

Training Facilitator's Guide

Laying a Foundation for Successful Mentoring

Training Module 3: Mentoring to Foster Social Awareness & Resilience

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 incorporated throughout the professional development activities to strengthen the expertise of mentor teachers and the quality of teacher candidates' practicum experiences.

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 facilitator's guide differentiates between instructions for facilitators delivering the training face to face and instructions for those delivering it virtually. Training materials include the following resources:

- Attachment B: PowerPoint presentation
- Attachment C: Participant agenda and handouts
- Attachment D: Reference list

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

Icon	Description
	<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 et al., 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 3: Mentoring to Foster Social Awareness & Resilience
Estimated time: 2 hours

Session objectives

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

- Define and examine resilience and identify mentoring techniques to foster resilience
- Identify mentoring techniques and activities that encourage social awareness for mentors and their teacher candidates
- Examine professional growth from the lens of the adult learner and identify strategies for building teacher candidates' appetite for professional growth

Session at a glance

Welcome and introductions (15 minutes)

- REL introduction
- Series overview
- Agenda for today
- Session objectives

Topic 1: Fostering resilience (30 minutes)

- **Relate and tell:** What and why - Resilience
- **Show:** Case study on resilience
- **Do:** Facilitator role-play
- **Review and apply:** Participant activity to reflect, plan, and take action in the classroom

Topic 2: Encouraging social awareness (30 minutes)

- **Relate and tell:** What and why - Social awareness
- **Show:** Case study on social awareness
- **Do:** Facilitator role-play
- **Review and apply:** Participant activity to reflect, plan, and take action in the classroom

Topic 3: Building an appetite for professional growth: Teacher candidates as adult learners (30 minutes)

- **Relate and tell:** What and why - Adult learners
- **Show:** Facilitator role-play
- **Do:** Facilitator role-play
- **Review and apply:** Participant activity to reflect, plan, and take action in the classroom

Review (5 minutes)

Series review (5 minutes)

Wrap-up (5 minutes)

Training preparation

Face-to-face delivery

Materials

- Chart pack
- Large Post-it notes
- Markers
- Blank paper
- Handout packets
- Sample mentor-mentee training resources
- Session evaluation

Session Setup

- Make copies of handouts

Virtual delivery

Materials

- Zip file of training handouts (PDFs)

Session setup

- Check permissions on online documents if relevant for the tool being used
- Preset breakout rooms, if desired

Step-by-step facilitator's 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.

1. Display the **Welcome** slide as participants enter the room (face-to-face training) or sign on (virtual training).
2. Welcome participants as they arrive.
3. Allow participants to introduce themselves and respond to the prompt on the slide until the training begins.
4. Display the **Title** slide.
5. Begin with a few opening remarks that set a welcoming and supportive tone.
6. Briefly reintroduce yourself, your professional background, your experience with teaching and being a mentor teacher (if applicable), and your pronouns.
7. Display the **About REL Northwest** slide. Remind participants 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.
8. Display the **Series overview** slide and give a brief introduction of key points about this mentor teacher professional development series. The following key points are on the slide.

Key points:

- Review: The experiences of teacher candidates during their practicum have an essential role in shaping their early-career effectiveness (Gareis & Grant, 2014; He, 2009; Ronfeldt et al., 2018a; Ronfeldt et al., 2018b).
 - This professional development training was designed for mentor teachers to provide them with the opportunity to develop effective mentoring strategies as they work with teacher candidates from the Boise State University College of Education.
 - 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**
9. Display the **Agenda for today** slide and summarize the content of the training.
 10. Display the **“Session objectives** slide and tell participants that during this interactive training they will participate in activities that help mentor teachers use feedback and coaching practices to increase their teacher candidate’s capacity as an educator. Next, review session learning outcomes for this first session:
 11. **Say:** By the end of this session, you will be able to...

Visual Aids:

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

- Identify and plan to use evidence-based instructional coaching strategies with your teacher candidates:
 - Forms of instructional coaching
 - Effective feedback
- Understand how to adapt evidence-based strategies for providing coaching and feedback to your teacher candidates as they develop skills throughout their practicum.



