

Mentor Teacher Group Guide

# Adult Multiple Intelligences

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The **National Center for the Study of Adult Learning and Literacy (NCSALL)** is a collaborative effort between the Harvard University Graduate School of Education and World Education. The University of Tennessee, Portland State University, and Rutgers University are NCSALL's partners. NCSALL is funded by the Educational Research and Development Centers Program, Award Number R309B60002, as administered by the Office of Educational Research and Improvement, U.S. Department of Education.



The **New Mexico Coalition for Literacy** is a nonprofit organization that provides technical assistance to literacy and adult basic education programs throughout the state of New Mexico.



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# Goal of NCSALL Mentor Teacher Groups

The goal of NCSALL is to improve the quality of practice in adult education through research (both university-based and practitioner research). We want to ensure that practitioners – teachers, counselors, program administrators, and others – have an opportunity to learn about and, where appropriate, use the results of research in their work. Therefore, the goal of the NCSALL Mentor Teacher Groups is to help adult basic education practitioners learn about theories and concepts related to or coming out of NCSALL’s research and to discuss how such concepts can be applied to practice and policy in adult basic education.

Getting practitioners involved in reading and thinking about the uses of research in their practice is important for ensuring that research is actually influencing practice. When we have talked to practitioners in the field of adult literacy about what they need research to do for them, we hear that they need techniques, strategies, and practical suggestions that they can use immediately. Yet, research often produces reports, articles, and other documents that provide primarily theories, concepts, ideas, and sometimes implications for practice.

NCSALL feels that there needs to be a process that “translates” theoretical concepts into practical suggestions and that practitioners should be involved in that process. The prime vehicles for translating research theories into practical suggestions for practitioners or feedback for university-based researchers are activities such as practitioner research and Mentor Teacher Groups where practitioners can learn about, discuss, and/or try out ideas from research. The following diagram depicts this process:

**Research produces:**

Theories, concepts  
and ideas in

- Articles
- Reports
- Presentations

**Practitioners need:**

Techniques, strategies,  
and suggestions in

- Articles
- Workshops
- Web Sites

**Translation through:**

Practitioner Research and Mentor Teacher  
Groups which produce practical  
recommendations for other practitioners  
and for researchers

We at NCSALL believe that we need to do more than publish and disseminate magazines, reports, and research updates if research is to inform practice and policy. We have a responsibility to help design and sponsor “live” mechanisms for practitioners to really read, think about, and discuss with each other what research findings mean and whether they are useful or applicable to adult education instructional settings and programs.

Thanks for being part of the process of connecting practice and research.

## Information About NCSALL

**The Mission of NCSALL.** NCSALL's purpose is to improve practice in educational programs that serve adults with limited literacy and English language skills, and those without a high school diploma. NCSALL is meeting this purpose through basic and applied research, dissemination of research findings, and leadership within the field of adult learning and literacy.

NCSALL is a collaborative effort between the Harvard Graduate School of Education, World Education, The Center for Literacy Studies at The University of Tennessee, Rutgers University, and Portland State University. NCSALL is funded by the U.S. Department of Education through its Office of Educational Research and Improvement (OERI).

**NCSALL's Research Projects.** The goal of NCSALL's research is to provide information that is used to improve practice in programs that offer adult basic education (ABE), English for Speakers of Other Languages (ESOL), and adult secondary education services. In pursuit of this goal, NCSALL has undertaken research projects in four areas: (1) learner motivation, (2) instructional practice and the teaching/learning interaction, (3) staff development, and (4) assessment.

**Dissemination Initiative.** NCSALL's dissemination initiative focuses on ensuring that practitioners, administrators, policymakers, and scholars of adult education can access, understand, judge and use research findings. NCSALL publishes *Focus on Basics*, a quarterly magazine for practitioners; *Focus on Policy*, a twice-yearly magazine for policymakers; *Review of Adult Learning and Literacy*, an annual scholarly review of major issues, current research and best practices; and *NCSALL Reports and Occasional Papers*, periodic publications of research reports and articles. NCSALL also sponsors the Connecting Practice, Policy, and Research Initiative, designed to help practitioners and policymakers apply findings from research in their instructional settings and programs.

For more information about NCSALL, to download free copies of NCSALL publications, or to purchase bound copies, please visit:

**<http://ncsall.gse.harvard.edu>**



# Introduction to the Mentor Teacher Group Guide: Adult Multiple Intelligences

This Mentor Teacher Group Guide was created by the National Center for the Study of Adult Learning and Literacy (NCSALL) and the New Mexico Coalition for Literacy (NMCL) as part of the Connecting Practice, Policy, and Research Initiative (CPPR). It was piloted with five Mentor Teacher Groups throughout the state of New Mexico in the winter of 2002, and the suggested revisions were incorporated into this version. The Guide is part of a national effort to help connect research and practice in the field of adult basic education and adult literacy.

This Mentor Teacher Group Guide addresses Howard Gardner’s theory of Multiple Intelligences (MI) and its application in the practice of adult basic education. The readings from *Multiple Intelligences and Adult Literacy. A Sourcebook for Practitioners* (referred to throughout this Guide as the “AMI Sourcebook”) introduce MI theory and discuss experiences of practitioner researchers as they apply the theory in a variety of adult basic education contexts. This AMI study is the first systematic application of Gardner’s MI theory in the adult literacy field. The AMI Sourcebook is an honest report of the successes and challenges of using MI theory to inform instruction and self-reflection among ESOL, ABE, and GED adult learners.

Each meeting of the Mentor Teacher Group includes discussion of the readings and how ideas generated from the readings can be applied to the program contexts of group members. The direction of the discussions will vary with the concerns of each group. It is important that discussions and activities meet the needs of all the group members. The facilitator needs to be flexible and may need to modify some activities to fit the needs and learning styles of participants. This Mentor Teacher Group Guide should be used as a guide, not a rigid script.

## **What is a Mentor Teacher Group?**

A Mentor Teacher Group is a combination of a Study Circle, where a group of practitioners come together to read articles and talk about theories and strategies on a particular topic, and mentoring, where an experienced teacher comes to each participant’s classroom, observes her teaching, and provides feedback that helps the teacher apply those theories and strategies and learn from her own practice.

The strength of this model is that it offers participants the opportunity to learn not only from the mentor teacher during the classroom observations but also from one another during the group meetings. This professional development model recognizes that teachers do not operate in a vacuum. They work in programs and systems that present supports and also challenges for doing the best job possible. The strength of the individualized mentoring process is that it supports teachers in integrating their learning directly and immediately into their own unique contexts. The group component supports teachers by giving them the opportunity to share ideas with their colleagues.

When possible, we strongly recommend incorporating an additional component in which participating teachers also visit the mentor teacher's classroom and provide her with feedback as well. In this way, all participants, including the mentor, have a chance to learn from one another directly through classroom observation and feedback. With the addition of this two-way observation component, the model becomes more like peer coaching in which all participants are seen as having relatively equal amounts of expertise and authority.

### **Who Should Participate in a Mentor Teacher Group?**

The Mentor Teacher Group consists of a mentor teacher and five to six teacher participants. The mentor teacher is experienced in the field of adult basic education and, preferably, has prior experience leading professional development activities for groups of teachers. Because the Mentor Teacher Group model is based on the idea of teachers sharing with and learning from one another, it is essential that the mentor teacher be a current teacher. The mentor teacher should have a strong foundation in learner-centered instruction and experience in developing innovative curriculum based on the needs of students with whom she or he works. We suggest that the mentor teacher also demonstrate the qualities that make teachers effective, e.g., the ability to listen well to others, to provide constructive feedback, to model how to learn from mistakes, and to create a trusting and supportive environment.

Teacher participants should also be current teachers in the field of adult basic education and literacy. This would include literacy and family literacy, GED, and English for Speakers of Other Languages (ESOL) teachers. Although most of the activities are designed for teachers who provide group instruction, teachers or tutors who work in one-on-one situations can also participate in this Mentor Teacher Group, with the caveat that the mentor teacher adapt the activities accordingly. To ensure that teacher participants feel as safe as possible while being

observed and do not need to worry that they are being evaluated, we have found that the model works best when the mentor teacher does NOT work in the same program as the teacher participants.

### **How Should a Mentor Teacher Group Be Started?**

We recommend a careful recruiting process. This type of professional development may be new to many teachers, and we have found that putting out a simple flyer announcing dates and times is not enough. Any recruitment materials need to clearly describe the components of the Mentor Teacher Group, the time commitment, and the responsibilities that teacher participants will be expected to fulfill. For example, it is crucial that participating teachers be both willing and able to have the mentor teacher observe them teaching in their classrooms and provide them with feedback. Some participants may need their supervisor's approval for the mentor teacher to come and observe.

We suggest that each group be made up of five or six participants. More than that becomes too time-consuming for the mentor teacher to be able to visit each participant for a total of eight hours on two separate occasions. Fewer than five participants affects the quality of the group experience.

Teachers may be recruited from a variety of programs or from the same program. An advantage of teachers coming from a variety of programs is that teachers have the opportunity to learn from the differing contexts. An advantage of teachers all being in the same program is that they can continue to work together between sessions and support one another as they try out new ideas, reflect on their learning, and possibly make changes on a program level.

We recommend that the first two meetings be held relatively close together (approximately two weeks apart) to allow participants to delve into the topic and plan for the first classroom observation. The first round of classroom observations should be held three to four weeks after the second meeting, allowing participants time to plan their strategy. The round of classroom observations should be followed up rather quickly by the third meeting (a week after the classroom observations) to build on the momentum generated by the observations. Allow about another month for the second round of classroom observations. The fourth and final meeting could be held anytime up to one month after the final round of classroom observations.

It is best to schedule the first two meetings when recruiting teacher participants. The dates for the third and fourth meetings, as well as the classroom observations, can be decided during the first meetings.

