

See the World Differently You Will: Coaching and Mentoring for the Future

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Overview of Presentation

- Definitional chaos
- Theoretical frameworks
- Mentoring defined?
- UTA Study
- Daloz Framework
- In a galaxy far, far away...
- Mentors and monks
- Future directions and related research

Increased use of terms in profession

JOB DESCRIPTION **Williamson County School District**

MATH COACH - ELEMENTARY

Purpose Statement

The job of Math Coach - Elementary was established for the purpose/s of assisting classroom teachers and other instructional staff develop strategies, skills, tools, techniques, and capacity to effectively teach math to all students.

This job reports to Principal - Elementary

Essential Functions

- Analyzes class and grade level data in mathematics at assigned elementary school for the purpose of sharing information with teachers and making informed decisions relative to instructional practices.
- Assesses skills and needs (both initially and ongoing) of teachers and students within an elementary school setting for the purpose of determining the kinds of professional development and strategies needed to bring about student achievement and gains in value added scores in mathematics.
- Instructs individual and small groups of students for the purpose of improving mathematics achievement levels.
- Leads and participates in on-going and job-embedded professional development (e.g. meetings, workshops, trainings, and seminars) for the purpose of conveying and/or gathering information related to math content knowledge, pedagogy, and coaching.
- Maintains a variety of manual and electronic files and/or records (e.g. TCAP data, student records, other data regarding math proficiency etc.) for the purpose of determining success of math coaching on student achievement.
- Mentors and coaches elementary teachers for the purpose of building capacity to teach and improving mathematics instruction.
- Prepares lesson plans, in collaboration with teachers, related to mathematics at the elementary level for the purpose of for the purposes of differentiating instruction and adhering to scope and sequence guides and district curriculum.

Increased use of terms in profession

ISSUES&ANSWERS**REL 2007-No. 005**





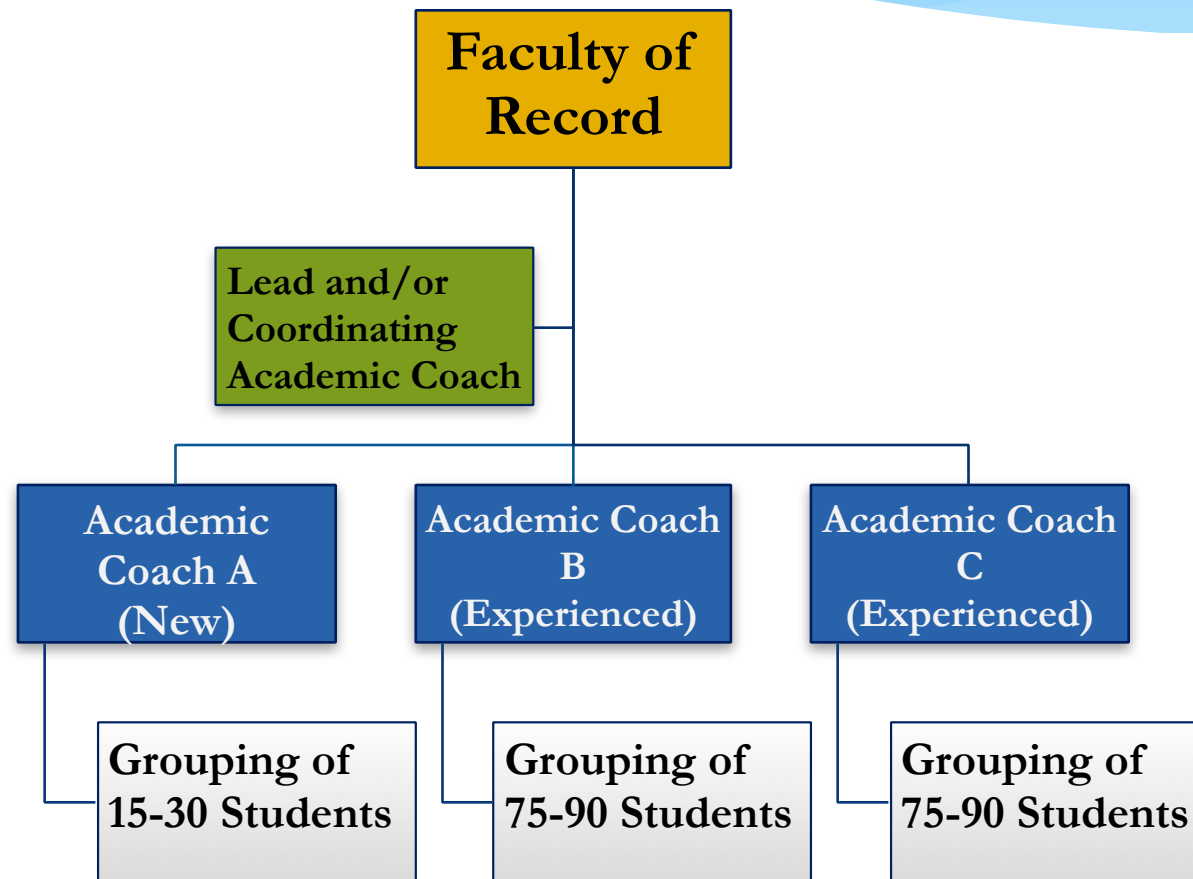
“Coach” can mean many things: five categories of literacy coaches in Reading First