Topic 1: Fostering Resilience
30 minutes total



RELATE AND TELL

Facilitator Notes: *Animated slide reveals second half of slide.*

1. Display the **Topic 1. Fostering Resilience** slide.
2. **Say:** We'll start with the topic of resilience.
3. Display the **What and why: Resilience** slide.
4. **Say:** Let's start with the "what:" Bobek (2002) defines resilience as:
"...the ability to adjust to varied situations and increase one's competence in the face of adverse conditions."
 - Bobek (2002, p. 202)
5. **Say:** Beltman and her co-authors (Beltman et al., 2011) characterize resilience as:
"...a dynamic process...Difficulties are not simply managed, but individuals are able to bounce back quickly and efficiently, persevere and thrive."
 - Beltman, Mansfield, & Price (2011, p. 18)
6. **Say:** Why is resilience important?
 [Click to reveal the second half of the slide, the "why" bullet points]
 - Resilience is linked to higher retention:
 - The teaching profession can be very stressful, especially in the early years. Resilient teachers are better able to manage that stress and are more likely to stay in the profession (Beltman et al., 2011; Bobek, 2002; Gu & Day, 2013).
 - Resilience is also related to "quality retention," that is, staying in the profession and "maintain[ing] ... motivation and commitment (Gu & Day, 2007, p. 1314).
 - Teacher resilience is likely to affect student resilience (Gu & Day, 2013)
 - Resilience can be developed (Gu & Day, 2013), as it is influenced by actionable factors.
 - These include individual attributes that can be nurtured, for example:
 - Self-reflection (Beltman et al., 2011)
 - Locus of control (Beltman et al., 2011; Knoblauch & Chase, 2015)
 - Ability to solve problems, seek help, and take initiative (Beltman et al., 2011; Tait, 2008)

Visual Aids:

- Topic 1. Fostering Resilience
- What and why: Resilience

- Perseverance (Beltman et al., 2011; Gu & Day, 2007; Soulen & Wine, 2018; Tait, 2008)
- And self-efficacy (Beltman et al., 2011; Gu & Day, 2007; Johnson & Birkeland, 2003; Tait, 2008)
- They can also be contextual factors that teachers can prepare for or that the system can change, such as:
 - Academic workload and scheduling (Beltman et al., 2011; Gu & Day, 2007)
 - Behavioral challenges and training in classroom management (Beltman et al., 2011; Gu & Day, 2007; Soulen & Wine, 2018; Tait, 2008)
 - Family pressure not to teach (Beltman et al., 2011)



RELATE AND TELL

Visual Aid: Strategies to foster resilience (slides 9-11)

Facilitator Notes:

- *Animated slide 9 has one subtitle and three columns to reveal.*
 - *Animated slide 10 has one subtitle and two columns to reveal.*
1. Display slide 9: **Strategies to foster resilience.**
 2. **Say:** We group strategies to build resilience into five categories: relationships, sense of success, sense of humor, self-care, locus of control.
[Click to reveal: “Relationships”]
 3. **Say:** Let’s begin with building relationships, starting with relationships with colleagues.
[Click to reveal: “With colleagues” section]
 4. **Say:** Relationships with colleagues can promote resiliency through collaborating; helping one another work through challenges; and encouraging, inspiring, and motivating one another (Beltman, Mansfield, & Price, 2011; Bobek, 2002; Tait, 2008). Model these dispositions for your teacher candidates (Ratcliff & Hunt, 2009).
 - Give examples of peer support: Teacher candidates can consult with fellow graduates and team-teach with peers, which may help them feel safer taking risks together (Tait, 2008)
 [Click to reveal: “With school administrators” section]
 5. **Say:** Encourage teachers to build relationships with administrators that are based on trust, respect, and a willingness to listen (Bobek, 2002; Tait, 2008). Provide guidance, feedback, and encouragement, and prepare them for involvement in decision-making, leadership, and professional learning opportunities (Bobek, 2002; Tait, 2008).
[Click to reveal: “With their own families” section]
 6. **Say:** The evidence on the relationship between family and resilience is mixed, and we likely need to learn more about how to use this support (Beltman et al., 2011). Encourage teachers to spend time with family, which helps deal with stress in some cases (Tait, 2008); help them deal with families who may not be supportive of their career choice; and urge them to create and maintain work-life balance (Beltman et al., 2011).

Note that many of the skills discussed in module 1 (communication, trust, feedback, reflection) aid in developing and maintaining these relationships, and so do skills for developing internal protective factors (Le Cornu, 2009; Tait, 2008).

