12 minutes**

*Purpose: Participants begin to plan mentor activities for building teacher efficacy to support student outcomes.*

**Facilitator Notes:** *For face-to-face trainings, have large Post-its prepared with questions and hung up in four quadrants of the room.*

**Visual Aid:** Gallery walk activity

**Materials:** Four large Post-its, each with one question written on the top (face-to-face training) or a Google Doc based on the template in Attachment D (virtual training)

1. Display the **Gallery walk activity** slide and tell participants they are going to work in small groups to discuss the following questions:
  - Reflecting on your own early teaching experience, what helped you develop a sense of self-efficacy?
  - What are some strategies you have tried or would like to try to encourage self-efficacy in your teacher candidate?
  - What are some signs that your teacher candidate is developing self-efficacy?

### Face-to-face training

- a. Divide participants into four teams. If there is no obvious way to do this, have participants count off one to four.
- b. Tell participants they will be moving from poster to poster with their small group. They will have **two to three minutes** at each poster (about **eight minutes** total). Keep the slide with directions displayed during the entirety of this activity.
- c. Participants should discuss the question at the top of each poster and then write a few responses. Make sure they know these responses will be shared with the whole group.
- d. Every **two to three minutes**, tell participants it is time to move to the next poster. Repeat until all groups have visited all four posters.
- e. Ask for volunteers to read the responses to each question on the posters.

### Virtual training

- a. Tell participants they will be randomly assigned to virtual breakout rooms with an equal number of participants in each room. Each group will be assigned a text color to use in a Google Doc. Each group should select a recorder to type its responses in the Google Doc using the group's text color.
- b. Share a link to the Google Doc in the chat box and ask participants to open the link. Tell them they will have about **eight minutes** to discuss the questions (**two to three minutes** per question).
- c. Randomly assign participants to virtual breakout rooms with an equal number of participants in each room.
- d. Monitor each group's discussion by entering the breakout rooms.
- e. Bring all participants back together after **eight minutes** and give them **up to two minutes** to read the other groups' responses.

2. With the remaining **two minutes**, debrief the activity. Ask: "What stood out to you about this topic?" Allow participants to share responses with the whole group out loud (face-to-face training) or the chat box (virtual training).



### RELATE AND TELL

5 minutes

*Purpose: Participants learn and practice some evidence-based strategies for building teacher candidates' self-efficacy as educators.*

1. Say: "Now that we have reviewed the positive impact of self-efficacy on teaching and learning success, let's learn some evidence-based strategies to help your teacher candidate build their self-efficacy."
2. Display the slide **How to build self-efficacy**. Say: "The strategies we will discuss today are largely based on Albert Bandura's socio-cognitive theory, initially developed in 1977. These include mastery experiences, verbal persuasion, modeling, and emotional states. We added self-persuasion, which is based on research in medicine and sports psychology. Let's discuss these strategies and get some practice with them."
3. Display the **Mastery Experiences** slide. Say: "Mastery experiences happen when we overcome challenges to achieve success. When we experience success, no matter how big or small, our confidence

#### Visual Aids:

- Evidence-based strategies for building self-efficacy
- Mastery experiences
- Microteaching
- Persuasion

grows—and our belief that our skills and abilities made the difference is strengthened” (Bandura, 1977; Siwatu, Frazier, Osaghae, & Starker, 2011; Smith, 2007; Tschannen-Moran & Hoy, 2007).

