



L I T E R A C Y  
**F O R W A R D**

Empowering Teachers and Engaging Students with Real-World  
Solutions

# **Mentorship Guide**

## General Program Information

This mentorship program is meant to benefit both the mentors and the AmeriCorps members who will be mentored. The purpose of this program is to: give mentors opportunities to connect knowledge with practice; improve the quality of literacy instruction happening in Central Texas classrooms; become familiar with how the English Forward Curriculum can be used to support student learning across a variety of classroom settings; and provide ongoing support and guidance to AmeriCorps members using the English Forward curriculum to teach in ESL classrooms

The mentors are participating in this program as part of completing the Master Trainer Certification Program. The mentees are participating as part of their professional development during their AmeriCorps service year.

The duration of this mentorship program is approximately six months—from September 2014 to February 2015.

There are, essentially, two major components to this program. The first is monthly meetings between the mentors and mentees in a group setting. The second is classroom observations. The details of each component can be found in the **Program Components** section of this guide.

### Benefits of Mentoring<sup>1</sup>

#### Benefits of Mentoring for the Mentor

As a result of being a mentor, the person:

- Renews their enthusiasm for the role of expert;
- Obtains a greater understanding of the barriers experienced at lower levels of the organization;
- Enhances skills in coaching, counseling, listening, and modeling;
- Develops and practices a more personal style of leadership;
- Demonstrates expertise and shares knowledge, and;
- Increases generational awareness.

#### Benefits of Mentoring for the Mentee

As a result of having a mentor, the AmeriCorps member:

- Makes a smoother transition into the workforce;
- Furthers his/her development as a professional;
- Gains the capacity to translate values and strategies into productive actions;
- Complements ongoing formal study and/or training and development activities;
- Gains some career development opportunities;
- Develops new and/or different perspectives;
- Gets assistance with ideas;
- Demonstrates strengths and explores potential, and;
- Increases career networks and receives greater agency exposure

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<sup>1</sup> United States of America. Office of Personnel Management. *Best Practices: Mentoring*. 2008. Print.

## Getting Started

Be sure to read this guide before you attend the first meeting. The first mentorship meeting will include all of the mentors and all of the mentees. This will be an opportunity to get to meet everyone face-to-face and start to discuss your goals for this program as a mentor or mentee.

During the first meeting:

- Use the **Mentee/Mentor Goal and Contact Agreement Form** in the Appendix to create and sign an agreement that outlines the expectations of each of the members and the mentor.
- Complete and sign the **Confidentiality Agreement Form** found in the Appendix.
- Once you have created and signed the agreements, be sure that everyone in the group receives either hard or electronic copies of each document. You should also submit a copy of each document to the Literacy Forward Program Manager.
- Work together to determine when the first monthly mentorship meeting will take place.
- Get to know each other!
- Exchange contact information.
- Discuss how to build a realia toolkit
  - To prepare, watch the “How to Use the Toolkit Video” and use the “Realia Generator” spreadsheet document found on the web portal. Log in, click on “For the Classroom” then scroll to the bottom and click on “Other Supplemental Materials” to access these resources.
  - If you don’t get to this in the first meeting, don’t worry! This is a conversation that can continue after the meeting through email or at the next meeting. Just be sure that the mentors are prepared to use realia in the classroom.
- Discuss any questions, concerns or issues that you may have with your group. You may already have some very good questions!

## Program Components

In this section, each of the major components of the mentorship program is described. In addition to the general description of each component, direction or advice, directed to the mentor or mentee specifically, is given.

### Monthly Meetings

Throughout the duration of the mentorship program, each mentor and their mentees are charged with meeting as a group once a month. Attendance for each meeting is required, and you should plan for each meeting to last for one hour, although if you'd like to spend more time together, you're more than welcome to. This is an opportunity for the AmeriCorps members to bring up any issues, successes, failures or other topics that they would like to discuss. These meetings can be informal, and we suggest that you meet at a library, coffee shop, or other public space. The December mentorship meeting will be one large group meeting between all the mentors and all the mentees. All other meetings will be separate meetings between each mentor and their mentees.

**Mentors:** This is an opportunity for you to support your mentees by sharing your knowledge and expertise with the English Forward curriculum, and as a teacher in general. Many of our mentees have little-to-no previous teaching experience, and we also know that critical skills, such as time and classroom management, are often learned while teaching. Many of the issues that arise in the classroom and in non-traditional education are not about the material, and can only be dealt with using previous experience. These meetings are vital for your mentees' success.