## What Do Each of the Meetings and the Classroom Observations Cover?

The Guide details a 20-hour professional development experience consisting of four group meetings and two individual classroom observations. Each participant should commit to all 20 hours. The 20 hours are divided into the following components:

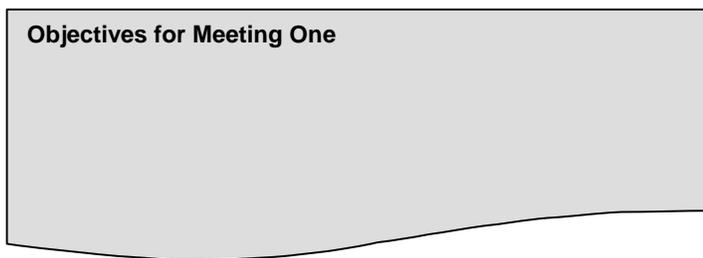
1. Two initial three-hour meetings of the group – mentor teacher and five to six teacher participants. (6 hours) These meetings provide participants with the chance to get to know one another, an overview of the Mentor Teacher Group, including the mentoring process, and an introduction to Adult Multiple Intelligences.
2. Individual pre-observation conference, classroom observation, and post- observation conference between mentor teacher and each teacher participant. (4 hours) Each participant meets individually with the mentor teacher for one hour before the class session that the mentor teacher will be observing to identify particular areas for feedback. After the class session, they meet again to discuss the feedback from those areas. For the classroom observation, the teacher is asked to try out one of the activities learned in the previous group meetings for talking about MI theory with students.
3. Third group meeting. (3 hours) Participants discuss what they learned from the mentoring experience and classroom observation and learn more about the promises and challenges of using MI-based instruction in their classrooms.
4. Individual pre-observation conference, classroom observation, and post-observation conference. (4 hours) The process is similar to the first classroom observation, except this time the teacher participant is encouraged to try out an MI-inspired lesson with students.
5. Fourth group meeting. (3 hours) Participants reflect on their learning and develop a plan of action to continue to develop MI-based practices.

## What's the Best Way to Use This Guide?

The Guide is laid out in four group meetings and two classroom observations with detailed, step-by-step instructions for each activity. A specific format for conducting the classroom observations, including the pre-and post-observation conferences, is also provided. For some mentor teachers, this level of detail may be welcomed. For others, it may feel too prescriptive. No matter what your preference, we urge you to adapt this

Guide to your group and to participants' needs. This means that you will need to encourage open dialogue so that participants can share their experiences, concerns, and suggestions for how to make the Mentor Teacher Group more relevant to their needs.

Newsprints to be prepared before the group meetings are always depicted in shaded boxes within the steps.



Questions or points the facilitator should use to guide discussion during the meetings and classroom observations are depicted with a preceding question mark in the following way:

? What insights did you gain...

Handouts are preceded with a handout symbol: 

Readings are preceded with a book symbol: 

Handouts are in the appendices at the end of the Guide: Meeting One Handouts in Appendices A and B, Meeting Two Handouts in Appendix C, and Meeting Three Handouts in Appendix D.

\* Copies of the AMI Sourcebook can be obtained in one of two ways:

- *From publisher:* Copies can be ordered from Teachers College Press (TCP), the publisher of the AMI Sourcebook, from TCP's Web site (<http://www.teacherscollegepress.com>). The cost is \$27.95 per copy.
- *From NCSALL:* Copies can be ordered from NCSALL/World Education by contacting NCSALL's distribution associate at (617) 482-9485, ext. 278. The cost is \$20 per copy, which represents a 25% discount off the publisher's listed price.

*Suggestion for facilitator:* You may want to order the appropriate number of sourcebooks for your participants (and yourself) and distribute them at the first meeting. That way, you can be certain that all Mentor Teacher Group participants have the AMI Sourcebook in hand for all four meetings.

If your agency will be covering the cost of the sourcebooks, be sure to let participants know. Otherwise, participants should be advised that they are responsible for reimbursing you.

### **What Tips Should a Mentor Teacher Keep in Mind When Facilitating a Group?**

- Be flexible when organizing the classroom observations to allow pre- and post-observation conferences to happen over the phone if necessary.
- Most of the preparation for each meeting needs to be done before the day of the meeting.
- At the first meeting, circulate a contact sheet for people to share names, phone numbers, and e-mail addresses. Type and photocopy the list to give back to participants at the second meeting.
- We suggest you create a newsprint to record questions and important ideas that participants raise that cannot be addressed at the time but should not be forgotten. We call this newsprint a “parking lot,” meaning a place to “park” or capture these ideas until you can refer back to them later in the group meetings.

Feel free to make changes to the design to best meet the needs of the participants.

**Meeting and Observation Guide  
for Facilitating the  
Adult Multiple Intelligences  
Mentor Teacher Group**



# Adult Multiple Intelligences Mentor Teacher Group: Outline

## Meeting One

- OBJECTIVES:**
- Participants will get to know one another and learn how the Mentor Teacher Group will be run.
  - Participants will get an introduction to the Adult Multiple Intelligences (AMI) Research Project and Multiple Intelligences (MI) theory.
  - Participants will learn what makes the mentoring process and classroom observations successful.
- 

**TIME:** 3 hours

- |                   |   |
|-------------------|---|
| <i>25 minutes</i> | 1. Welcome and Introductions                                    |
| <i>15 minutes</i> | 2. Meeting One Objectives, Agenda, and Setting Group Guidelines |
| <i>20 minutes</i> | 3. Overview of the AMI Mentor Teacher Group                     |
| <i>45 minutes</i> | 4. A New View of Intelligence                                   |
| <i>15 minutes</i> | BREAK   |
| <i>45 minutes</i> | 5. Making Mentoring and Classroom Observations Successful       |
| <i>15 minutes</i> | 6. Readings for Meeting Two and Evaluation                      |

## Meeting Two

- OBJECTIVES:**
- Participants will learn more about MI theory.
  - Participants will develop an understanding of the promises and challenges of talking explicitly about MI theory with students.
  - Participants will consider strategies to support students' own understanding of their intelligences.
  - Participants will learn more about the classroom observations.
- 

**TIME:** 3 hours

- |                   |   |
|-------------------|---|
| <i>10 minutes</i> | 1. Welcome, Meeting Two Objectives, and Agenda                                    |
| <i>40 minutes</i> | 2. MI Reflections: How Are You Smart?   |
| <i>40 minutes</i> | 3. Issues Teachers Addressed When Applying MI-Reflection Activities               |
| <i>10 minutes</i> | BREAK   |
| <i>30 minutes</i> | 4. MI-Reflection Activities   |
| <i>25 minutes</i> | 5. Implementing MI Theory in Your Contexts: Constraints and Supports              |
| <i>25 minutes</i> | 6. Planning for Classroom Observations and the Third Group Meeting and Evaluation |

## First Classroom Observation

Participants try out an MI-Reflection activity in which learners explicitly learn about MI Theory and their own strengths.

## Meeting Three

- OBJECTIVES:**
- Participants will discuss the mentoring experience and what they have learned.
  - Participants will learn about MI-inspired lessons and ways to translate MI theory into practice.
  - Participants will plan next steps for using MI-inspired practices and prepare for the second classroom observation.
- 

**TIME:** 3 hours

- |                   |  |
|-------------------|--|
| <i>10 minutes</i> | 1. Welcome, Meeting Three Objectives, and Agenda |
| <i>50 minutes</i> | 2. How was the Mentoring Experience?             |
| <i>50 minutes</i> | 3. MI-Inspired Lessons                           |
| <i>15 minutes</i> | BREAK  |
| <i>45 minutes</i> | 4. Planning for the Second Classroom Observation |
| <i>10 minutes</i> | 5. Next Steps and Evaluation                     |

## Second Classroom Observation

Participants try out an MI-inspired lesson.

## Meeting Four

- OBJECTIVES:**
- Participants will reflect on their mentoring experience and what they have learned.
  - Participants will learn about the dominant features of MI-informed practice.
  - Participants will plan next steps for applying MI theory in their programs.
  - Participants will make a plan for the group's next steps.
- 

**TIME:** 3 hours

- |                   |   |
|-------------------|---|
| <i>5 minutes</i>  | 1. Welcome, Meeting Four Objectives, and Agenda |
| <i>10 minutes</i> | 2. Seven Emerging Features from the AMI Study   |
| <i>60 minutes</i> | 3. What Have We Learned?                        |
| <i>10 minutes</i> | BREAK   |
| <i>60 minutes</i> | 4. Next Steps – An Action Quilt                 |
| <i>20 minutes</i> | 5. A Plan for Our Group                         |
| <i>15 minutes</i> | 6. Final Evaluation                             |

## Meeting One – Preparation



### **Newsprints** (Prepare ahead of time)

- Objectives for Meeting One (p. 19)
- Meeting One Agenda (p. 20)
- Purpose of the AMI Mentor Teacher Group (p. 21)
- MI Theory's Definition of Intelligence (p. 24)
- New View of Intelligence (p. 24)
- Discussion Questions (p. 24)
- Thoughts about the Mentoring Process (p. 25)
- Format for Classroom Observations (p. 26)
- Useful – How To Improve (p. 29)



### **Handouts** (Make copies for each participant)

- Handout A: "Sample Ground Rules" by the Study Circle Resource Center" (p. 78)
- Handout B: "Agenda for Mentor Teacher Group" (p. 79)
- Handout C: "Guidelines for Mentoring and Classroom Observation" (p. 80)
- Handout D: "Format for Mentoring and Classroom Observation" (p. 81)
- Handout E: "Case Study of Mentoring and Classroom Observation" (p. 82)
- Handout F: "Readings for Meeting Two" (p. 84)
- "Handouts and Articles on Classroom Observation, Peer Coaching, and Mentoring" (in **Appendix B**, pp. 85–102)

### **Materials**

- One copy of the AMI Sourcebook for each participant
- Blank newsprint sheets
- Newsprint easel
- Markers, pens, tape

## Meeting One – Process

- OBJECTIVES:**
- Participants will get to know one another and learn how the Mentor Teacher Group will be run.
  - Participants will get an introduction to the Adult Multiple Intelligences (AMI) Research Project and Multiple Intelligences (MI) theory.
  - Participants will learn what makes the mentoring process and classroom observations successful.
- 

**TIME:** 3 hours

**STEPS:**

**1. Welcome and Introductions** (25 minutes)

---

- **Welcome participants** to the first meeting of the AMI Mentor Teacher Group. Explain that soon you will be providing an overview of the first meeting and the professional development experience as a whole, but you would like to begin with an activity to get to know each other.
- **Ask participants to taking a moment to find something “on their person”** (in their wallet, clothes, etc.) that indicates something that they do well (e.g., a runner may choose a watch, or a musician may choose her hands). Then ask each participant to introduce herself by saying her name, program, what she teaches, and showing the object she has chosen, explaining how the object represents something she does well. You may want to model the introductions by going first.

- **After the introductions, ask for just a few comments** about what participants heard:
  - ? What impressed you about each other's strengths?
  - ? Were there a number of similarities or a large range in strengths?