4. Ask participants to jot down the last time they had a mastery experience. Give examples, such as crabbing or fly fishing, growing a vegetable garden, running a race, learning to play the guitar, or baking a loaf of sourdough bread from scratch.
5. Ask for a few volunteers to share what they wrote and how they felt when they were successful.
6. Ask: “How is self-efficacy built through these mastery experiences?” For face-to-face trainings, ask participants to share their response with an elbow partner. For virtual trainings, ask participants to share their response in the chat box.
7. Display the **Microteaching** slide. Say: “Now we will transfer mastery experiences into a classroom setting by introducing microteaching.” Introduce the following key points:

#### Key points

- Mentor teachers can use “microteaching” to help teacher candidates gain mastery teaching experiences. Microteaching provides structured opportunities for teacher candidates to practice and master skills (Allen & Eve, 1968).
  - Microteaching lessons are typically given to a small group of students and are video recorded. They are typically five to 20 minutes long and offer many opportunities for the teacher candidate to receive feedback. Feedback during and after the lesson may come from students, the mentor teacher, and/or the teacher candidate’s analysis of their own performance. After reflecting on the feedback, the teacher candidate refines the lesson and repeats the teaching demonstration. Cycles of practice and feedback facilitate mastery of teaching skills (Allen, 1980; Siwatu, et al., 2011).
8. Explain the key steps of the process:
    - Teacher candidate **plans** a lesson
    - Teacher candidate **teaches** a video-recorded five- to 20-minute lesson with a small group of students
    - Teacher candidate receives **feedback** from students and mentor teacher
    - Teacher candidate reflects on and **refines** lesson
    - Teacher candidate **reteaches** the lesson
    - Teacher candidate receives **feedback** from students and mentor teacher
  9. Display the **Persuasion** slide. Say, “Mentor teachers can use effective communication strategies to strengthen their teacher candidate’s belief that they have what it takes to succeed as a teacher (Bandura, 1977, 1994). ‘Verbal persuasion’ can provide a temporary boost in perceived ability. Just like a coach gives athletes a pep talk before they run onto the field, mentor teachers can use verbal persuasion to mobilize their teacher candidate to deliver successful lessons” (Adyin & Boz, 2010; Hagen, Gutkin, Wilson, & Oats, 1998; Lent, Lopez, Brown, & Gore, 1996).

 **SHOW**

**5 minutes**

*Purpose: Participants learn to recognize positive and negative verbal persuasion.*

**Visual Aid:** Examples of persuasion

1. Display the **Examples of persuasion** slide. Say: “Let’s consider an example of verbal persuasion.” Read the slide to participants. If there is more than one presenter, have one presenter read or act out scenario 1 and another presenter read or act out scenario 2.

*Imagine today is Amy’s first day teaching a lesson on her own. The students are about to arrive when her mentor teacher tells her ...*

*Scenario 1: “I know you can manage to teach this lesson very well. This group of students is patient and eager to learn. Your university liaison tells me you demonstrated excellent command over instructional strategies you practiced in your classes. I believe you will have no problems managing this class.”*

*Scenario 2: “I know this is going to be difficult for you. There are a lot of students with behavior issues in this class that most experienced teachers would find difficult to manage. Based on how you performed when we co-taught last week, I wouldn’t be surprised if your lesson doesn’t go well.”*

2. Ask participants to reflect on their own experience as a teacher candidate **and** mentor teacher with the following prompts:
  - What do you expect Amy to do in each scenario?
  - How might she feel during and after the lesson?
  - What would you expect to see the next time Amy delivers a lesson?
3. Ask participants to share their reflections with an elbow partner (face-to-face training) or type them in the chat box (virtual training).
4. Ask for a few volunteers to share their reflections with the whole group.
5. Summarize their conclusions, which may include observations about how the mentor teacher could increase Amy’s confidence to perform well in scenario 1 and make her doubt herself in scenario 2. Amy’s positive or negative experiences with her first lesson will be on her mind during her second lesson and could continue to affect her confidence as a teacher.



**RELATE AND TELL**

**5 minutes**

*Purpose: Participants learn two more strategies for developing their teacher candidates’ self-efficacy.*

1. Display the **Self-persuasion** slide. Say: “Mentor teachers may also coach their teacher candidates to use self-talk to build their self-efficacy. Self-talk, or the words we use in our minds when we practice and perform (along with mental visualization of our performance), can improve or sabotage our self-efficacy” (Hardy, Jones, & Gould, 1996; Hardy, Hall, Gibbs, & Greenslade, 2005; Hatzigeorgiadis, Zourbanos, Galianis, & Theodorakis, 2008; Zetou, Vernadakis, Bebetos, & Makraki, 2012).