**Mentees:** This is your chance to discuss with your mentor the issues or questions that have arisen during your time teaching. You and the other mentees that you are partnered with should come to each meeting with your topics and questions prepared to maximize your time together with your mentor. You should also bring one English Forward lesson to the meeting. This could be a lesson that you've found particularly difficult to implement or a lesson that you felt was very successful in your classroom. Your mentor's time is very valuable, and you should make sure that they know that these monthly meetings are valuable to you, as well.

\*\*\*With the exception of the September meeting, determining the agenda for each monthly mentor meeting is the responsibility of the mentees\*\*\*

## Teaching Observations

Mentors are expected to observe each mentee teaching in the classroom for approximately one hour at least twice during the mentorship program. Please use the **Class Observation Worksheet** in the appendix to prepare and carry out the observation.

**Mentors:** Work with your mentees to determine when you will be able to observe them in their classroom. Make sure that the mentee has answered the necessary questions on the **Class Observation Worksheet** before the observation. They should give it to you when you arrive at their class. Fill out the worksheet during and after the class, as appropriate. After the class, work with the mentees to determine the best time to meet and debrief.

**Mentees:** Work with your mentor to determine when they will be able to observe you in your classroom. Answer the necessary questions on the **Class Observation Worksheet** before you are observed, and give the form to the mentor when they arrive in your classroom. After the class, work with the mentor to determine the best time to meet and debrief.

After the teaching observation, plan to meet for at least 30 minutes to go over the worksheet and discuss the observation. It is up to the mentors and mentees to determine exactly when each observation and debrief should take place, but try to observe once in the beginning of the program and once in the end.

\*\*\*While not a requirement of the program, it may also be a good idea for the mentees to observe their mentor teach at least one class\*\*\*

## Responsibilities

In this section, the responsibilities of both the mentors and mentees are outlined.

### Mentors:

Mentors are responsible for:

- Attending all monthly mentorship meetings
- Tracking dates of each meeting
- Observing each mentee at least twice during the program
- Meeting with each mentee to debrief after each teaching observation
- Providing support to mentees through email or other forms of communication on an ongoing basis.
- Providing a brief summary of monthly meetings and teaching observations to the Literacy Forward Program Manager
- Ensuring that all necessary forms and documents are submitted to the Literacy Forward Program Manager

### Mentees:

Mentees are responsible for:

- Determining the location and agenda for all monthly mentorship meetings, excepting the September meeting
- Attending all monthly mentorship meetings
- Communicating meeting information to mentor
- Organizing two individual mentor teaching observations for each mentee
- Coordinating with the mentor to debrief after each teaching observation on an individual basis
- Providing a brief summary of monthly meetings and teaching observations to the Literacy Forward Program Manager
- Ensuring that all necessary forms and documents are submitted to the Literacy Forward Program Manager

If you have questions or problems, please contact Justin DeBrosse at [jdebrosse@willread.org](mailto:jdebrosse@willread.org) or 512-735-2737.



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# **Appendix**

## MENTEE/MENTOR GOAL AND CONTACT AGREEMENT<sup>2</sup>

A successful mentee/mentor relationship requires a commitment on the part of both partners. The following agreement is intended to provide a starting framework for the partnership. All parties should understand that they may discuss changing their partnership at any time by contacting Justin DeBrosse at [jdebrosse@willread.org](mailto:jdebrosse@willread.org). Each party should keep a copy of this agreement and make every effort to fulfill the terms of the agreement. Each group should also ensure that one copy of the completed document is submitted to the Literacy Forward Program Manager.

Mentor \_\_\_\_\_ Contact Number \_\_\_\_\_

Employed by: \_\_\_\_\_ Job Title \_\_\_\_\_

Email Address \_\_\_\_\_

Mentee \_\_\_\_\_ Contact Number \_\_\_\_\_

Email Address \_\_\_\_\_

Mentee \_\_\_\_\_ Contact Number \_\_\_\_\_

Email Address \_\_\_\_\_

Mentee \_\_\_\_\_ Contact Number \_\_\_\_\_

Email Address \_\_\_\_\_

Mentor and mentee are encouraged to share additional contact information as needed.