## 2. Meeting One Objectives, Agenda, and Setting Group Guidelines (15 minutes)

---

- **Post the Objectives for Meeting One newsprint.** Go over the objectives briefly with the group.

**Objectives for Meeting One**

Participants will:

- Get to know one another and learn how the Mentor Teacher Group will be run.
- Get an introduction to the Adult Multiple Intelligences (AMI) Research Project and MI theory.
- Learn what makes the mentoring process and classroom observations successful.

**"I decided to participate because I knew AMI would allow me additional ways to reach and capitalize on the unique strengths of my learner population. Being successful in the ways that they are more naturally smart breeds success in other areas, including having the confidence to take and pass their GED test."**

**—Participant Teacher  
New Mexico**

Explain that the primary purpose of Meeting One is to provide participants with an overview of the Mentor Teacher Group and what to expect from the meetings and classroom observations. Only a very small portion of time is devoted to learning about the Adult Multiple Intelligences research. In subsequent meetings, participants will have far greater opportunity to talk about the actual topic of Adult Multiple Intelligences.

- **Post the Meeting One Agenda newsprint.** Describe each activity briefly. Ask if people have any questions about the agenda.

**Meeting One Agenda**

- Introductions (Done!)
- Objectives, Agenda, and Setting Group Guidelines (Doing)
- A New View of Intelligence

Break

- What Makes Mentoring and Classroom Observation Sessions Successful
- Evaluation, Readings for Meeting Two, and Closure

- **Explain that one of the things that will help the group to run smoothly** is an agreement among participants about guidelines to follow during the meetings and discussions.
-  **Distribute Handout A: “Sample Ground Rules.”** After giving participants a few minutes to look it over, ask if there are any ground rules they would like to add to or delete from the list. Write these on newsprint as they are mentioned.
- **Ask if everyone agrees with these ground rules.** Use the “I can live with that one” criterion, i.e., you might not be crazy about one or more of these but you can “live with it” and agree to abide by it. The discussion should be only around those ground rules that participants find objectionable and “can’t live by.” Let participants know that it is your job, as facilitator, to remind them of these guidelines if you see them being broken.

### 3. Overview of the AMI Mentor Teacher Group (20 minutes)

- **Post the Purpose of the AMI Mentor Teacher Group newsprint.**  
Go over the purpose with participants.

**Purpose of the AMI Mentor Teacher Group**

1. Knowledge: Develop or enhance a basic understanding of MI theory and applications in your own classroom and program.  
↑ ↓
2. Reflection: Learn from your own experience, question assumptions that guide your work, and think about your practice in relation to MI theory as well as to theories of teaching and learning.  
↑ ↓
3. Action: Try out new learning. Take action to address AMI in your classroom and/or program.

**“There’s a lot more to learning and teaching than I had thought.”**

**—Participant Teacher  
New Mexico**

- **Tell how you hope this Mentor Teacher Group will help participants increase** their knowledge about the topic, improve their ability to critically examine their practice and learn from their own experience, and take action to address students’ intelligences. Explain that the specific activities for all four meetings and for the two classroom observations have been designed to meet these core objectives. Use the arrows going in different directions on the newsprint to point out that the learning process is not linear; rather, the learning goes back and forth between knowledge and reflection, and action and reflection.

**Explain that, in addition to achieving the core objectives,**

NCSALL hopes that participants in each Mentor Teacher Group will generate information or feedback either for other practitioners or for researchers.

-  **Distribute Handout B: “Agenda for Mentor Teacher Group”** which explains how the group is going to do all of this. Go over the handout with participants and then make the following points:
  - A Mentor Teacher Group is a combination of a Study Circle (where a group of practitioners reads articles and discusses them) and peer coaching and mentoring (where an experienced teacher observes your class and gives you feedback).
  - The group meetings and classroom observations will all focus on the topic of Adult Multiple Intelligences.
  - There are four group meetings, interspersed with two one-on-one classroom observations.
  - For the first classroom observation, participants are asked to try out an activity with students that focuses on teaching about MI theory (called “MI Reflections). For the second classroom observation, they are asked to try out a lesson that addresses students’ intelligences.
  
- **Discuss the possibility of participants coming to your own classroom to observe.** Make the following points:
  - Invite them to come to your own classroom to observe your teaching and to also give you feedback.
  - Whereas the observation of your own classroom is optional, you would welcome the opportunity, since it would make this learning experience more like peer coaching, in which colleagues help one another, than mentoring in which one person is considered to have greater expertise.
  - At the end of the meeting you will hand around a schedule that indicates what you teach and when you are available for them to observe you teaching.

**“The program is the frame for students to reach their dreams, but within that frame we as teachers have to inspire a lot more freedom and creativity.”**

**—Participant Teacher  
New Mexico**

**“I felt good about the change in emotional tenor of the group from initial hesitation and reluctance to enthusiasm and buy-in.”**

**—Mentor Teacher  
New Mexico**

- People can sign up for when they would like to visit your classroom. You can talk more about the details with them individually during their first post-observation conference.
- **Remind participants that you will be talking more about mentoring during this meeting and the next**, but ask if they have any questions about the basic concepts of what a Mentor Teacher Group is and how it operates, or if they have any concerns about their participation in it. Start a sheet of newsprint called the “parking lot.” Use this to record questions that arise that you do not have the time to immediately address but want to “park” so that they are not forgotten.

#### 4. A New View of Intelligence

(45 minutes)

- **Tell participants that now you would like to shift the focus of the group to the topic of Adult Multiple Intelligences.** Introduce the research project by telling participants that this Mentor Teacher Group is based on research conducted by teachers to see how MI theory applies to the ABE and ESOL classrooms. Explain that the Multiple Intelligences (MI) theory was developed by a Harvard researcher, Howard Gardner. It is a theory about intelligence but does not include information about how the theory applies to teaching. NCSALL’s AMI research project investigated how Gardner’s theory of intelligence applies to teaching in ABE.

**Point out that ABE and ESOL teachers were the practitioner researchers.** They, along with the students in their classes, did the research, trying to learn how MI theory can be applied in the real-life context of an ABE or ESOL learning environment. The lessons that the practitioner researchers learned, insights gained about how this theory applies to ABE, and strategies they created and used are compiled in the AMI Sourcebook.

**Explain that the term ABE is used throughout the AMI Sourcebook** to refer to the broad spectrum of literacy services for adults with a reading level anywhere between 0 and 12<sup>th</sup> grade and includes instruction in basic literacy, pre-GED, and GED.

**Explain that this first activity** is designed to allow participants to talk about about Gardner’s view of intelligence and how it resonates with the learners with whom they work.

**“MI practice frees students to be able to identify personal academic achievements in many areas besides those of the Western European academic model and enables them to find fulfillment in their particular choice(s).”**

**—Participant Teachers  
New Mexico**

- **Post the following two newsprints and read the quotes with the group.**

**MI Theory's Definition of Intelligence**

Intelligence is the biological potential to process information in certain ways that can be activated in a cultural setting to solve problems or make products that are valued in a culture.

*AMI Sourcebook, Chapter 1*

**New View of Intelligence**

MI theory claims that there are many ways to be smart and that those abilities are expressed in our performances, products, and ideas (Gardner, 1993)...With MI theory, the question moves from "How smart are you?" to "How are you smart?"

*AMI Sourcebook, Chapter 1*

- **Facilitate a 30-minute discussion with participants** about the two quotes about intelligence using the discussion questions on the newsprint below. Consider whether you would prefer to divide participants into two smaller groups to discuss the questions among themselves and report back to the whole group.

**Discussion Questions**

- How does Gardner's definition of intelligence differ from the traditional view of intelligence? What do you think of his view?
- What evidence have you seen with the learners in your program that supports the belief that there are many ways to be "smart"?

**"We shared a number of personal stories which reflected the many ways our learners are smart. . . These powerful stories helped all of us to see how crucial it is for we as teachers to believe in a learner's potential. . . Seeing a person's potential through an MI lens greatly expands the possibilities."**

**—Susan Finn Miller  
Facilitator, Pennsylvania**

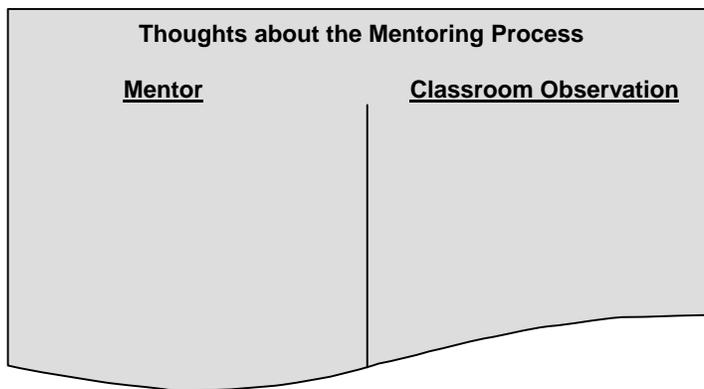
**BREAK:** 15 minutes

## 5. Making Mentoring and Classroom Observations Successful

(45 minutes)

- **Tell participants that to form realistic expectations of the mentoring experience** and get a clear understanding of the roles both the mentor and the participant teacher play, it would be helpful to discuss the mentoring process.

**Ask participants to brainstorm thoughts about the mentoring process.** Write what they think of when they hear the word “mentor” on one side of a newsprint sheet. On the other side of the newsprint sheet, write what they think of when they hear the words “classroom observation.” Write people’s responses exactly as they are said.



-  **Distribute Handout C: “Guidelines for Mentoring and Classroom Observation”** and ask participants to take two minutes to read it over. Make the following points:
  - A mentor teacher should see herself as a colleague who doesn’t have all the answers but can provide another set of eyes and ears to help participant teachers think through concerns about their teaching and about applying MI theory in their class and program.
  - As an observer in the participant teacher’s classroom, the mentor teacher is not there to evaluate the teacher but rather to look at how the students are learning. This observation of how students learn will itself provide good feedback to the teacher.

- Mentoring is a two-way relationship. It requires the participant teacher to be a good communicator and to be open to feedback, and it requires that the mentor teacher do her best to live up to the qualities of a good mentor (as outlined in Handout C).
  - The honest dialogue that occurs between mentor teacher and participant teacher is critical to making the mentoring valuable.
- **Answer any questions participants have** about the role of the mentor teacher and classroom observations.
  - **Explain that now you will be looking at the format for classroom observations.** Post the Format for Classroom Observations newsprint and explain each step of the process. Let people know you will be giving them a handout of this format so they don't have to copy it.