**Visual aids:**

- Self-persuasion
- Modeling
- Emotional states

Say: “To help develop a mutual understanding of their self-talk, ask your teacher candidate to describe what they were thinking about and what they were feeling before and after practicing or

delivering a lesson. Model positive self-talk when your teacher candidate says negative things about themselves. Positive self-talk can include avoiding overgeneralizations (for example, using ‘always’ and ‘never’) and focusing on actions rather than people (‘I could have called on more students’ versus ‘I’m bad at engaging students’).”

2. Display the **Modeling** slide. Say: “As a mentor teacher, one of your core charges is to invite your teacher candidate to observe your practice and encourage them to learn the craft of teaching through reflection of what they observed. According to Bandura’s theory of social learning (1977), observing others successfully performing a task can increase our own self-efficacy (Aydin & Boz, 2010; Clark & Newberry, 2019; Hagen et al., 1998; Lent, et al., 1996). This type of modeling is also called “vicarious experiences” (Bandura, 1994, p. 3). Like the term suggests, we may learn faster when we can relate to the person performing a task—people who we think could walk a mile in our shoes.

To encourage vicarious experiences, ask other teachers in your school (especially early-career teachers and teachers who can provide positive examples of instructional strategies, classroom management, and other aspects of teaching your teacher candidate may need support with) if your teacher candidate can observe their class. It is important to show teacher candidates examples of effective practice. Examples of poor performance may have a negative effect (Garvis, Twigg, & Pendergast, 2011). If you observe the class with your teacher candidate, you can compare your observations with theirs so that they get an idea of what a veteran teacher observes in their peers’ practice.”

3. Display the **Emotional states** slide. Say: “People rely on their emotions when judging their capabilities. When teacher candidates feel stress and anxiety, it may signal ‘vulnerability to poor performance’ (Bandura, 1994, p. 3). However, the intensity of the emotional reaction is less important than how an individual perceives and interprets those emotions. If a teacher has high self-efficacy, stress may energize them to deliver a successful lesson. However, if a teacher candidate has low self-efficacy, stress may hinder their ability to perform well” (Clark & Newberry, 2019; Lent et al., 1996).



**SHOW**

**8 minutes**

*Purpose: Participants learn to recognize examples of the four evidence-based strategies used together in a conversation between a mentor teacher and a teacher candidate.*

**Visual Aid:** Strategies in action

1. Display the **Strategies in action** slide. Say: “We are going to bring together some of the strategies we learned with a role-play activity. First, we will act out an example conversation between a mentor teacher and a teacher candidate. We will ask you to comment on which evidence-based strategies you noticed the mentor teacher using and how the teacher candidate reacted to them. Then we will break into groups, and you will have a chance to role-play a conversation between a mentor teacher and a teacher candidate that builds self-efficacy.”
2. Tell participants to take note of the evidence-based strategies they observe as they watch the role-play and to be ready to share what they noticed and ask questions about what they saw.
3. Two facilitators model a conversation using the following script:

*Scenario: Julia, a teacher candidate, is about to teach her second lesson on her own. She and her mentor teacher, Carol, are discussing her plans.*

*Carol: Tell me what you are looking forward to about today's lesson.*

*Julia: I'm hoping that the activity I planned will be more engaging to students this time. When I saw a few students' heads down during my first lesson, I felt like I was boring.*

*Carol: No, you're not boring. I noticed you looked nervous and that might have kept you inside your shell a little bit, but your ideas are good. We heard some feedback from the students, and we fine-tuned your lesson last week. Now you've had a chance to practice, and this time, you'll be more confident. You got this.*

*Julia: I feel anxious after last time. I just keep replaying my mistakes in my head.*