7. Display slide 10: **Strategies to foster resilience.**
[Click to reveal: "Sense of success"]
8. **Say:** Let's move on to sense of success.
[Click to reveal: "Promote a positive learning environment" bullet point]
9. **Say:** Promote a positive learning environment characterized by positive collegial relationships and supportive feedback (Beltman et al., 2011; Tait, 2008).
[Click to reveal: "Provide effective preservice experiences" section]
 - Provide effective preservice experiences:
 - Progressively increase the length of the assignment, its complexity, and the attached responsibility (Siwatu, Frazier, Osaghae, & Starker, 2011)
 - Create opportunities to engage in authentic learning activities that resemble those graduates are likely to face when they enter the profession and to work with students like those they will eventually serve (Siwatu et al., 2011)
 - Offer effective training on culturally responsive teaching (Siwatu et al., 2011)
 - Equip teachers to address student behavior issues and manage the classroom (Gu & Day, 2007)
 - Generate occasions to observe successful teaching
 [Click to reveal: "Build a safe environment" section]
10. **Say:** Build an understanding of a safe environment:
 - One where teachers can set challenging goals, take risks, and ask for help (Tait, 2008)
 - One where there is emotional and psychological support geared towards enhancing self-efficacy beliefs (Siwatu et al., 2011)
11. **Say:** Note that these strategies will be successful in boosting self-efficacy during in-service, where they will complement other strategies such as promoting positive relationships between teachers and students and offering leadership opportunities and career advancement (Beltman et al., 2011; Gu & Day, 2007).
12. Display slide 11: **Strategies to foster resilience.**
13. **Say:** Now let's examine the power of a sense of humor.
14. **Say:** Promote the value of a sense of humor as a personal characteristic that can boost resilience development (Beltman et al., 2011; Bobek, 2002).
 - A sense of humor can make work more enjoyable and possibly more effective (Beltman et al., 2011; Bobek, 2002). Use it to improve relationships with other teachers, relieve tense situations, and create a safe atmosphere in which to tackle problems together. Laugh at yourself to help mitigate stress and boredom.
 - In the classroom, use it to enhance student-teacher relationships and boost "creative thinking...self-esteem, and...the overall socialization of children" (Bobek, 2002, p. 204).
15. **Say:** Next, let's talk about self-care.

16. **Say:** Self-care involves taking responsibility for and committing to investing time in our well-being, including generally taking care of our health (Beltman et al., 2011; Tait, 2008). In the moment, we can describe self-care in two stages: recognizing the need for it and addressing the need.
- The first step is learning to identify one’s own feelings and emotions and to notice increasing anxiety (Tait, 2008)
 - Addressing the need can include hobbies and developing and leaning on social connections (Beltman et al., 2011; Tait, 2008)
17. **Say:** Finally, let’s look at locus of control.
18. **Say:** Locus of control is a factor that may promote resilience and self-efficacy (Beltman et al., 2011). Mentors can help teachers develop their sense of having control over situations by:
- Helping them analyze the causes of outcomes they observe:
 - Teach them to identify and focus on the causes of outcomes that they can influence (Siwatu et al., 2011)
 - Encourage them to appreciate their contribution to positive outcomes
 - Help them accept that failure and negative outcomes are part of their growth
 - Caution them about attributing responsibility for outcomes to factors outside of their control such as innate ability, family structure, or school climate
 - Boosting their ability to solve the problems they identify (Beltman et al., 2011; Tait, 2008)
 - This may involve asking for help and understanding that asking for help does not mean losing control
19. **Say:** Finally, provide opportunities for practice in a controlled environment so they can focus on and develop specific skills (i.e., microteaching), which will also contribute to their sense of success (Siwatu et al., 2011).

 **SHOW**

Visual Aid: Recognizing resilience – a case study

Facilitator Notes: *Animated slide reveals one highlight, one addition, another highlight, and one addition.*

1. Display the **Recognizing resilience – a case study** slide.
2. **Say:** In the following case study, we meet a group of teachers, all from the same school. They were participating in a professional discussion group about their practice, which was facilitated by two researchers. This excerpt is from the researchers’ account:
3. Read the slide:

“The first look at the test data was disheartening. All the identified students were performing significantly below grade level. All the African American students had performed poorly on phonemic awareness. All the socioeconomically disadvantaged children had performed poorly on comprehension. One of the teachers let out a sigh of despair and said, ‘Our children are just so low.’ However, within a moment or two, another teacher remarked, ‘It doesn’t matter how low they are right now. [It was then October.] What matters is where they are in May, and that’s our responsibility.’”

- Ladson-Billings & Gomez (2001, p. 678)

4. **Say:** I want to point out in this statement where the second teacher responded to the first, saying:
[Click to reveal: highlight] “What matters is where they are in May.”
5. **Say:** I see this as an example of a positive disposition towards these students’ ability to learn.
[Click to reveal: “Disposition”]
6. **Say:** The teacher follows up her statement with,
[Click to reveal: highlight]
7. **Say:** “And that’s our responsibility.”
[Click to reveal: “Locus of control”]
8. **Say:** This is an example of how locus of control can frame our reactions to a tough situation. This teacher not only has a positive disposition toward her students’ ability to learn, but by taking responsibility for learning outcomes, she feels control over it too. Both of these characteristics are associated with being resilient.



