

Appendices

Appendix A

To be handed out at
Meeting One of the Mentor Teacher Group

Meeting One Handouts

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Sample Ground Rules

- Speak your mind freely, but don't monopolize the discussion.
- Seek first to understand, then to be understood.
- Help keep the discussion on track.
- If you are offended, say so, and say why.
- You can disagree, but don't personalize it; stick to the issues.
- No name-calling, stereotyping, or referring to groups as "those people."
- Speak for yourself, not for others.
- Communicate your needs to the facilitator and/or group.
- What is said in the group stays here, unless everyone agrees to change that.

Agenda for Mentor Teacher Group

Meeting One (3 hours)

- Discuss the Mentor Teacher Group and the mentoring process.
- Get an introduction to the AMI Research Project and Multiple Intelligences (MI) Theory

Meeting Two (3 hours)

- Learn about MI theory and strategies teachers used to talk about MI with students.
- Prepare for the first classroom observation.

First Classroom Observation (4 hours)

- Mentor teacher and participant teacher meet just prior to the classroom observation to discuss the focus of the observation (1 hour); the mentor teacher observes the class session (up to 2 hours); and just after class, the mentor teacher and participant teacher meet to discuss how the class went (1 hour).
- Ideally, the participant teacher chooses to be observed while trying out an “MI-Reflections” activity.

Meeting Three (3 hours)

- Discuss what was learned from the mentoring experience.
- Learn about MI-inspired lessons and instruction.
- Prepare for the second classroom observation.

Second Classroom Observation (4 hours)

- Mentor teacher and participant teacher meet just prior to the classroom observation to discuss the focus of the observation (1 hour); the mentor teacher observes the class/tutoring session (up to 2 hours); and just after class, the mentor teacher and participant teacher meet to discuss how the class went (1 hour).
- Ideally, the participant teacher chooses to be observed while trying out an MI-inspired lesson.

Meeting Four (3 hours)

- Discuss the mentoring experience overall.
- Plan next steps for continuing to develop MI-inspired practices in the classroom and program.

Guidelines for Mentoring and Classroom Observation

Mentoring is:

- X providing guidance
- X offering advice
- X thinking and learning together with a colleague
- X problem solving

Mentoring is NOT:

- X supervision
 - X evaluation
 - X lecturing
 - X giving someone THE answer
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Classroom observations are:

- X based on one issue in the class
- X designed to collect information about what happens related to that issue
- X focused on learning, not teaching (e.g., looks at how well students are learning, not how well the teacher is teaching)
- X confidential between mentor teacher and participant teacher
- X done with students' awareness and permission

Classroom observations are NOT:

- X peer- or co-teaching
- X observer forming opinions about all aspects of teaching and learning in the class
- X formally documented for others' review

Format for Mentoring and Classroom Observation

1. **Pre-Observation Conference** (1 hour)

Meet with the mentor teacher just prior to the classroom observation to discuss the focus of the observation, the lesson plan, concerns, etc. Make a plan for the observation (what the mentor teacher should pay attention to, how the mentor teacher will be introduced to the class, what role the mentor teacher should play).

2. **Classroom Observation:** (Approximately 2 hours)

Class happens, observed by mentor teacher.

3. **Post-Observation Conference** (1 hour)

Just after class, meet again with the mentor teacher to:

- discuss how the class went,
- look over any specific observations the mentor teacher made,
- discuss what you learned from the students, and
- discuss what next steps might be for addressing the issue.

Case Study of Mentoring and Classroom Observation

Mentor

Chris is a 42-year-old white woman who has been teaching ESOL for eleven years at a corrections facility.

Inviting Teacher

Maria is a 50-year-old African-American woman who just began teaching GED at a community-based organization after having taught in the K-12 system for many years. Although she is new to adult education, she is a long-time community organizer.

Pre-Observation Conference

During the first pre-observation conference, Maria told Chris that she wanted to try an activity where learners would learn a bit about MI theory and identify their strong intelligences. She explained to Chris that she was a bit nervous about trying out the activity, as the learners were very intent on getting their GEDs as quickly as possible. Up to this point, Maria explained, she had been working straight from the GED book with students. She was worried how the class would respond. Chris reassured her not to worry, as surely the group would be interested in talking about something as important to their own learning. Maria asked Chris to keep notes on how learners responded to the activity. Who was and was not engaged? How could she tell? At what points was the energy high or low? Maria also wanted to know what Chris considered to be critical moments for learning and how Maria handled them.

Classroom Observation

Five of the nine learners turned up for class. Maria described MI theory briefly to students and said she would like them to try an activity where they would identify their own strengths. Learners were quiet as she talked. She handed out an AMI survey and asked students to work individually to complete the survey. She let them know that afterwards they would talk about it. When one learner, Pat, asked what this had to do with the GED, Maria responded that she thought it would be helpful for them to see the many ways in which they were smart. All the learners filled out the forms, but Pat did it very quickly, put her pen down with a bang, and then gazed out the window waiting for the others.

Case Study of Mentoring and Classroom Observation (continued)

Classroom Observation (continued)

Once everyone had finished, Maria asked them to describe their intelligences profile and what they had learned about themselves. Three of the students eagerly spoke up and shared their strengths. One described how, even when he was young, he was already drawing pictures, doodling wherever he could. When Maria called on Barbara, Barbara quietly said she liked to dance. Pat said she thought the activity was dumb and who cared if she liked music. She just needed to pass the test. Maria thanked the group for sharing and said now they would spend the rest of class in the math section of the GED.

Post-Observation Conference

Maria felt discouraged about the class and told Chris that she did not feel that she had done a good job. Chris reassured her that she thought the class went fine and every class has some hard students. Chris pointed out how three of the students were engaged and even Barbara who was reticent to share, seemed absorbed in her work. "At least Barbara cooperated," Chris told Maria. Then Chris talked about how she always has students that are like the Pats in the world. Chris suggested that the best thing to have done would have been to let Pat work in the book while the others tried out the new activity.

Maria wondered what she would do the next time the class met. She told Chris that she knew the group just wanted to be in the books, but it just did not feel right to her to teach that way. Chris asked her what ideas she had for next steps. Maria said she wanted to go back to the profiles the students had created and try to build from there. Maybe she could do a writing activity based on the profiles. Chris said she thought that was a great idea. As Maria had to run off to teach another class, they ended the discussion here and thanked each other.

Readings for Meeting Two

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| <u>Meeting Two of the Mentor Teacher Group</u> | |
| Date: | _____ |
| Time: | _____ |
| Location: | _____ |

Required Reading before Meeting Two:

In the AMI Sourcebook:

- All of Chapter 2, “MI Reflections” (p. 22)
- Chapter 5, “Student Responses to MI Practices: The AMI Experience – How Students Responded to MI Reflections” (p. 130)
- Chapter 1, “MI Basics – The Journey From Theory to Practice” (first five pages only) (p. 16)

Handouts:

- Handout E: “Case Study of Mentoring and Classroom Observation”

Suggested Reading:

In the AMI Sourcebook:

Read the following sections for more information about the AMI study and MI theory:

- Preface – “What Is the AMI Study?” (p. ix)
- Chapter 1, “MI Basics – Multiple Intelligences: The Theory Behind the Practice” (p. 2)

Handouts:

For more information about the mentoring process, read:

- Appendix B: “Handouts And Articles on Classroom Observation, Peer Coaching, and Mentoring”

Bring to Meeting Two:

- AMI Sourcebook
- Your calendar for scheduling classroom observations and future meetings
- Handout E: “Case Study of Mentoring and Classroom Observation”