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<sup>2</sup> Adapted from the document found at <http://jfs.ohio.gov/owd/WorkforceProf/Docs/South-Delta-Mentor-Mentee-Agreement-Forms.doc>



MENTEE GOALS

Each mentee should establish with the mentor at least three professional development or personal growth goals. *Goals should be specific, measurable, attainable, relevant, and have a time frame. One goal should refer specifically to the English Forward Curriculum.*

Mentee Name: \_\_\_\_\_

GOAL # 1 \_\_\_\_\_

GOAL # 2 \_\_\_\_\_

GOAL # 3 \_\_\_\_\_

Mentee Name: \_\_\_\_\_

GOAL # 1 \_\_\_\_\_

GOAL # 2 \_\_\_\_\_

GOAL # 3 \_\_\_\_\_

Mentee Name: \_\_\_\_\_

GOAL # 1 \_\_\_\_\_

GOAL # 2 \_\_\_\_\_

GOAL # 3 \_\_\_\_\_

## GOAL AND CONTACT AGREEMENT

The duration of the formal mentoring program is six (6) months. Mentors and mentees are encouraged to continue the relationship on a voluntary basis. Contacts with mentee may be in person or by telephone or email; however, face to face contact is required at least once each month. Mentee/mentor should allow enough time during a contact for discussion of goals, as well as questions from the mentee concerning their professional and/or personal development.

*Mentee and Mentor agree to meet at least once a month for six (6) months.*

*Mentee and Mentor agree to provide the Literacy Forward Program Manager with written feedback after each contact.*

*Mentee and Mentor to provide a final evaluation of the relationship at the end of the formal program.*

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**Mentee** Signature and Date

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**Mentee** Signature and Date

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**Mentee** Signature and Date

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**Mentor** Signature and Date

## CONFIDENTIALITY AGREEMENT<sup>3</sup>

Trust is imperative to a successful mentoring relationship. You must trust and be trustworthy to be trusted. It is one of the most, if not the most, important factor in the partnership. Mentoring pairs will share information about one another throughout the association. Partners must be very clear on the limits they want to place on the information shared. Establishing clear boundaries is a big step toward building trust. Here are a couple of statements to start your agreement. You may accept these as they are, build upon them, or establish a completely new agreement. The important thing is that all partners concur with the confidentiality agreement.

1. What we discuss will stay between all of us. [use the space below to add to this]

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2. What we discuss will stay between us, unless we give each other permission or ask that the information be shared with others. [use the space below to add to this]

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3. Add other additional conditions you all mutually agree to:

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**Mentee** Signature and Date

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**Mentee** Signature and Date

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**Mentor** Signature and Date

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**Mentee** Signature and Date

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<sup>3</sup> Adapted from <https://www.opm.gov/Wiki/uploads/docs/Wiki/OPM/training/Mentoring%20Toolkit%203-18-10.pdf>

## Class Observation Worksheet<sup>4</sup>

**Confidentiality considerations:** In order for this program to be effective, it is crucial that we establish and maintain an environment of mutual respect and trust. Therefore, all critiques given on this form should be done in a constructive manner, and the raw data gathered through our observations and recorded on this form is to be kept confidential. Only three copies of this form should be made, one to be given to the mentee observed, one to be kept by the observer, and one to be given to the Literacy Forward Program Manager. All mentors/mentees are encouraged to share particularly effective teaching strategies with colleagues in monthly meetings, and also to share any difficulties so that we can all be engaged in cooperative problem solving. The Literacy Forward Program Manager and the observer may use the insights gained through the peer mentoring process as a basis for discussion of the mentorship program, but under no circumstances should copies of completed Class Observation Forms be shared or distributed outside the program.

Mentee Observed: \_\_\_\_\_ Mentor: \_\_\_\_\_

Class Observed: \_\_\_\_\_ Date and Time of Class: \_\_\_\_\_

To be completed by the mentee being observed:

1) The goal or outcome I have in mind for my students during this class session is:

2) The English Forward lesson plan that I am using for this class session is:

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<sup>4</sup> Adapted from the document found at [http://www.ben.edu/fac\\_staff/ctle/resources/upload/LL-Peer-Mentoring-Observation-Form.doc](http://www.ben.edu/fac_staff/ctle/resources/upload/LL-Peer-Mentoring-Observation-Form.doc)

3) During this class session, I would like the observer to pay particular attention to, and give me feedback on the following:

- Examples
  - The instructor was comfortable with the content and structure of the English Forward Curriculum
  - The instructor positively reinforced students
  - The instructor effectively engaged students
  - The instructor encouraged a comfortable and safe environment
  - The instructor handled problems effectively
  - The instructor effectively responded to students' questions and comments

Choose one or two from the examples above, or write your own below.