UTA Coaching/IA Model

Based on one undergraduate course with a student enrollment approx. 150-180 students, 1 Faculty of Record and 3 Academic Coaches

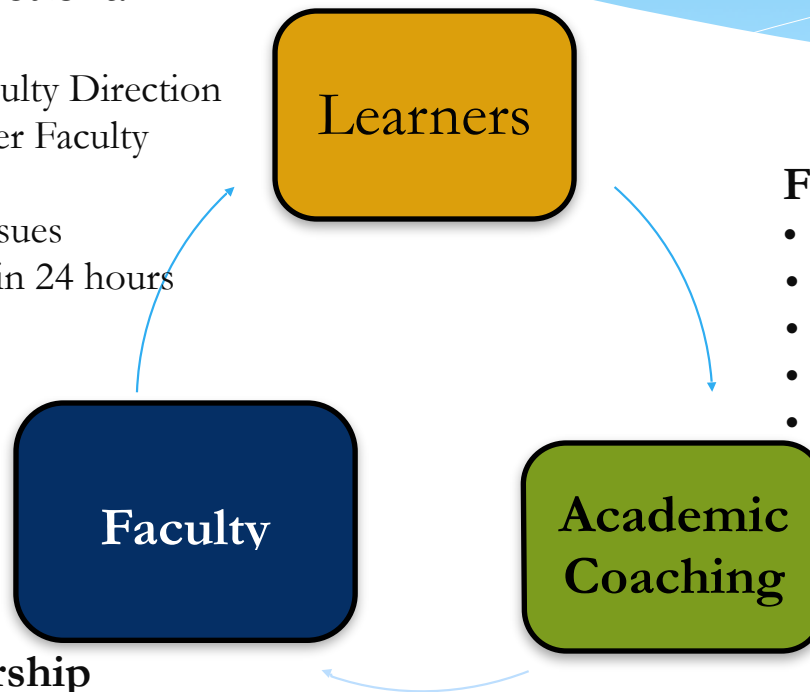




Roles Tailored to Context

Academic Coach/Instructional Associate

- Grade Assignments per Faculty Direction
- Lead Discussion Threads per Faculty Direction
- Manage Student Support Issues
- Respond to Questions within 24 hours
- Document Student Activity



Faculty Member

- Faculty Member of Record
- Curriculum Expert
- Provides Direction to Academic Coaches
- Evaluates Coach Performance
- Engagement with Learners

Academic Coach Leadership

- Liaison with Faculty/Program Chairs
- Manages/Supports/Trains Academic Coaches
- Document Faculty and Coach Activities

What is a mentor?