**Format for Classroom Observations**

- **Pre-observation conference:** Discuss and make a plan for the observation. Decide what aspect of the class on which teacher wants feedback. 1 hour
- **Classroom observation:** Class happens, observed by mentor teacher. Approximately 2 hours
- **Post-observation conference:** Discuss how the class went and what teacher's next steps will be. 1 hour

**"I realized that it is important to try and let go and let the students do the work."**

**—Participant Teacher  
New Mexico**

Talk through the classroom observation process and answer questions. Let participants know that, due to scheduling, it may be impossible to have four continuous hours for the classroom observation and you may need to do the pre- and/or post-observation conferences over the phone at another time.

- **Tell participants that you will talk more about the scheduling** of the classroom observations at the next meeting. But for now, you want to share with them the best times for you. Either write these up on newsprint or, if it's complicated, prepare a handout beforehand that lists your availability. Ask participants to jot down on a piece of paper their teaching schedules and the classes where they would most prefer to be observed. Ask them to include phone number(s) and e-mail where they can be reached.

- **Collect participants' schedules and classroom observation preferences.** Tell them that you will look these over and suggest observation times the next time you meet. Let them know that you will do your best to meet their preferences, but there may need to be some negotiation to settle on a time that works for all of you.
-  **Distribute Handout D: “Format for Mentoring and Classroom Observation,” Handout E: “Case Study of Mentoring and Classroom Observation,” and the set of handouts that can be found in Appendix B (“Handouts and Articles on Classroom Observation, Peer Coaching, and Mentoring”).** Ask participants to read or leaf through these handouts and articles before the next meeting. Explain that the case study provides an example of what could take place between a mentor and participant teacher during the pre- and post-observation sessions. Some of what happens in the case study may be good and some of what happens could be improved. There will also be time in the next meeting to talk more in-depth about the mentoring experience.

## **6. Readings for Meeting Two and Evaluation** (15 minutes)

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- **Explain to participants that, in the time left, you would like to go over the readings for next sessions** and get feedback from them about this first session. You will use this feedback in shaping the next three sessions of the Mentor Teacher Group.
-  **Distribute Handout F: “Readings for Meeting Two” and make sure each participant has a copy of the AMI Sourcebook.** \* Go through the readings, pointing out which ones are “required” and will be discussed at the next meeting versus those that are suggested as background reading.
- **Refer participants to these other resources for further information** about MI theory in adult basic education practice and findings from the Adult Multiple Intelligences Study:

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\* *Suggestion for facilitator:* You may want to order the appropriate number of sourcebooks for your participants (and yourself) and distribute them at this first meeting. If your agency will be covering the cost of the sourcebooks, be sure to let participants know. Otherwise, participants should be advised that they are responsible for reimbursing you. Copies can be ordered from the publisher (Teachers College Press (<http://www.teacherscollegepress.com>) or from NCSALL (617-482-9485, ext. 278).

- ❖ **MI Research Report:** *Open to Interpretation: Multiple Intelligences Theory in Adult Literacy Education* (NCSALL Reports #21, Kallenbach, Silja & Viens, Julie, May 2002). Details findings from the Adult Multiple Intelligences Study, the first systematic effort to examine how multiple intelligences theory can support adult literacy education. Available on NCSALL's Web site at:  
<http://ncsall.gse.harvard.edu/research/report21.pdf>
- ❖ **Teacher's Stories:** *Multiple Intelligences in Practice – Teacher Research Reports from the Adult Multiple Intelligences Study* (NCSALL Occasional Paper, Kallenbach, Silja & Viens, Julie, eds., February 2001). Provides richly detailed accounts of the research experiences undergone by the teachers who participated in the Adult Multiple Intelligences Study. Available on NCSALL's Web site at:  
[http://ncsall.gse.harvard.edu/research/op\\_kallen.html](http://ncsall.gse.harvard.edu/research/op_kallen.html)
- ❖ **MI Resources Bibliography:** *Multiple Intelligences Resources for the Adult Basic Education Practitioner: An Annotated Bibliography* (NCSALL Occasional Paper, Kallenbach, Silja & Viens, Julie, December 2001). Provides annotated list of resources on multiple intelligences, organized by "MI Theory," "MI Research Projects," and "MI Practices." Available on NCSALL's Web site at:  
[http://ncsall.gse.harvard.edu/research/op\\_mi1.pdf](http://ncsall.gse.harvard.edu/research/op_mi1.pdf)
- ❖ **AMI Study Web Site:** The Adult Multiple Intelligences Study has also established a Web site. Information about the study (background, purposes, methods) and its teacher-participants can be found here, as well as more detailed information about the AMI Sourcebook and other MI-related resources. The Study's Web site can be found at:  
<http://pzweb.harvard.edu/ami/>

- **Remind participants of the date, time, and location of Meeting Two.** If applicable, explain the process you will use for canceling and rescheduling the next meeting in the event of bad weather. Be sure that you have everyone’s home and/or work phone numbers so that you can reach them in case of cancellation.
- **To schedule visits to your classroom (the mentor’s),** pass around your calendar and a sign-up sheet for participants to select a time they would like to visit you. **Remind them that visiting your classroom is optional.** Explain that if a teacher participant is unsure about when she would be able to visit your classroom, she can arrange the date and time with you during the first classroom observation.
- **Post the Useful – How To Improve newsprint.**

**Note to Facilitator**

If a time has not yet been set for Meetings Two, Three, and Four, do so now, and set aside additional times for snow dates (if applicable).

<u>Useful</u>	<u>How To Improve</u>

Ask participants first to tell you what was useful or helpful to them about the design of this first session of the Mentor Teacher Group. Write their comments, without response from you, on the newsprint under “Useful.”

- **Then ask participants for suggestions on how to improve this design.** Write their comments, without response from you, on the newsprint under “How To Improve.” If anyone makes a negative comment that’s not in the form of a suggestion, ask the person to rephrase it as a suggestion for improvement, and then write the suggestion on the newsprint.

- **Do not make any response to participants' comments during this evaluation.** It is VERY important that you do not defend or justify anything you have done in the Mentor Teacher Group meeting or anything about the design, as this may cut off further suggestions. If anyone makes a suggestion you don't agree with, just nod your head. If you feel some response is needed, rephrase their concern: "So you feel that what we should do instead of the small group discussion is...? Is that right?"
- **Thank participants for** their feedback and for participating in the Mentor Teacher Group and tell them that you are looking forward to the next meeting.

## Meeting Two – Preparation



### **Newsprints** (Prepare ahead of time)

- Objectives for Meeting Two (p. 33)
- Meeting Two Agenda (p. 33)
- Reasons for Introducing MI Theory (p. 37)
- Questions for MI-Reflection Activities (p. 38)
- Supports and Constraints to Implementing MI Theory (p. 39)
- Questions for Case Study (p. 40)
- The Most Helpful Thing I Walk Away With (p. 42)
- Next Time, Please . . . (p. 42)



### **Handouts** (Make copies for each participant)

- Handout G: “Preparation for Classroom Observation” (p. 104)
- Handout H: “Readings for Meeting Three” (p. 105)
- Handout I: Required readings for Meeting Three not in AMI Sourcebook (pp. 106-114):
  - “MI-Informed Practices and Commercially Available Resources”
  - “Two AMI Teachers’ Perspectives: Multiple Ways Around Resistance Through Multiple Intelligences”

### **Materials**

- Three signs: AGREE, DISAGREE, NOT SURE
- Extra copy of the AMI Sourcebook
- Blank newsprint sheets
- Newsprint easel
- Markers, pens, tape, and sticky-note pads

## Meeting Two – Process

- OBJECTIVES:**
- Participants will learn more about MI theory.
  - Participants will develop an understanding of the promises and challenges of talking explicitly about MI theory with students.
  - Participants will consider strategies to support students' own understanding of their intelligences.
  - Participants will learn more about the classroom observations.

**TIME:** 3 hours

**STEPS:**

### 1. Welcome, Meeting Two Objectives, and Agenda

(10 minutes)

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- **Welcome participants** back to the Mentor Teacher Group and ask them to reintroduce themselves by saying their names and sharing the one thing they've been thinking about most *on the topic* of Adult Multiple Intelligences since the last meeting. Ask them to not respond to what others say but, rather, just listen to what is on everyone's minds. You should also introduce yourself again and add what has been on your mind. Summarize what you've heard (e.g., "It seems that most of you have been thinking about X").
- **Post the Objectives for Meeting Two newsprint.** Go over the objectives briefly with the group.

**"MI practice facilitates the learner in perceiving her/himself as 'smart.' "**  
—Participant Teachers  
New Mexico

**Objectives for Meeting Two**

Participants will:

- Learn more about MI theory.
- Develop an understanding of the promises and challenges of talking explicitly about MI theory with students.
- Consider strategies to support students' own understanding of their intelligences.
- Learn more about the observation sessions.

Explain that the focus of the meeting will be on “MI Reflections,” the promises and challenges of teaching *about* MI theory, and using it as a tool for student reflection and self-understanding.

- **Post the Meeting Two Agenda newsprint.** Describe each activity briefly. Ask if people have any questions about the agenda.

**“There’s a story behind each student; AMI is a self-esteem producer.”**  
—Participant Teacher  
New Mexico

**Meeting Two Agenda**

- Objectives and Agenda
- MI Reflections: How Are You Smart?
- Issues Teachers Addressed When Applying MI-Reflection Activities
- Break
- MI-Reflection Activities
- Implementing MI Theory in Your Contexts: Constraints and Supports
- Planning for the Classroom Observation Sessions and Third Group Meeting and Evaluation

## 2. MI Reflections: How Are You Smart?

(40 minutes)

- **Explain that one of the issues the teacher researchers had to consider** was whether they would present MI theory to their students explicitly, rather than weave it into the curriculum. The teacher researchers called the activities and strategies they used to teach students about MI theory, MI Reflections. Explain to participants that before they discuss their thoughts about teaching students about MI, you first want them to experience an MI Reflection activity and in the process, learn more about the eight intelligences
- **Explain that the next activity represents an MI-Reflection activity** designed to help students reflect on their intelligences. The activity will also give participants an opportunity to better understand the eight intelligences in Gardner’s theory of Multiple Intelligences and the relationship among the different intelligences. Participants may want to refer to the description of the eight intelligences in the AMI Sourcebook, Chapter 1, “MI Basics – Multiple Intelligences: The Theory Behind the Practice” (p. 2). Make the point that this activity represents an MI-Reflection activity in that it was designed to help students learn about their unique collection of strengths.
- **Explain that participants will now have an opportunity to assess their own intelligences.** They will be using a survey that comes from Thomas Armstrong’s book, *Seven Kinds of Smart*. It was adapted by Meg Constanzo, one of the teachers involved in the AMI research project, for use with her GED level students at the Tutorial Center in Vermont.
-  **Distribute “MIR Activities: AMI Survey – How Are You Smart?”** (Note to facilitator: this survey can be found in the AMI Sourcebook, pp. 44–47. You should make the appropriate number of copies and pass them out to participants.)