*Carol: When I get stuck on negative thoughts, I try to focus on what went well and hit replay. For example, the strategy you used to help the students understand what a fraction is really worked for our English learners. They came in the next day and use the strategy you taught them. That's not easy to do. It's a real win.*

*Julia: Oh, yes, that's right. I almost forgot about that already. I'll try to hold onto that thought and visualize my lesson for today going well.*

*Carol: Good idea. And remember: I'll always be there if you need a hand. Let's take a walk down to the lounge to calm your nerves before the students arrive.*

*Julia: Thanks, Carol. I already feel better. I think I can do this today.*

4. Give participants **five minutes** to share which evidence-based practices they noticed and ask questions about what they saw. For face-to-face trainings, this may occur as a whole group. For virtual trainings, participants may share this information in the chat box.



**DO**

**7 minutes**

*Purpose: Participants practice using the evidence-based strategies for developing teacher candidates' self-efficacy.*

**Visual Aid:** Your turn

1. Ask participants to find a partner (face-to-face training) or prepare participants to be paired up in breakout rooms (virtual training) to try their own role-play.
2. Ask one participant in each pair to play the role of the teacher candidate and ask the other to play the role of the mentor teacher. Say: "As the mentor teacher, your role is to practice applying language that builds your teacher candidate's self-efficacy, such as persuasion, encouraging self-persuasion, and encouraging positive emotional states. As the teacher candidate, your role is to notice the impact of this language on your self-efficacy as you reflect on the lesson you taught." Display the **Your turn** slide:

*Scenario: Yesterday, the teacher candidate tried a lesson inspired by one of the instructional strategies she learned in her university courses. It didn't go well; students started talking among themselves, and the teacher candidate couldn't get them to focus on the lesson. Before the next lesson, the mentor teacher has a conversation with the teacher candidate, with the goal of building the teacher candidate's self-efficacy while giving constructive feedback.*

3. Tell participants to take **two minutes** to role-play the conversation, with one participant as the mentor teacher and the other as the teacher candidate. After two minutes, ask participants to switch roles and act out another conversation for **two minutes**. Listen to the conversations by

walking around the room (face-to-face training) or by entering different breakout rooms (virtual training).

4. Bring the whole group back together and debrief. Ask, “When you played the teacher candidate, what did the mentor teacher say that made you feel confident about your abilities as a teacher?” Ask for a few volunteers to respond to the whole group. Ask: “What did you find challenging about this conversation? What clues did you look for to assess the teacher candidate’s self-efficacy?” Ask for a few volunteers to respond to the whole group. As they do so, ask the other participants to raise their hands (physically in face-to-face trainings or through a hand-raising function in the webinar platform in virtual trainings) when they hear something they agree with.



### REVIEW AND APPLY

3 minutes

*Purpose: Participants review the importance of developing teacher candidates’ self-efficacy.*

**Visual Aid:** Evidence-based strategies for building self-efficacy

1. To recap, display the **Evidence-based strategies for building self-efficacy** slide that participants saw earlier in the presentation.
2. Ask participants to jot down up to two evidence-based strategies they would feel comfortable trying with their teacher candidate. Then ask participants to jot down up to two supports they would like to have from university liaisons to effectively use the strategies they want to try. Tell participants they can use what they wrote to focus support from their university liaison between today and the next session.



### Wrap-up

5 minutes



### REVIEW AND APPLY

5 minutes

**Visual Aid:** Wrap-up

1. Say: “We have covered a lot today, and we are going to take a few minutes to close this part of the training. Take a minute to write down something you learned about building relationships and self-efficacy that you could use in your mentoring practice.”
2. Encourage participants to share what they wrote with an elbow partner (face-to-face training) or in the chat box (virtual training).
3. Tell participants their university liaisons will continue to support them as they try out the evidence-based strategies they learned during the training.
4. Remind participants of the date and topic of the next training in the series (mentoring teacher candidates in the art and science of teaching).
5. Ask if there are any remaining questions you can address before everyone leaves.