Overviews and Theoretical Frameworks

- Jacobi (1991, *Review of Educational Research*)
- Daloz (1999, *Mentor: guiding the journey of adult learners*)
- Cohen (2003, *Adult Learning*)
- Murphy et al. (2005, *Distance Education*)

Sample Definition: Mentoring

First, it is an intentional process of interaction between at least two individuals.... Second, mentoring is a nurturing process that fosters the growth and development of the protege. . . . Third, mentoring is an insightful process in which the wisdom of the mentor is acquired and applied by the protege. . . . Fourth, mentoring is a supportive, often protective process. The mentor can serve as an important guide or reality checker in introducing the protege to the environment he or she is preparing for. Finally ... an essential component of serving as a mentor is role modeling.
(Shandley, 1989, quoted in Jacobi, 1991)

Cohen Model



Definitional Chaos

TABLE 2
Mentoring functions

Functions	Blackwell, 1989	Burke, 1984	Nieva & Gutek, 1981	Kanter, 1977	Krai 198
Acceptance/support/encouragement	X				X
Advice/guidance	X		X		X
Bypass bureaucracy/access to resources			X	X	
Challenge/opportunity/"plum assignments"		X			X
Clarify values/clarify goals	X				
Coaching		X		X	X
Information	X	X	X	X	
Protection	X				X
Role model	X		X		X
Social status/reflected credit			X	X	
Socialization/"host and guide"	X				
Sponsorship/advocacy	X	X		X	X
Stimulate acquisition of knowledge	X				
Training/instruction	X		X	X	
Visibility/exposure				X	X

Coding scheme from Murphy *et al.*

- Coaching

...observing learners' performance and providing encouragement, diagnosis, directions, and feedback.

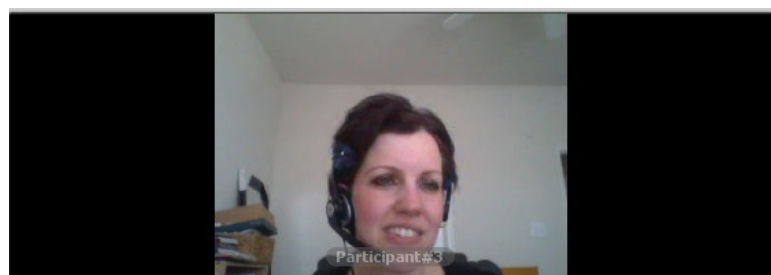
- Facilitating

...providing technical, pedagogical, managerial, and social activities that maintain sustained and authentic communication between and among instructors and students.

Coding scheme from Murphy *et al.*

- Mentoring

...is a one-on-one relationship between an expert and a novice in which the expert guides the novice by behavioral and cognitive modeling, academic and career counseling, emotional and scholarly support, advice, professional networking, and assessment.



▼ PARTICIPANTS

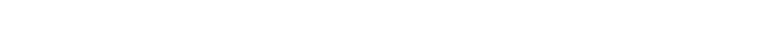
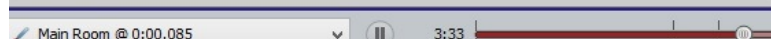
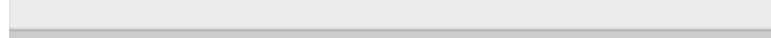
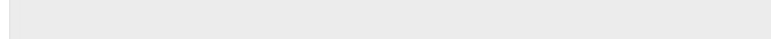
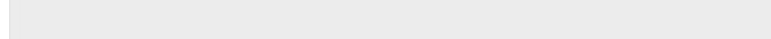
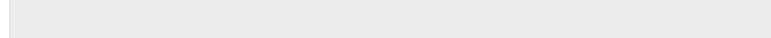
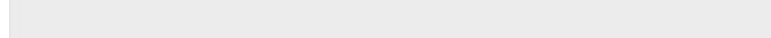
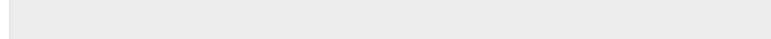
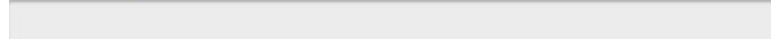
MAIN ROOM (2)

Participant#3
Moderator

Participant#2



▼ CHAT - Supervised



Habit of Mind: **Listening with Understanding and Empathy**

- What are your thoughts?
- How can this connect with writing pedagogy?
- How can this help you as a writer?
- Source: Costa, A., & Kallick, B. (2008). *Learning and leading with habits of mind: 16 essential characteristics for success*. Alexandria, VA: Association for Supervision and Curriculum Development.

conference.