Tell participants you would like them to complete this survey individually during the next 20 minutes. Go over the following tasks:

- Read the AMI Survey: Selections #1- #8.
- Answer the AMI Survey questions.
- Plot your responses from the questions on the AMI Survey grid.

### Note to Facilitator

If discussions develop around learning styles vs. MI theory, refer participants to the section in the reading assigned for Meeting Two: *Bridging Students’ Areas of Strength to Areas of Challenge: Myths and Misconceptions* (AMI Sourcebook, Chapter 1, p. 19). You may also want to say that, although this is a good question, continued research is needed to develop a good answer.

### Another Idea

Hand out copies of the AMI Survey response page. Tell participants that you are going to read selections that describe each of the eight intelligences.

As you read these selections, they are to mark how well each selection describes them. Explain that they will not be asked to share their responses with the group.

When you have read all eight selections, pass out copies of the AMI Survey profile grid. Ask participants to plot their responses on this grid.

Explain that they will not be asked to share their responses with the group.

- **When participants have finished plotting their responses on the grid, provide an opportunity for them to react to their experience with the Survey.** Use the following questions as a discussion guide.
  - ? What insights did you gain about the eight intelligences or about the basics of MI theory from assessing your own intelligences with the AMI Survey?
  - ? What other intelligences can you think of which are not included in these eight intelligences, i.e., not yet been “proven”?
  - ? What might the learners in your program gain by doing a survey like this?
  - ? What could be some disadvantages of asking learners to do this activity? In what other ways could you help learners assess their intelligences?
  - ? How would you adapt this survey for your student populations?

### 3. Issues Teachers Addressed When Applying MI-Reflection Activities (40 minutes)

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- **Explain that the next activity is designed for participants to discuss the promises and challenges** involved in using MI-Reflections activities.
- **Use the “live Likert scale” format** for a discussion of the challenges to implementing MI-Reflection activities, as set out in Chapter 2 of the AMI Sourcebook. Put up around the room three signs in large letters as follows:
  - on the right wall: AGREE.
  - on the back wall: NOT SURE.
  - on the left wall: DISAGREE.

**Note to Facilitator**

You may want to put up these signs before the meeting begins.

- **Ask everyone to stand up.** Move desks or chairs if necessary so that people can move easily around the room. Explain that this next activity is purely for promoting discussion and there are no right or wrong answers. You will read a statement aloud twice. They are to listen to the statement and then move to the sign that corresponds with how they feel about the statement: AGREE, DISAGREE, or NOT SURE. It is OK to stand between signs to indicate that one agrees with aspects of the statement while disagreeing with others. Emphasize that the statements have been deliberately written to generate discussion.
- **After everyone has chosen where to stand, ask one or two people near the AGREE sign to explain why they agree with the statement.** Tell participants that, if they change their mind after listening to the explanations, they may move to another sign reflecting their new opinion. Continue around the room to the NOT SURE and DISAGREE signs, asking one or two people standing near each sign why they are standing there. There will not be time for all participants to state their opinion. Feel free to let participants “dialogue” with each other from different sides of the room; in other words, they are not trying to convince you but each other.
- **Draw the discussion of a statement to a close** after approximately 10 minutes and read another statement. Continue until all three statements have been discussed or until 30 minutes has passed, whichever comes first. If the discussion around one statement is particularly rich, you may want to let it go on and skip one of the other statements. Similarly, if there is little discussion about a statement, just move on to the next.

The three statements for discussion with the “live Likert Scale” activity are:

Statement 1.

*Teachers should explicitly discuss the basics of MI theory with their students because it is the best way for students to grasp that there are many ways they can be “smart.”*

Statement 2.

*If students resist MI-inspired teaching, the teacher should retreat to more traditional methods.*

**Another idea**

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If the discussion is slow, consider asking the following questions:

Statement 1

- What examples did teachers give of using MI as content in the reading *To Be or Not to Be Explicit about MI theory?*

Statement 2

- What reasons did the teachers (Meg and Diane) give for and against developing intelligence profiles for their students?
- How could you find out why students resist MI-inspired teaching?

Statement 3

- How do you think GED students in your program would feel about this?
- How important in helping students pass the GED are the intelligences that society values less?

Statement 3.

*Society values some intelligences more than others. To focus on those less valued is ultimately a disservice to students who need to pass the GED or get a job.*

**BREAK:** 10 minutes

**4. MI-Reflection Activities**

(30 minutes)

- **Remind participants that for the first classroom observation,** they will be asked to try out an MI-Reflection activity. They could choose to use one that is in the AMI Sourcebook or they may create something that they feel is more suitable for their own context.
- **Post the Reasons for Introducing MI Theory newsprint.** Explain that the AMI teacher researchers introduced MI theory for three different reasons.

**“MI-based instruction can be delivered explicitly or implicitly.”**

**—Participant Teachers  
New Mexico**

**Reasons for Introducing MI Theory**

1. to learn about MI: helping students understand the rationale for unconventional learning activities and encouraging them consider the activities a promising change
2. to learn about ourselves: supporting students as they learn about themselves and their strengths, thereby building students' sense of worth and self-efficacy
3. to learn about our ways of learning: helping students connect their strengths with effective learning strategies.

- **Explain that the purpose of this next activity** is for participants to discuss the various activities and strategies the teacher researchers developed to introduce MI theory to students and to consider how these activities would work in their own contexts.

- **Ask participants which of the three reasons** for introducing MI theory to students they are most drawn to, and group participants by the reason they select. Because reason 3: “to learn about ways of learning” has few suggested activities and is tied to reason 2: “to learn about ourselves,” it may work out best to form two groups, one that explores reason 1 and the other that explores both reason 2 and reason 3. If all participants are interested in exploring the same reason, they can work together as a whole group or pair off if they would rather work with fewer people.
- **Post the Questions for MI-Reflection Activities newsprint.** Explain that the task of each group is to discuss the MI-Reflection activities in the AMI Sourcebook, Chapter 2, “MI Reflections,” pp. 33-48, that correspond to their selected reason for introducing MI theory. Ask them to use the following questions as a guide:

**Questions For MI-Reflection Activities**

- What are your reactions to this activity?
- What questions or concerns do you have about how to do the activity?
- How could you adapt this activity to fit your own context?

“From the reading we learned that one of the challenges is figuring out how explicit to be with [ABE] learners about MI. For some of the teachers in the pilot study, it was important to talk explicitly about MI with their students. For others talking to learners about MI was not effective. We learned that culture often plays a role in this decision as does consideration of the learners' ability to understand English.”

—Susan Finn Miller  
Facilitator, Pennsylvania

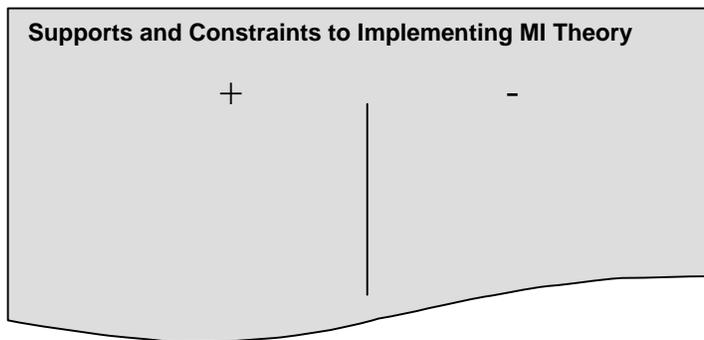
Suggest that they first skim through the activities that fall under their chosen area and then pick three activities that seem interesting to discuss. Allow 20 minutes for participants to read through and discuss each of the activities they have chosen.

- **Reconvene the whole group.** Ask each person to share what she thinks she may want to try out for the upcoming classroom observation. It could be one of the activities from the AMI Sourcebook or it may be something that she would like to adapt or create. If some participants are not yet sure, reassure them that they will have more time to think about it later and ask them to share just their preliminary thoughts about what they may like to do.

## 5. Implementing MI Theory in Your Contexts: Constraints and Supports

(25 minutes)

- **Explain that the next activity is designed to help participants** consider the contexts in which they work and what will help or hinder them in trying out a new strategy. The activity is called a “force field analysis” and will help them to brainstorm and strategize about how to deal with those factors that would hinder and support them in implementing MI theory in their own classes and programs. Student resistance to MI instruction is one type of constraint. Lack of prep time to prepare MI-inspired lessons is another type of constraint.
- **Post the Supports and Constraints to Implementing MI Theory newsprint.**



“We identified the barriers (much of which we had discussed as challenges) and the supports we would welcome as we try to integrate MI into our work. We didn't have ready solutions to the time and resources problem; however, we decided that having a team (or at least one other colleague) to work with would be enormously helpful.”

—Susan Finn Miller  
Facilitator, Pennsylvania

- **Begin by asking the group to brainstorm all of the constraints (factors that may hinder them) they may face when implementing MI theory.** These may be classroom constraints, program constraints, or policy constraints. Write each constraint mentioned under the “minus” sign on the right side of the newsprint. Take no more than five minutes to list constraints.
- **Then ask the group to brainstorm all of the supports (factors that will help them) they will have when implementing MI theory.** Write these on the left side of the newsprint, under the “plus” sign. Take no more than five minutes to list supports.