**To be completed by the observer:**

1) Describe what happened in this class session. What was done by the mentee and/or the students? What teaching methods or strategies from the English Forward Curriculum did you observe? How effective were these activities and methods in achieving the goal or student outcome that the mentee had set out for this class session? Explain.

2) What “worked” particularly well during this class session? Were there any small-group activities, assignments, or teaching strategies that you think the mentee should share with the other mentees/mentors?

3) Was there a point during this class session when the mentee “lost” student attention? If so, what do you think caused it? How did the mentee react, what did he/she do to regain student attention? Were the mentee’s efforts in this regard effective?

4) How did the physical surroundings or environment of the class session affect the learning experience, if at all? (For example, the temperature or set up of the classroom, the time of day, number of students in the class, outside noise, lighting, problems with equipment or technology such as VCR, computer, etc.)

5) What suggestions do you have for the mentee you observed in terms of expansion of particularly effective teaching strategies, improvement of teaching strategies that didn't work well, solving problems you observed, etc.?

6) Other comments or observations:

## MENTEE FINAL EVALUATION<sup>5</sup>

Mentee \_\_\_\_\_ Mentor \_\_\_\_\_

Mentor Title \_\_\_\_\_ Phone \_\_\_\_\_

Number of Mentee Contacts with Mentor \_\_\_\_ Type of Contacts \_\_\_\_\_

Overall, how would you rate the mentoring experience?

5 - Excellent    4- Good    3 - Satisfactory    2- Fair    1- Poor

Comments: \_\_\_\_\_

\_\_\_\_\_

Rate the following statements on the scale of 1 - 5.

5 - Strongly agree    4 - Agree    3 - Disagree    2 - Strongly Disagree    1 - Don't Know

I feel that I have reached all or some of my goals for personal growth. \_\_\_\_\_

I feel that I have a better understanding of how to implement the English Forward Curriculum in an ESL Classroom \_\_\_\_\_

I feel better about my potential for career and personal growth since completing the mentoring program. \_\_\_\_\_

I feel more self-confident since completing the mentorship program. \_\_\_\_\_

My mentor played an important part in my growth and development. \_\_\_\_\_

<sup>5</sup> Adapted from the document found at <http://jfs.ohio.gov/owd/WorkforceProf/Docs/South-Delta-Mentor-Mentee-Agreement-Forms.doc>



I plan to continue my training and education. \_\_\_\_\_

I plan to continue to work on reaching current and future career goals. \_\_\_\_\_

I feel the training I received had a positive effect on my career success. \_\_\_\_\_

I would recommend this program to others. \_\_\_\_\_

My mentor and I plan to continue our relationship. Yes \_ No \_ Don't Know \_

\_\_\_\_\_

Mentee Signature and Date

# MENTOR FINAL EVALUATION<sup>6</sup>

Mentor \_\_\_\_\_ Contact Number \_\_\_\_\_

Employer \_\_\_\_\_ Job Title \_\_\_\_\_

Number of Mentor Contacts with Mentees \_\_\_\_ Type of Contacts \_\_\_\_\_

Mentee \_\_\_\_\_ Contact Number \_\_\_\_\_

Mentee \_\_\_\_\_ Contact Number \_\_\_\_\_

Mentee \_\_\_\_\_ Contact Number \_\_\_\_\_

Overall, how would you rate the mentoring experience?

5 - Excellent 4- Good 3 - Satisfactory 2- Fair 1- Poor

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Rate the following statements on the scale of 1 - 5.

5 - Strongly agree 4 - Agree 3 - Disagree 2 - Strongly Disagree 1 - Don't Know

I feel that the mentees reached all or some of their goals for personal growth. \_\_\_\_\_

I feel better about the mentees potential for professional growth since completing mentoring program. \_\_\_\_\_

<sup>6</sup> Adapted from the document found at <http://jfs.ohio.gov/owd/WorkforceProf/Docs/South-Delta-Mentor-Mentee-Agreement-Forms.doc>

I see in the mentees a greater self-confidence since we began the mentoring relationship. —

I feel I played an important part in the career and personal development of the mentees. —

I think the mentees will become long-term productive members of their organizations. —

I now have a better understanding of how the English Forward curriculum can be used with students. —

I feel that I have gained from the mentoring relationship. —

I would encourage others to serve as mentors. —

I would like to mentor others in the future. —

I found the mentor role to be too demanding. —

My mentees and I plan to continue our relationship. Yes \_ No \_ Don't Know \_

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Mentor's Signature and Date