DO

Visual Aid: Resilience scenario (slides 13-14)

Facilitator Notes: *After participants return from breakout rooms, discuss 3-4 group posts.*

1. Display slide 13: **Resilience scenario.**
2. **Say:** Now you get the chance to read and reflect on a scenario and discuss your reactions in a breakout room with three to four colleagues. The online document was just posted in the chat or you can find the scenario on page 10 of the handout. Please take 2 minutes to read the scenario and reflect on the questions listed in the handout and which will be on the next slide. Once in breakout rooms, please discuss your answers together. Last, please choose one person to act as the group recorder, who will post the group’s responses to the last question only in the chat. You will have two minutes to read individually and seven minutes to discuss as a group.
3. Display slide 14: **Resilience scenario.**
In the scenario we meet Morgan the mentor and Sam the teacher candidate. As you read, think about these questions:
 - What issue is Sam having?
 - What strategies does Morgan use to foster resilience in Sam?
4. **Say:** Please take two minutes to read and reflect before we send your invitation to the breakout room.



REVIEW AND APPLY

Visual Aid: In your classroom

Facilitator Notes:

- *Animated slide reveals the title, reflect, plan, act.*
- *As participants post reflections, note themes and discussion points.*

1. Display the **In your classroom** slide.
2. **Say:** Thinking about your own classroom and your own practice, please take seven minutes to reflect on the following questions. You have room to respond in your handout on page 12. You can also type into the shared online doc just posted in the chat and labeled: "In Your Classroom: Resilience." After the seven minutes, we'll review the reflections posted in the online doc and open up for discussion.
[Wait seven minutes]
3. **Say:** Thank you to everyone for your reflective work and planning. Let's examine the challenges teachers face when fostering resilience.
[Relate themes and singular experiences] Thank you for sharing your challenges.
4. **Say:** Let's find out what teachers do to foster resilience in their mentoring practice.
[Relate themes in responses and innovative ideas.] Does anyone want to add anything else?
5. **Say:** Now, let's move to what teachers are planning on doing to foster resilience in their mentoring practice.
[Relate themes and innovative ideas] Does anyone want to add anything else?



Topic 2: Encouraging Social Awareness 30 minutes total



RELATE AND TELL

Facilitator Notes: *Animated slide has five bullet points to reveal.*

1. Display the **Topic 2. Encouraging Social Awareness** slide.
2. **Say:** We're now going to shift to the topic of social awareness, a subject which may cover a range of concepts.
3. Display the **What and why: Social awareness** slide.
4. **Say:** Ratcliff & Hunt (2009) describe what we mean by social awareness.
5. Read the quote:

"Often preservice teachers are unfamiliar with the demographic groups they will be working with during their professional preparation. They may view diversity as a problem rather than an opportunity to learn more about the lives of those who are somewhat different. Effective teachers today must understand the value of making an effort to become comfortable and informed about the kinds of life experiences, values, and behaviors of the diverse families with which they will be working."

- Ratcliff & Hunt (2009, p. 501)

Visual Aids:

- Topic 2. Encouraging Social Awareness
- What and why: Social awareness

6. **Say:** Teachers who are socially aware:

[Click to reveal: “Experience and confidence working with families”]

- Have experience working with families who may seem very different than them, and thus build confidence to work with more families in the future (Evans, 2013)

[Click to reveal: “Expose implicit biases”]

- Welcome exposure to cultures and norms that may seem different than their own. This can expose tendencies, attitudes, and biases that we all have, but may not be aware of. (Evans, 2013).

[Click to reveal: “Broaden the role of the family in education”]

- Learn to better understand families from diverse backgrounds and reimagine the role of the family, thinking of them as partners in their child’s education, rather than another set of problems to manage. (Evans, 2013).

[Click to reveal: “Embrace the diversity in families”]

- Spend time talking to and interacting with several families to expose the diversity within and across families, challenging stereotypes around people of color and families in poverty (Evans, 2013).

[Click to reveal: “Apply culturally relevant knowledge in teaching and instruction”]

- Lastly, teachers who are socially aware are more likely to enact culturally relevant teaching techniques and content in their curricula (Evans, 2013; Ladson-Billings, 1994).



RELATE AND TELL

Visual Aids: Strategies to build social awareness (slides 18-20)

Facilitator Notes: Animated slide has one text box to reveal

1. Display slide 18: **Strategies to build social awareness.**

2. **Say:** As a mentor, you can have a significant impact on how your teacher candidate views and interacts with “families of promise” (Blasi, 2002, title). Three evidence-based strategies can help to encourage social awareness:

[Click to reveal: “Fostering successful dispositions”]

3. **Say:** Successful dispositions, orientation, and attitudes go a long way in encouraging social awareness.