- **Lead a discussion with the whole group about how constraining forces can be reduced, and how supporting forces can be increased.** This discussion should be based on the notion that many constraining forces cannot be removed or eliminated (such as lack of time) but, rather, may be lessened through actions the teachers or their programs can take.
- **Keep the Supports and Constraints newsprint for re-posting during Meeting Three.**

## 6. Planning for Classroom Observations and the Third Group Meeting and Evaluation (25 minutes)

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- **Explain that now that they have thought about an activity** that they may want to try out for the classroom observation and have considered what will help and make it difficult for them to do so, you would like to spend the last part of this meeting to prepare for the classroom observations
- **Post the Questions for Case Study newsprint.** Explain that you would like to take a few minutes to discuss Handout F: Case Study of Mentoring and Classroom Observation that they read for today's meeting. Facilitate a 10-minute discussion, using the following questions as a guide:

### Questions for Case Study

1. What strikes you about this case study?
2. What suggestions do you have either for the mentor or the participant teacher as to how this observation session could be improved?
3. What questions do you have about each of the three steps of the observation session (pre, during, and post)?

Remind them of the handouts on peer coaching and mentoring that were given out in the Handout G packet at the end of Meeting One. Ask if they have questions or comments about the readings.

- **Schedule the first classroom observation.** Hand out an observation calendar that you have created which lists each participant's name and the date and time when you can come and observe her class. Include a phone number where you can be reached in case they need to cancel the observation. This master list allows everyone to see when you will be visiting each member of the group and, in the event of scheduling difficulties, it may be helpful for them to know when, for example, you are in the area. If there are still unresolved scheduling conflicts, take a few minutes now to see if you can arrange a time that works. In the event that the four contiguous hours for the observation process were not doable in some instances, try to arrange a time now for the pre- and/or post-observation conferences (either in person or over the phone).

**If after a few minutes there are still scheduling difficulties,** arrange a time either immediately after the meeting or over the phone to figure things out rather than take time away from the group.

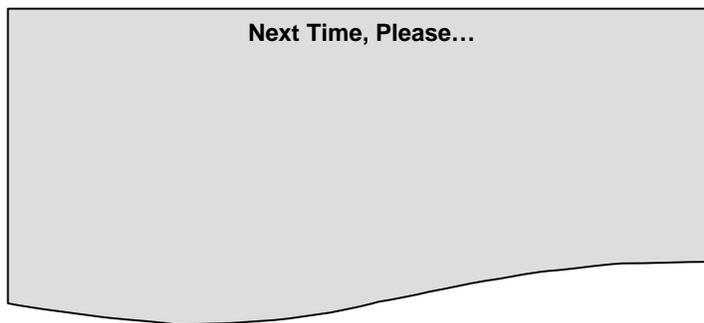
-  **Distribute Handout G: "Preparation for Classroom Observation."** Tell them that they will not take the time now to consider their responses to these questions, but ask them to review the questions once they are back home to prepare for the observation.

Ask if there are any questions about how to prepare for the classroom observation or the next group meeting.

-  **Distribute Handout H: "Readings for Meeting Three"** and briefly go over the readings that will be covered in the next meeting. Tell them that, whereas the focus for today and the first classroom observation is on MI-Reflection activities, the focus next time will be on MI-inspired lessons.

Remind participants of the date, time, and location of Meeting Three.

- **Post the two newsprints, *The Most Helpful Thing I Walk Away With*, and *Next Time, Please***, side by side on a wall close to where participants will be leaving.



As a way of ending, ask participants to each take two sticky notes. On one sticky note, ask them to write the most helpful thing that the person is taking away from today's meeting. It could be a new insight or technique or a connection made with someone in the group, etc.

On the other sticky note, ask them to write the one thing that they would like to see done differently during the next time they meet as a group. Ask them to take a few minutes to write their responses and, on the way out, to post them on the corresponding newsprint at the front of the room.

- **Thank participants for** their work today and tell them that you are looking forward to the classroom observations.

# FIRST CLASSROOM OBSERVATION

## Pre-Observation Conference: Guidelines and Suggested Questions

**TIME:** 1 hour

Consider structuring the pre-observation conference as follows. Remember, the most important objective of your discussion with the teacher is to create a comfortable, non-judgmental working relationship.

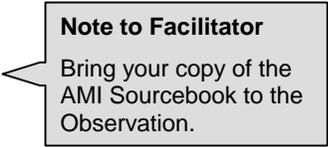
- **Review with the teacher participant the structure of the classroom observation and agree on what to include in the pre-observation conference.** (5 minutes)

Thank the teacher for having you and check how both of you are doing. Briefly review the structure of the entire observation process: a pre-observation conference, followed by classroom observation, followed by a post-observation conference.

Explain that in this pre-observation conference, you would like to do the following:

- Better understand the teacher's context.
- Learn about what the teacher is planning to do.
- Help the teacher identify the focus of the observation.
- Figure out best ways to collect observation data.
- Prepare to be in the classroom.

Ask if there is anything else she would like to discuss before the classroom observation and adjust the pre-observation conference accordingly. Remind her that you are here as a colleague to offer a listening ear and perhaps another perspective, that you are a co-learner and not the expert.



**Note to Facilitator**

Bring your copy of the AMI Sourcebook to the Observation.

- **Develop a general understanding of the teacher participant’s context.** Here are some questions you might ask: (10 minutes)

- ? What kind of a class or tutoring situation is this (e.g., ABE, GED, High School Diploma, ESOL)?
- ? Who are the learners (e.g., U.S.-born/immigrants, male/female, white/people of color, under/over 21)?
- ? How large is the class?
- ? How often do you meet?
- ? What is going well in the class?

**“MI-based instruction requires much preparation. Therefore, we recommend that teachers make an effort to add an activity incrementally to their teaching repertoire so they don’t feel overwhelmed..”**

**—Participant Teachers  
New Mexico**

- **Explore with the teacher plans for this class session and the possibility of trying an MI-Reflection activity.** (10 minutes)

- ? What are you planning to do in this class session? What are you working on today?
- ? How is that similar to or different from what you have been working on?

If the lesson is to **include** an MI-Reflection activity, ask:

- ? Do you have any questions about doing this activity?

If the lesson will **not include** an MI-Reflection activity, ask:

- ? Why have you decided not to include an MI-Reflection activity for today’s observation?
- ? How are you trying to include MI theory in your classroom?
- ? OR, Is there anything I can do to support you to try an MI-Reflection activity?

- **Help the participant teacher identify the focus of the classroom observation.** (20 minutes)

? What aspect of the students' learning would you like me to pay attention to? Why?

- **To assess whether what she wants feedback on meets the criteria for a good focus, ask:**

? Does the focus reflect something that you are genuinely curious about, interested in, or find perplexing? How so?

? Is there information that can be collected in this classroom observation that would help answer your question or provide some insight into your concern?

? Is the scope of the focus too narrow (i.e., the information gathered would not be enough for you to gain new insights into your practice and possible changes) or too broad (i.e., it would entail collecting information about too many things eliminating the opportunity for more depth)?

If necessary, refine the focus of the classroom observation so that it is both doable and meaningful.

Discuss a fallback plan in the event that unexpected circumstances may make the observation focus untenable for this class session.

- **Discuss with the participant teacher how you will gather information that matches the desired focus.** (5 minutes)

Discuss options for gathering information. Decide together which instrument makes the most sense to use. Refer to the handout in Appendix B: "Ways to Gather Information During Class Observations," if helpful.

**Note to Facilitator**

Remember that the teacher selects the focus for the observation, not you!

- **Prepare to meet and be with the class.** (10 minutes)
  - ? What, if anything, have you been able to do to prepare learners for my visit?
  - ? How would you like me to be introduced (e.g., whether she or you will do that, whether learners also introduce themselves, etc.)?
  - ? What should my role be during the class (e.g., should I sit with learners or away from learners, should I should participate in any of the activities)?
  - ? Is there anything in particular I can do to make you feel more comfortable with the classroom observation?

## Post-Observation Conference: Guidelines and Suggested Questions

**TIME:** 1 hour

- **Begin with a general discussion of the class session.** (20 minutes)
  - ? In your mind, how did the class go? What worked and what did not work? How do you know?
  - ? How did learners' behaviors compare to what you had hoped for?
  - ? How did your own teaching strategies and behaviors compare to what you had planned/hoped for?
  - ? What did you learn about applying MI theory? Any surprises?
  - ? What did you learn from doing this activity?
- **Discuss the focus of the classroom observation and provide feedback.** Share with the teacher what you observed. Discuss together your observations and possible interpretations for what you both saw and perceived. (20 minutes)
  - ? You said that you wanted feedback on X. What did you see? What insights did you get about X?
  - ? When you did X, what were you thinking about? What were you trying to do?
  - ? How do you think it went?

**"When teachers are allowed to shine, the students are allowed to shine.."**

**—Participant Teacher  
New Mexico**

- **Discuss the implications of what you both observed.** (10 minutes)

- ? What questions does this information raise?
- ? How could you gather information yourself to answer those questions?
- ? Based on our observations, what changes, if any, do you need or want to make?

**Note to Facilitator**

You may offer your own suggestions as well.

- **Plan for next steps.** (7 minutes)

- ? What might you do next?

Together you could refer to the AMI Sourcebook to get ideas for MI-inspired instruction and lessons that may build on what the teacher has already done.

Remind the teacher that she is also welcome to observe one of your classes. Ask if she is interested and, if so, set up a time she can visit you before the final group meeting.

- **Get feedback on the entire classroom observation process.** (3 minutes)

- ? What did I do that was helpful for you during this classroom observation process?
- ? Did I do anything that was not helpful, or that got in the way of what you were trying to do?
- ? What could I do to be more helpful?

## Meeting Three – Preparation



### **Newsprints** (Prepare ahead of time)

- Objectives for Meeting Three (p. 50)
- Meeting Three Agenda (p. 51)
- Questions about the Mentoring Experience (p. 51)
- Teaching to Students' Strengths (p. 52)
- Building Community in the Classroom (p. 52)
- Impressions and Questions About Process (p. 54)
- Impressions and Questions About Challenges (p. 54)
- Impressions and Questions About Outcomes (p. 54)
- Preparing Students for MI (p. 56)
- Evaluation of Meeting Three: What Are You Taking Away With You? (p. 57)



### **Handouts** (For each participant)

- Handout J: "Readings for Meeting Four" (p. 116)

### **Materials**

- Copies of the AMI Sourcebook
- Newsprint from Meeting Two, "Supports and Constraints"
- 4" x 6" sticky note pads (or blank strips of paper)
- Blank newsprint sheets
- Newsprint easel
- Markers, pens, tape

## Meeting Three – Process

- OBJECTIVES:**
- Participants will discuss the mentoring experience and what they have learned.
  - Participants will learn about MI-inspired lessons and ways to translate MI theory into practice.
  - Participants will plan next steps for using MI-inspired practices and prepare for the second classroom observation.
- 

**TIME:** 3 hours

**STEPS:**

1. Welcome, Meeting Three Objectives, and Agenda (10 minutes)

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- **Welcome participants back to the Mentor Teacher Group.**
- **Post the Objectives for Meeting Three newsprint.** Go over the objectives briefly with the group.