FSS - "personal friendly tone" is throughout.

Time and Transcription	Initial Open Codes	Coding with M, C, and F
<p>P: You can hear me and I'm going to go ahead and upload the Powerpoint. <u>So, how are you doing?</u></p> <p>S: I'm doing great. How are you?</p> <p>P: Oh good. <u>Have you done videoconferencing before?</u></p> <p>S: No. I haven't. This is really <u>exciting</u>. [enthusiasm]</p> <p>P: Oh good. Ok. I've just been doing it <u>myself for the first time so it's been really interesting</u>.</p> <p>S: Oh really.</p> <p>P: Yeah, so it's been <u>fun</u>. Today we're going to talk about your ideas and thoughts for the first assignments and also just other...any other questions you might have about the first assignment also just the class in general. So.Yeah.</p> <p>S: Ok, great. Well, I feel really prepared because you gave us the notes ahead of time which is really nice.</p> <p>P: oh good. <u>You mean the Powerpoint or the handout about technology?</u></p> <p>S: The Powerpoint. Was really helpful and the email that you sent with all of the things in one. There was an example for the professional development and then the template was really helpful.</p> <p>P: Oh <u>the examples</u>. I will refer to those. <u>How has it been going with the class in general with the books and the assignments?</u> [how's it going slide 2 and then slide 3 with course calendar as overview of course assignments]</p> <p>S: It's going really good. I went to the --- bookstore and I rented some of the books. The self-paced phonics book I</p>	<p>Open Questioning</p> <p>M Inquiring about VC</p> <p>new to mentor, too</p>	<p>(F) - FP2 FP2 FP15 FP2-technical</p> <p>(F) FP2-new question</p> <p>(COS)</p> <p>(M4)</p> <p>(FM) Set agenda + objectives</p> <p>(FS) one's own online experience</p> <p>(FP3) - probe responses</p> <p>(C15) expectancy</p> <p>(FP2) new question</p>

Results

- Open coding suggests:
 - Knowledge sharing beyond course
 - Career counseling and networking
 - Application and extension of course content
 - Mentor was supportive of student
 - Mentor's answers supported student questions
 - Mentor provided direct advice and knowledge
 - Mentor facilitated technical process
 - Student appreciates desktop sharing feature
 - Tendency for mentor to facilitate and/or coach

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A torch with a bright flame against a sunset sky. The torch is dark and stands in the foreground, with its flame glowing brightly. The background is a sky with soft, colorful clouds in shades of blue, orange, and yellow, suggesting a sunset or sunrise.

MENTOR

Guiding the Journey of Adult Learners

Laurent A. Daloz

FOREWORD BY LOIS J. ZACHARY

With New Foreword, Preface, and Afterword

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Daloz's “Yoda Factor”



Daloz Framework

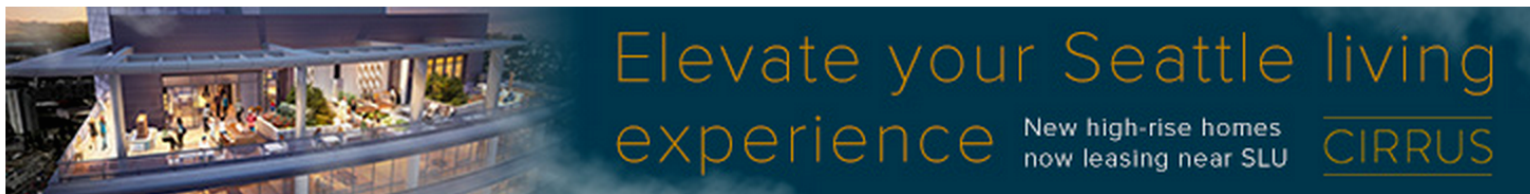
- Support
 - Nurturing that transcends skills/abilities
- Challenge
 - Reflection, including challenge to learn at greater depth
- Vision
 - Looking to the future, providing “larger context, “journey” or path, relays tradition, “remind us of our destiny,” “toward what,” expand view of world and ourselves



In a galaxy far, far away...