- Mentors must model these dispositions for them to be adopted by their teacher candidates (Ratcliff & Hunt, 2009).
- These dispositions include:
 - Positive attitudes and remarks about diverse families (Graue, 2005; Ratcliff & Hunt, 2009).
 - Approaching families as willing partners who care about the education of their children. This also means viewing families as capable partners who bring insights and knowledge to bear (Epstein, 1995; Ratcliff & Hunt, 2009).
 - Noticing the strengths that students and families of promise bring to the partnership, including their potential, resilience, and assets (Blasi, 2002; Bott, 2012; Bronfenbrenner, 2005; Ratcliff & Hunt, 2009).

4. Display slide 19: **Strategies to build social awareness.**

5. **Say:** A second strategy to encourage social awareness is to thoughtfully provide teacher candidates opportunities to work with diverse populations (Evans, 2013; Ratcliff & Hunt, 2009).
 - Encourage them to listen:
 - This will help them challenge hidden biases (Evans, 2013; Ratcliff & Hunt, 2009)
 - And to practice active listening skills (Ratcliff & Hunt, 2009)
 - Encourage them to learn about the families with which they are interacting:
 - Learn about the challenges they face to participating in their child’s education (Ratcliff & Hunt, 2009)
 - And about the family’s efforts to overcome them (Ratcliff & Hunt, 2009)
 - See the similarities in others’ families and their own background (Ratcliff & Hunt, 2009)
 - These activities will produce the grounding for understanding, allowing them to:
 - Not only see but also appreciate differences in culture (Parette & Petch-Hogan, 2000; Ratcliff & Hunt, 2009)
 - See everyone as individuals (Ratcliff & Hunt, 2009)
 - The quality and quantity of interactions with families of promise matter (Blasi, 2002; Siwatu et al., 2011):
 - Teacher candidates need multiple opportunities to apply culturally relevant pedagogy, which is often taught in their coursework (Blasi, 2002; Siwatu et al., 2011)
 - Authentic interactions are required for authentic learning and understanding to occur (Blasi, 2002; Siwatu et al., 2011). Opportunities for authentic interaction include home visits, team meetings, and parent-teacher conferences (Blasi, 2002)
 - Authenticity can be augmented through conversations that encourage reflection, examination, and serve as spaces for feedback around activities with families (Ratcliff & Hunt, 2009)
6. Display slide 20: **Strategies to build social awareness.**
7. **Say:** Lastly, positive dispositions and understanding are more readily achieved when two-way communication is established.
 - This means that parents and guardians have the opportunity to communicate during interactions. For example, during parent-teacher conferences, encourage teacher candidates to give families opportunities to contribute meaningfully (Ratcliff & Hunt, 2009).
 - Multiple modes of communication make it more likely that parents are able to both get and give information (Ratcliff & Hunt, 2009).
 - And, of course, teacher candidates need to have respectful and thoughtful communication modeled for them by their mentors in order to traverse the tricky realm of assertiveness as professional educators and respectful deference to parents (Ratcliff & Hunt, 2009).

 **SHOW**

Visual Aid: Case study: A view of social awareness

Facilitator Notes: *Animated slide has one text box to reveal.*

1. Display the **Case study: A view of social awareness** slide.
2. **Say:** In the following case study, we meet Callie, a white teacher. Her partner is an African American man, with whom she has a child. She is also in a professional learning group as part of a study, which is how we hear her story. Her child, Trenton, comes to almost all the meetings, due to scheduling conflicts. Callie works at a school with disparities in academic achievement between White students and students of color. I should warn you that her story may evoke emotion.
3. Read the slide:

“Seated at the table in each of our meetings was a white teacher with her toddler baby...Swallowing hard and smiling at her little son, the teacher said,

‘I think a lot now about when Trenton goes to school. How will teachers treat him and talk to him? They will see an African American boy. Maybe they will see a child who they believe can’t do things. If they knew me, and he went to this school, Trenton would probably be okay; everyone would say, Oh, that’s Callie and David’s son. David smiles at me when I tell him I think this way. He thinks I’m just waking up to what he has always lived through as an African American. But what if Trenton goes to our neighborhood school and people don’t know us? What will happen? How will people think about him and treat him? What will they expect? I think about this all the time, and I think about us as teachers, how we think about other peoples’ kids.’”

- Ladson-Billings & Gomez (2001, p. 680)
4. **Say:** This mother was raised with the privilege afforded to being a White girl in her education, but we see her social awareness expanding painfully as she contemplates, through her son, the bias against students of color. She is beautifully vulnerable in expressing her internal struggle. What I admire most about her is that she doesn’t stop there. She takes her personal pain and applies it externally and professionally to her own work and that of her colleagues. She helped me see her, David, and Trenton as individuals.