**Objectives for Meeting Three**

Participants will:

- Discuss the mentoring experience and what they have learned.
- Learn about MI-inspired lessons and ways to translate MI theory into practice.
- Plan next steps for using MI-inspired practices and prepare for the second observation.

Explain that the focus up to this point has been about teaching students *about* MI. For the rest of the meetings and the second classroom observation, you will be exploring MI-based lessons and the challenges and promises of using such lessons in the classroom.

- **Post the Meeting Three Agenda newsprint.** Describe each activity briefly. Ask participants if they have any questions about the agenda.

#### Meeting Three Agenda

- Objectives and Agenda for Meeting Three
- How was the Mentoring Experience?
- MI-Inspired Lessons
- Break
- Planning for the Second Classroom Observation
- Next Steps and Evaluation

## 2. How was the Mentoring Experience? (50 minutes)

- **Post the Questions about the Mentoring Experience newsprint.** Ask participants to share their experiences during the classroom observations so that participants can learn from one another. Let them know that they will each have five minutes to talk about being observed by the mentor teacher. Explain that there will be a few minutes after each report-back for other participants to ask brief questions. When everyone has had the chance to share, there will be a group discussion about what they all have heard. Ask participants to use the posted questions to guide their sharing.

#### Questions about the Mentoring Experience

- What did you do in your classroom during the observation?
- What did you learn about yourself and your teaching from the mentoring process?
- Were you able to try out an MI-Reflection activity or an MI-based lesson either during the observation session or at any time since the last meeting? What did you learn about applying MI?
- How did students react? What did they get out of it?

**“I learned more about my own intelligences, and when I work from my strengths or feed my strengths, it makes me a calmer person.”**

**—Participant Teacher  
New Mexico**

- **Once everyone has shared, facilitate a 15-minute discussion** using the following questions as prompts. Record participants' responses on newsprint.
  - ? What advice would you pass on to other practitioners about using MI activities to help students learn about the theory and their intelligences?
  - ? What questions or next steps are you now left with about applying MI?

### 3. MI-Inspired Lessons (50 minutes)

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- **Post the Teaching to Students' Strengths and Building Community in the Classroom newsprints.** Explain that before you talk about the readings and the ways in which the teacher researchers translated MI theory into lessons, you would like to begin by hearing from the participants about the ways in which their practice is already MI inspired. Begin by asking teachers to brainstorm a list of the ways in which they teach to students' strengths.

**Teaching to Students' Strengths**

**“AMI-inspired instruction is not just about lesson plans; it is about creating an environment where students feel safe to reflect on their learning, [to] challenge the teacher and pose other ideas about how and what they want to learn, and feel safe to make mistakes.”**

**—Participant Teacher  
New Mexico**

Explain that several AMI teachers found that building trust and community in the classroom is necessary for students to embrace MI-based instruction. Ask participants to brainstorm another list of the ways in which they build a sense of trust and community in their own classrooms.

**Building Community in the Classroom**

-  **Tell participants that they will now have the chance to discuss the teacher researchers' experiences** with MI-inspired lessons. Explain that this discussion is based on the required readings for meeting three listed in Handout H. These include three sections of the AMI Sourcebook (Chapter 3, "MI-Inspired Instruction," Chapter 4, "MI-Inspired Lessons," and Chapter 5, "Student Responses to MI Practices: The AMI Experience") and the two readings contained in Appendix C to this Guide (Handout I). If participants indicate that they would like some time to review the readings, allow ten minutes for silent review.
- **Give each participant several blank strips of paper or a pad of 4" x 6" sticky notes.** Ask participants to take a few minutes to write down on the strips or sticky notes things that really impressed them about:
  - the PROCESS that teachers used
  - CHALLENGES teachers or students faced
  - OUTCOMES teachers and students experienced

In addition to their impressions, ask participants to also write down questions they have about the teachers' experiences. These could be questions about why and how teachers did what they did or questions about how the teachers' experiences might relate to their own teaching contexts.

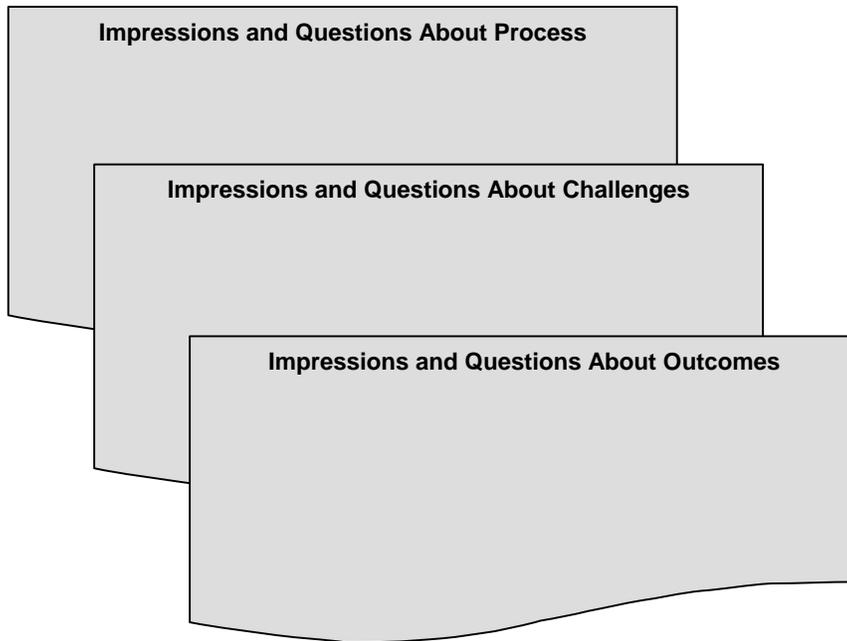
Tell participants to use a separate strip or sticky note for each impression or question. Remind them to write in print that is large enough to be read from several yards away.

Allow ten minutes for participants to work in silence, writing their impressions and questions.

**"It is a challenge for GED instructors especially to deviate from test-taking approach to instruction. Some of the resistance came from students, but some also from administration that pressures teachers to achieve a high number of graduates and does not allow them to deviate from required curriculum. Need to find ways to incorporate GED test-taking skills into MI-based instruction."**

**—Participant Teacher  
New Mexico**

- **Before the session or as participants are working, post these three newsprint sheets around the room:**



- **After ten minutes, ask participants to tape their strips or put their sticky notes on the three newsprint sheets.** Then give the group time to walk around the three newsprint sheets and read all the postings silently.
- **Reconvene the group for a discussion** about their impressions and questions. This discussion can go on for about 15 minutes.
  - ? What impressions were common to more than one person?
  - ? Why do you think these experiences of the practitioner researchers struck such a chord?
  - ? What impressed you about the ways teachers addressed the issue of student resistance?

**“I was impressed, as the facilitator, because they asked each other to clarify or explain why they were impressed by such and such. They questioned and challenged each other but supported each other as well.”**

**—Nicole Graves  
Facilitator, Massachusetts**

- ? What questions did the activities bring to light about implementing MI inspired lessons within the constraints of adult basic education settings (e.g., issues of turbulence such as students continually stopping/dropping out and new students continually enrolling, issues of student resistance to MI inspired methods, etc.)?
- ? What examples about the process of lesson planning “spoke to” your own process of developing lessons with your students?

Bring the discussion to a close by telling participants that they will have a chance in the next activity to think about what steps they would like to take to apply MI in their own classrooms.

**BREAK:** 15 minutes

#### 4. Planning for the Second Classroom Observation

(45 minutes)

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- **Repost the Supports and Constraints newsprint that participants generated in the last meeting.** Tell participants that, in this next activity, they will be working in groups by context (i.e., ESOL teachers in one group, GED teachers in another) to think about MI-inspired lessons that they would like to try in their own classrooms, including what they would like to do for the second classroom observation. Ask them to refer to the Supports and Constraints newsprint to consider their contexts while planning. Suggest that they also refer to sample lessons in the AMI Sourcebook for ideas about what to do.

Tell them they will have 20 minutes to talk together and make individual action plans. Each teacher should write some notes about her action plan. Let participants know that they will be asked to share the MI-inspired lesson they plan on doing for their second classroom observation.

Suggest that a part of their planning should include discussion about how to continue to build trust and community in the classroom and other ways to help prepare students for MI-inspired instruction.

#### **Another Idea**

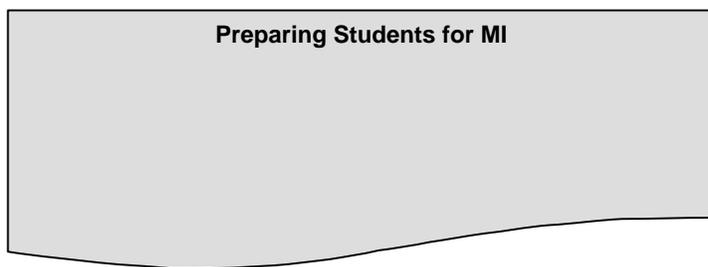
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Conduct a brainstorming session with the entire group to generate this list of action steps.

- **Divide the whole group into smaller groups by context.** If all teachers are from a single context or there is only one teacher from a context, divide them into pairs.

After 20 minutes, reconvene the group. Ask each person to share her ideas for what she would like to try out for her second classroom observation session.

- **Have participants consider the help they may need** to implement these next steps, for example, materials, resources, contact with other teachers, etc. Encourage discussion about ways to get supports that are needed.
- **Post the Preparing Students for MI newsprint** and ask the group to brainstorm a list of the ways they could prepare students for MI-inspired instruction.



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## 5. Next Steps and Evaluation

(10 minutes)

- **As you did in the second meeting, give participants a handout that you have already prepared suggesting the times that you will observe them.** Ask if there are any problems with what you have proposed. Arrange to talk with these people immediately after the meeting or arrange a time right now to talk over the phone to come up with a better time for the second classroom observation.
- **Ask if anyone has questions about the next classroom observation session.**
-  **Distribute Handout J: “Readings for Meeting Four.”** Remind them of the date, time, and location of the fourth and final group meeting.

- **Post the Evaluation of Meeting Three: What Are You Taking Away With You? Newsprint.** Ask participants to evaluate today's meeting.