Does Your Mentor Meet the Daloz/Yoda Standard?

- **Support**
 - Nurturing that transcends skills/abilities
- **Challenge**
 - Reflection, including challenge to learn at greater depth
- **Vision**
 - Looking to the future, providing “larger context, “journey” or path, relays tradition, “remind us of our destiny,” “toward what,” expand view of world and ourselves



Terrible Teacher and Mentor, Top 10 Reasons Yoda Was

BY **BRANDON KOELLER** on December 22, 2011 at 4:06 pm

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The **Grand Master** of the **Jedi Order**, **Yoda**, is one of the most **beloved movie characters** of all time. You will find references to him in almost every context of working life. In technology services start-ups, we talk about how **certain people** are the 'Yoda' of some given topic, where the term Yoda is meant to indicate they **know all things**, and are the go-to source for acquiring said knowledge.

That is all fine and lovely and good, but I think there are several things about Yoda's approach to teaching and mentoring that are



Yoda (Via Wookieepedia)

An advertisement for an 18-month MBA program. It features a large, stylized purple letter 'W' on the left. To the right of the 'W' is a graphic of a purple line forming a right angle, with a solid purple circle at the vertex. Below this graphic, the text 'Reach your career destination with an 18-month MBA.' is written in a purple, sans-serif font. The background is a light gray grid.

GeekWire Newsletters

Geekwire Gets it Wrong ...

- didn't set “concrete goals”
- no use of “authentic assessments”
- “speech patterns...are hilarious” and “hindrance to clear communications”
- “obtuse methods”
- “lack of transparency”
- “cult personality”

Back to Daloz

- Challenge

The mentor may assign mysterious tasks, introduce contradictory ideas, question tacit assumptions, or even wish damage to the relationship by refusing to answer questions. The function of the challenge is to open a gap between the learner and the environment, a gap that creates tension in the learner, calling out for closure. The work of closing the gap strengthens our sense of agency, of power in the world.



Another mentor, another monk...

Daloz on Vision

- New Metaphors

...mentors primarily function to 'nurture us into new metaphors.' They give us new ways to think about the world. The good [mentor] helps students not so much solve problems as see them anew. Mentors can give us a new language, magic words in which are contained whole different frames of reference. Thus, language can be a catalyst for change as well as an indicator of it.