 **DO**

Visual Aids: Encouraging social awareness – Scenario (slides 22-23)

Facilitator Notes: *Animated slide has one text box to reveal.*

1. Display slide 22: **Encouraging social awareness - Scenario.**
2. **Say:** We get the chance to read and reflect on another scenario and discuss in breakout rooms, using the same format as with the resilience scenario. The online document is again posted in the chat or you can find the scenario on page 13 of the handout. Again, we need one person to act as Recorder for the group and post the group’s answers to the last or third question related to the scenario. Please spend three minutes on each question. To help with timing, a website with a timer was just posted in the chat.
3. Display slide 23: **Encouraging social awareness - Scenario.**

4. **Say:** Now you get the chance to read a scenario with Morgan the mentor and Stella the teacher candidate. As you read, think about these questions:
[Click to display text box]
 - What disposition does Stella have toward families?
 - What disposition does Morgan model?
 - In what other ways does Morgan encourage social awareness?
5. Again, you can find the scenario starting on page 13 of the handout. A link to the online doc handout was just posted in the chat.
6. Please take three minutes to read the short scenario and think about your answers to the questions on the slide, which are also listed in the handout. Then, you will have nine minutes for group discussion, which is approximately three minutes per question.



REVIEW AND APPLY

Visual Aid: In your classroom

Facilitator Notes: *As participants post reflections, note themes and discussion points.*

1. Display the **In your classroom** slide.
2. **Say:** Thinking about your own classroom and your own practice, please take seven minutes to reflect on the following questions. You have room in your handout on page 15 to respond. You can also type into the shared online doc that was just posted in the chat, labeled: “Planning social awareness experiences.” After the seven minutes, we’ll review the reflections posted in the online doc and open-up for discussion.
[Wait seven minutes]
3. **Say:** Thank you, everyone, for your reflective work and planning. Let’s examine the challenges teachers face when encouraging and practicing social awareness.
[Relate themes and singular experiences] Thank you for sharing your challenges.
4. **Say:** Let’s find out what teachers do to encourage social awareness in their mentoring practice.
[Relate themes in responses and innovative ideas.] Does anyone want to add anything else?
5. **Say:** Now, let’s move to what teachers are planning on doing to enhance social awareness in their mentoring practice.
[Relate themes and innovative ideas] Does anyone want to add anything else?



Topic 3: Building an Appetite for Professional Growth: Teacher Candidates as Adult Learners 30 minutes total



RELATE AND TELL

Facilitator Notes: *Animated slide has five bullets to reveal.*

1. Display the **Topic 3. Building an Appetite for Professional Growth: Teacher Candidates as Adult Learners** slide.
2. **Say:** In this last section, we're going to examine and learn strategies to help teacher candidates be lifelong learners in their profession.
3. Display the **What and why: Adult learners** slide.
4. **Say:** But research suggests that adults have different learning needs than children, as these researchers note: [Read the quote:]
"One component, however, is often overlooked: adults learn differently from children. The same practices that work in a traditional educational setting do not always work for a group of adults, especially a group of well educated, independent teachers."
- Beavers, (2009, p. 26)
5. **Say:** Specifically, those differences include that adult learners:
 - Are self-directed or active learners:
 - This means that they already have ideas about what they want and need to learn (Beavers, 2009; Knowles, 1975)
 - They will work independently toward their learning goals (Garrison, 1997; Knowles, 1975)
 - Teacher candidates need an environment of mutual respect that includes respect for their past experience and knowledge, including coursework and past teaching experience (Knowles, 1975)
 - They are internally motivated:
 - Teacher candidates are learning because they want to (Knowles, 1975)
 - This means that external motivators, such as evaluations and increased responsibility in the classroom, are motivational if teachers see them as a true measure or indicator of their progress (Gregson & Sturko, 2007)
 - Adult learners are problem-based and applied learners, which fits in nicely with the internship:
 - They are interested in immediate application of learning, such as methods and strategies learned in their university coursework (Beavers, 2009; Gregson & Sturko, 2007)
 - And they crave collaborative learning environments (Beavers, 2009; Gregson & Sturko, 2007)
 - Last, as adult learners, teacher candidates internalize concepts through reflection:
 - The reflective process changes adult behavior, including classroom instruction practices and interactions with students (Cercione, 2008; Gregson & Sturko, 2007)

Visual Aids:

- Topic 3. Building an Appetite for Professional Growth: Teacher Candidates as Adult Learners
- What and why: Adult learners



RELATE AND TELL

Visual Aids: Strategies for mentoring teacher candidates as professional learners (slides 27-31)

Facilitator Notes: *Animated slides have two text boxes to reveal in each.*

1. Display slide 27: **Strategies for mentoring teacher candidates as professional learners.**
2. **Say:** Knowing these characteristics can help mentors apply strategies to build an appetite for professional learning in their teacher candidates. For example, since teacher candidates can be expected to be
[Click to reveal text box] Self-directed and active
[Click to reveal text box]
Mentors can:
 - Ask teacher candidates what they want to learn during the internship (Akcan & Tatar, 2010; Beavers, 2009; Cercone, 2008; Roberts, Benedict, & Thomas, 2014; Taylor & Hamdy, 2013)
 - Help them identify and find resources to fulfill their learning goals (Taylor & Hamdy, 2013)
 - Invite them to professional development offered by the district (Roberts et al., 2014)
 - And find ways to tailor the internship to the teacher candidate (Akcan & Tatar, 2010; Roberts et al., 2014)
3. Display slide 28: **Strategies for mentoring teacher candidates as professional learners.**
[Click to reveal text box]
4. **Say:** Since teacher candidates come with prior experience...
[Click to reveal text box]
...at the very least experience with coursework, draw on their experience in the classroom and in planning (Cercone, 2008; Taylor & Hamdy, 2013). For example, ask them how comfortable they feel with a topic to see if they have any prior experience with it.

This will help them feel respected and give them the opportunity to deepen their experience through application.
5. Display slide 29: **Strategies for mentoring teacher candidates as professional learners.**
[Click to reveal text box]
6. **Say:** Keep in mind the internal motivation of teacher candidates, and...
[Click to reveal text box]
...give them encouragement and space to:
 - Voice opinions and concerns (Beavers, 2009; Taylor & Hamdy, 2013)
 - Try out new practices and alternate theories (Beavers, 2009)
 - Have a different learning style than their mentor (Beavers, 2009; Cercone, 2008)
7. Display slide 30: **Strategies for mentoring teacher candidates as professional learners.**
[Click to reveal text box]

8. **Say:** Recalling that teacher candidates are likely to be problem-based learners, meaning that they are interested in immediate application of their learning, mentors can guide teacher candidates:
[Click to reveal text box]
 - As they put theory into action (Beavers, 2009; Gregson & Sturko, 2007; Taylor & Hamdy, 2013)
 - In the planning process, especially through co-planning, where teacher candidates can hear your thought process and reasons for choosing one activity over another
 - And in connecting with other teacher candidates for peer-learning, support, and reflection (Beavers, 2009; Cercone, 2008)
9. Display slide 31: **Strategies for mentoring teacher candidates as professional learners.**
[Click to reveal text box]
10. **Say:** Lastly, the integral role that reflection plays in teacher candidates' learning, as the catalyst to reconceptualization...
[Click to reveal text box]

...suggests that mentors play a vital role by modeling reflective thinking, asking reflective questions, and pushing teacher candidates in the crucial step to take action after reflection (Cercone, 2008; Gregson & Sturko, 2007; Taylor & Hamdy, 2013).



Visual Aid: Facilitator role-play: Mel and Sam

Facilitator Notes: *Animated slide has four bullets to reveal.*

1. Display the **Facilitator role-play: Mel and Sam** slide.
2. **Say:** Let's listen to this scenario involving Mel the mentor and Sam the teacher candidate. You can find the script in the handout on page 16, if you'd like to follow along. After the scenario, we'll talk through how Sam exhibited adult learning characteristics and how Mel support their professional learning.
3. *Role-play script:*

Mel: I have this lesson that I've been using for years. What do you think about revamping it with me?

Sam: Sounds great! I really want to see how you go about planning a lesson.

Mel: Really? The district is offering a PD next week on developing 21st century lessons, and I was planning to go...do you want to come with me?

Sam: Sure, as long as it's not during one of my classes. We do a lot of lesson planning in my coursework.

Mel: Maybe I should be attending a PD delivered by you!

Sam: [chuckles] Yeah, it's just...

Mel: Just what?

Sam: [pauses] The way you teach and what I learn at the university are really different. I'm not sure how to...bridge the two.

Mel: Hmm. Help me understand. Could you give me an example?

[Click to reveal: "Invitation to co-plan"]

4. **Say:** First, I noticed that Mel invited Sam to co-plan, which is an opportunity for applied learning.
[Click to reveal: “Invitation to attend professional development”]
5. **Say:** Mel also invited Sam to a professional development session, modeling that lifelong learning is a norm in the teaching profession. It also seemed like the invitation was in response to Sam’s enthusiasm for planning.
[Click to reveal: “Maybe I should be attending a PD delivered by you!”]
6. **Say:** When Sam mentioned all their planning coursework, Mel made the comment about attending a PD given by Sam. This playful nudge acknowledged Sam’s work and experience in planning.
[Click to reveal: “Probing questions”]
7. **Say:** Finally, when Sam didn’t finish a thought, Mel probed further. This gave Sam space and encouragement, as an internally motivated learner, to voice concerns. When Sam articulated a concern, Mel respected that with an invitation to clarify and by asking for an example. From module 2, we know this is also an example of an effort to pinpoint a problem.
8. **Say:** Is there anything else that someone noticed and would like to share?