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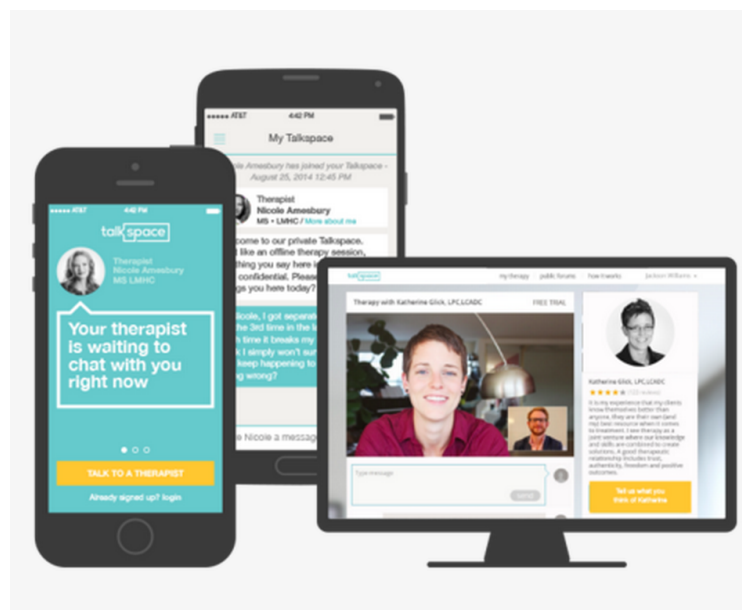
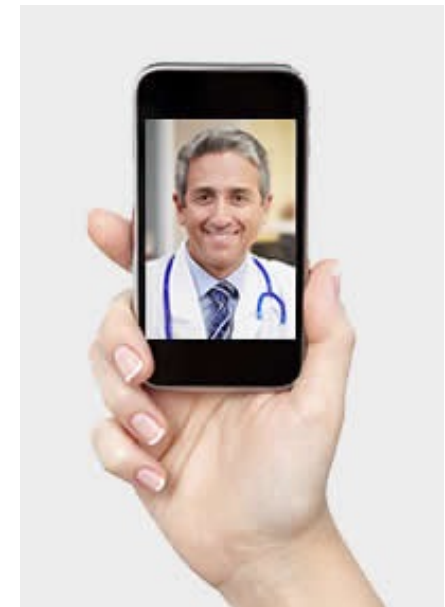
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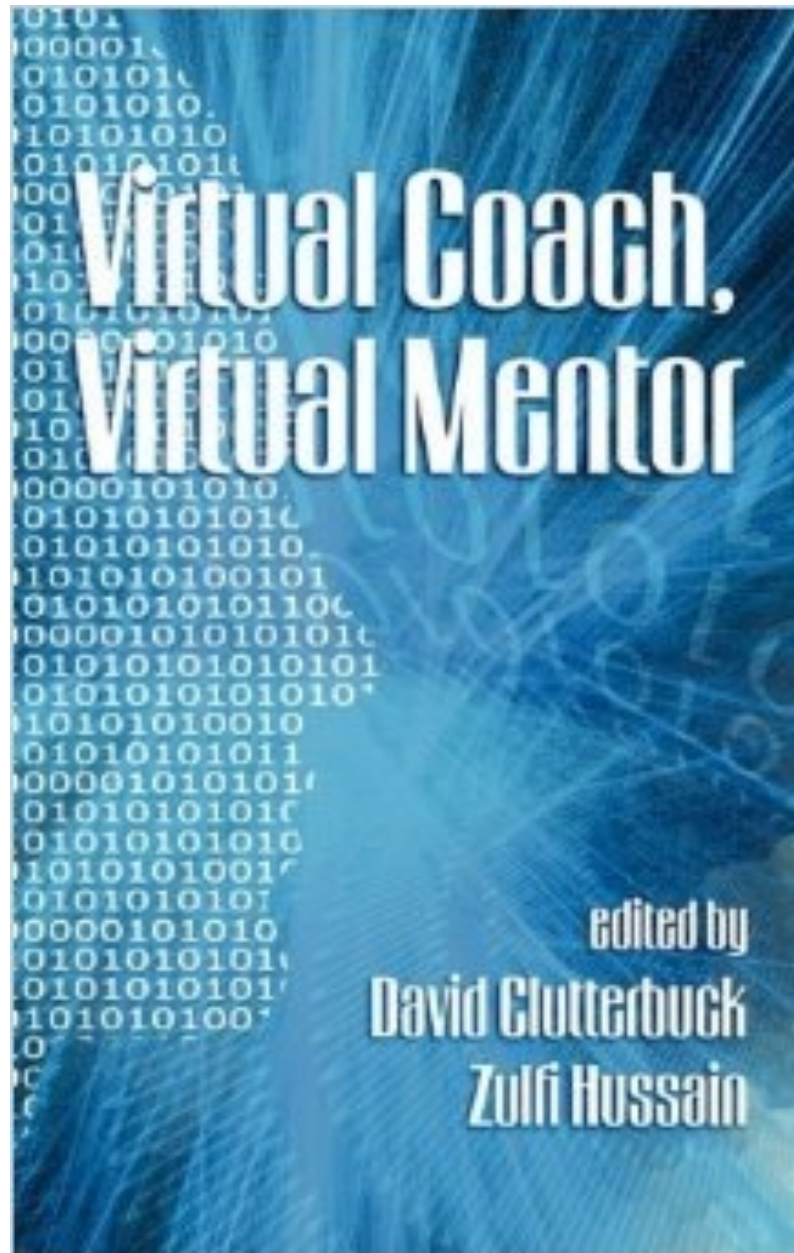
DR. PRENTISS TAYLOR

VOICE ONLY

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