DO

Visual Aid: Scenario: Mel and Sam

Facilitator Notes: *The Splotker method is fictitious. Any resemblance to a real method is coincidence.*

1. Display the **Scenario: Mel and Sam** slide.
2. **Say:** We catch up with Sam again in this next scenario, which you can find on page 18 in your handout or in the online doc just posted in the chat, labeled, “Scenario: Mel and Sam.”
3. **Say:** In breakout rooms of three or four, please read the scenario and answer these two questions, which are also in your handout and the online doc:
 - What elements of the relationship seem successful for Sam as an adult and lifelong learner?
 - What elements could improve?
4. *Role-play script:*

Mel: Good morning, Sam! We had a rough day yesterday, huh? What with the fire from the chemistry experiment and all...[laughs] Good times!

[Sam laughs with Mel]

Mel: Well, here’s my lesson plan for today. We can go over it in just a minute. I just finished meeting with another teacher candidate. You might’ve just passed them in the hall.

Sam: Oh, yeah? I did pass them in the hall! How did I not know you’re working with Sandy? Are they teaching chemistry, too?

Mel: Yeah, they’re also teaching chem, but only in the afternoon. Now we have plenty of time to go through the plans and figure out who’s doing what. Didn’t you say that you did a project in one of your courses on the periodic table? Maybe you should take on that part.

Sam: Okay. Are you using the Splotker method?

Mel: The what?! I love these newfangled ideas!



REVIEW AND APPLY

Visual Aid: In your classroom

Facilitator Notes: *Animated slide has three bullets to reveal.*

1. Display the **In Your Classroom** slide.
2. **Say:** Now that we've seen and thought about a couple of examples, let's turn inward to our own practice. In the next eight minutes, we are going to reflect, plan, and commit to action.
[Click to reveal, "Reflect"]
3. **Say:** First, please reflect on these two questions:
 - What do you already do in your mentoring that aligns with the characteristics of lifelong and adult learners?
 - What could be added? Changed?
 [Click to reveal, "Plan"]
4. **Say:** Then plan by:
 - Writing down at least one thing you plan on improving in how you mentor your teacher candidate
 - Time permitting, generate a timeline for how or when you want to implement the changes
 [Click to reveal, "Act"]
5. **Say:** Next, commit to action:
 - By talking to someone in your school about your plan. This will bring the plan to life and breath excitement into it if time has made it feel stale.
 - And finally, go for it!



Review and Wrap-up 15 minutes

Facilitator Notes: *Animated slide has three text boxes to reveal.*

1. Display the **Review** slide.
2. **Say:** We're already at the end of the session.
[Click to reveal, "Fostering resilience"]
3. **Say:** We have examined resilience and the importance of relationships for fostering resilience, how teacher candidates need to feel a sense of success, the role of humor in tempering and resetting our dispositions, the importance of self-care in stressful situations (this is especially true in our current COVID-19 context), and how focusing on what teacher candidates can control in the classroom can re-invigorate their drive.
[Click to reveal: "Social Awareness"]
4. **Say:** Next, we learned about the positive dispositions toward families that are necessary to expose candidates' implicit biases about students from diverse backgrounds. We learned that authentic and multiple experiences with families of promise are integral to developing confidence and

Visual Aids:

- Review
- Series Review
- Wrap-up
- Contact us

understanding. We also learned that two-way communication and employing multiple modes of communication further promotes understanding and partnership between teachers and families.

[Click to reveal: “Professional learners”]

5. **Say:** And finally, we explored how to build lifelong professional learners through the lens of adult learners. Mentors can ask teacher candidates to articulate learning goals. We can find ways to acknowledge and use the teacher candidates’ prior knowledge and experience, give them space to voice concerns, and apply learning by trying out new strategies. And possibly most importantly, we learned that adults internalize when they reflect, which gives them space to reconceptualize and therefore change behavior and practices. This means that, as mentors, we need to model reflection, ask reflective questions, and lead teacher candidates one step further to improve instructional practices.
6. **Say:** Please take two minutes to write down one thing you learned during this session that you plan to apply in your mentoring practice. Feel free to share it in the chat.
7. Display the **Series review** slide.
8. **Say:** Some of you may be thinking that the topics in this series are beginning to overlap. Feedback and communication are important in every segment. Resilience and self-efficacy are co-dependent. Reflection is part of growth. And relationships with colleagues, families, and students make everything worth it.
9. **Say:** As a closing exercise, please take two minutes to reflect on cross-session connections that you feel are important and share them in the chat.
10. Display the **Wrap-up** slide.
11. As participants log off, display the **Contact us** slide.