**Evaluation of Meeting Three:  
What Are You Taking Away With You?**

New thoughts or Knowledge

New Skills

New Attitudes

**"I have tried to expand the scope of my lessons – beyond writing, reading, role plays, and conversation – to include more art work."**

**—Participant Teacher  
New Mexico**

Ask participants to consider what they are taking away with them after this group meeting: new thoughts or knowledge, new feelings or attitudes, and new skills. Give each participant a pad of sticky notes, and ask them to write new knowledge, attitudes, or skills, one to each sticky note, and then put them up on the newsprint

Allow a few minutes for them to think, write, and put up their sticky notes. Then read aloud to the participants everyone's responses.

Thank everyone for coming.

## SECOND CLASSROOM OBSERVATION

### Pre-Observation Conference: Guidelines and Suggested Questions

**Time:** 1 hour

The format of this classroom observation process is very similar to the first one. You should encourage the participant teacher to try out an MI-inspired lesson. If she is not interested or unable, first explore why. Then try to think of ways you might support her to try something related to MI theory. Otherwise, just follow her lead and try to provide her with the help she feels she most needs.

**Note to Facilitator**

Bring your copy of the AMI Sourcebook to the Observation.

- **Review the format for this classroom observation.** (5 minutes)  
Thank the participant teacher for having you and briefly check-in with how the both of you are doing. Explain that the format of this classroom observation process is similar to the last one and ask if there is anything that you should do differently during this pre-observation conference.
- **Get an update from the teacher about next steps she has taken since the last time you met on AMI and her focus of concern.** (10 minutes)
  - ? What is working with your MI-inspired instruction? What is not working? How do you know?
  - ? If you haven't been able to take any next steps for adapting MI theory into the classroom, what is hindering you from doing so?
  - ? What do you think could help you take action?
  - ? Is there something I could do now to help you?
  - ? Let's also talk about the focus of your first classroom observation and what has been going on in that area since the last time I was here. Your focus was X and you said that you were interested in doing Y. Have you been able to take some next steps? What happened? What questions do you now have?

- **Explore with the teacher her plans for this class session.**  
(15 minutes)

- ? What are you planning to do in this class session?
- ? Is there anything about today's activity that you'd like to talk through?
- ? Is there anything about your class that has changed since the last time I was here that you think I should know?

- **Help the teacher identify the focus of the classroom observation.** (20 minutes)

- ? What would you like me to pay attention to in today's class?  
Why?

Revisit the criteria for a good focus:

- ? Does the focus reflect something that you are genuinely curious about, interested in, or find perplexing? How so?
- ? Is there information that can be collected in this classroom observation that would help answer your question or provide some insight into your concern?
- ? Is the scope of the focus too narrow (meaning, the information gathered would not be enough for you to gain new insights into your practice and possible changes) or too broad (meaning, it would entail collecting information about too many things eliminating the opportunity for more depth)?

If necessary, refine the focus of the classroom observation so that it is both doable and meaningful.

Discuss a fallback plan in the event that unexpected circumstances may make the observation focus untenable for this classroom session.

- **Discuss with the teacher how you will gather information that matches the desired focus.** (5 minutes)

Discuss options for gathering information with the teacher. Decide together which instrument makes the most sense to use. Refer to the handout in Handout G: Packet of Handouts and Articles on Classroom Observations: “Ways to Gather Information During Class Observations,” if helpful.

- **Prepare to be with the class.** (5 minutes)

- ? Would you like my role to be different than the last time I was in your class? If yes, how so (e.g., whether you should sit with learners or away from learners, whether you should participate in some of the activities)?
- ? What else would make this classroom observation a helpful learning experience for you?

## Post-Observation Conference: Guidelines and Suggested Questions

**Time:** 1 hour

- **Begin with a general discussion of the classroom session.**

(7 minutes)

- ? In your mind, how did the class go? What worked and what did not work? How do you know?
- ? How did learners' behaviors compare to what you had hoped for?
- ? How did your own teaching strategies and behaviors compare with what you had planned/hoped for?
- ? What did you learn from doing this activity?

- **Discuss the focus of the classroom observation and provide feedback.** (30 minutes)

- ? You said that you wanted feedback on X. What did you see? Or, what insights did you get about X?

Discuss your observations together and possible interpretations for what you both saw and perceived. You might begin by sharing what you observed. Then ask such questions as:

- ? When you did X, what were you thinking about? What were you trying to do?
- ? How do you think it went?"

- **Discuss the implications of what you both observed.** (10 minutes)

- ? What questions does this information raise?
- ? How could you gather information yourself to answer those questions?
- ? Based on our observations, what changes, if any, do you need or want to make?

**Note to Facilitator**

You may offer your own suggestions as well.

- **Plan for next steps.** (10 minutes)

- ? What might you do next? What are some immediate next steps?
- ? What might you do to continue to translate MI theory into practice over the long haul?
- ? What help do you think you may need to continue to take action?
- ? How might you get that help?

- **Get feedback on the entire classroom observation process.**  
(3 minutes)

- ? It would be very helpful for me to hear from you what I did that was helpful for you during this classroom observation process.
- ? What could I have done to be more helpful?

## Meeting Four – Preparation



### **Newsprints** (Prepare ahead of time)

- Objectives for Meeting Four (p. 64)
- Meeting Four Agenda (p. 65)
- Seven Emerging Features of MI-Informed Practice (p. 65)
- Questions about the Second Classroom Observation/Questions about the Topic (p. 66)
- Creating a Plan of Action Square (p. 68)
- Responding to Plans (p. 69)
- Ideas for Our Group's Next Steps (p. 70)
- What I Found Most Useful Was (p. 73)
- It Would Have Been More Effective If... (p. 73)

### **Materials**

#### *Materials for the Action Quilt:*

- Six 8½" by 8½" squares made from 8½" by 11" colored paper. The color should be light enough for ink to be legible.
- Materials to use for creating squares such as scraps of fabric, tissue paper, old greeting cards, ribbons, buttons, glitter
- Three glue sticks (at least)
- Three pairs of scissors (at least)
- Colored pens or markers
- Camera (optional)

#### *Other materials:*

- AMI Sourcebook
- Blank newsprint sheets
- Newsprint easel
- Markers, pens, tape

## Meeting Four – Process

- OBJECTIVES:**
- Participants will reflect on their mentoring experience and what they have learned.
  - Participants will learn about the dominant features of MI-informed practice.
  - Participants will plan next steps for applying MI theory in their programs.
  - Participants will make a plan for the group's next steps.
- 

**TIME:** 3 hours

**STEPS:**

1. Welcome, Meeting Four Objectives, and Agenda (5 minutes)

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- **Welcome the group. Acknowledge that this is the group's last time together** and that it is a time to celebrate their hard work and what they've learned. Say that you would like most of this last meeting to be devoted to their reflecting on and sharing with each other what they have learned.
- **Post the Objectives for Meeting Four newsprint.** Briefly go over the objectives for this final meeting.

**Objectives for Meeting Four**

Participants will:

- Reflect on their mentoring experience and what they have learned.
- Learn about the dominant features of MI-informed practice.
- Plan next steps for applying MI theory in their programs.
- Make a plan for the group's next steps.

- **Post the Meeting Four Agenda newsprint.** Describe each activity briefly. Ask participants if they have any questions about the agenda.

**Meeting Four Agenda**

- Objectives and Agenda for Meeting Four
- Seven Emerging Features from the AMI Study
- What Have We Learned?  
Break
- Next Steps – An Action Quilt
- A Plan for Our Group
- Final Evaluation

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## 2. Seven Emerging Features from the AMI Study Agenda

(10 minutes)

-  **Refer participants to the reading assigned for Meeting Four (AMI Sourcebook, Chapter 3, “MI-Inspired Instruction – The AMI Experience,” p. 50).** Explain that, to help the group think about what it learned about MI theory and its applications in the adult education setting, you want to briefly review the seven findings that emerged from the AMI study.
- **Post the Seven Emerging Features of MI-Informed Practice newsprint.**

**Seven Emerging Features of MI-Informed Practice**

1. Using MI theory leads teachers to offer a greater variety of learning activities.
2. The most engaging MI-based lessons use content and approaches that are meaningful to students.
3. MI-based approaches advance learning goals.
4. Implementing MI-informed practices involves teachers taking risks.
5. Persistence pays off with MI-based instruction.
6. MI-informed learning activities increase student initiative and control over the content or direction of the activities.
7. Building trust and community in the classroom supports MI-based instruction.

- **Ask participants to quietly consider which of the seven findings “speak to” them and their own experience.** Let them know that, in the next activity when they share what they have learned, they will have the opportunity to talk about which of these findings resonated with them and why.

### 3. What Have We Learned?

(60 minutes)

- **Explain that, just as in Meeting Three, they will each have five minutes** of uninterrupted time to share with the group what they have learned from the second classroom observation and their experiences since the last time you met as a group.
- **Post the Questions about the Second Classroom Observation and Questions about the Topic** newsprint.

**Questions about the Second Classroom Observation**

- What did you do in your classroom during the observation?
- What did you learn from the mentoring process about yourself and your teaching?

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**Questions about the Topic**

- What action(s) did you take to apply MI theory in your classrooms and/or programs?
- What difference did it make for students?
- What did you learn about the topic?
- Which, if any, of the Seven Features just discussed “spoke to” your own experience and why?

**“I was impressed as the facilitator because they asked each other to clarify or explain why they were impressed by such and such. They questioned and challenged each other but supported each other as well.”**

**—Nicole Graves  
Facilitator, Massachusetts**

- **After each participant has shared, allow two minutes for others in the group to ask questions** or give brief positive and constructive feedback.

- **Facilitate a ten-minute discussion with participants about their response to the following question:**

? What stands out for you in each other's experiences with implementing MI?

**BREAK:** 10 minutes

#### 4. Next Steps – An Action Quilt

(60 minutes)

- **Tell participants that now is the time** to reflect on how they intend to continue developing MI-inspired classrooms and programs. Explain that each of them will describe a plan of action on a paper square that, when put together with the others participants' squares, will form a paper Action Quilt.

Encourage participants to think of meaningful next steps for themselves. It may be to create new MI-inspired lessons or their efforts may extend beyond their classrooms to involve other teachers within their program or within other programs. Invite participants to consider how they can develop a support system to continue with MI-related work. For example, they may want to form a group with colleagues within their program to talk about what they have learned, or they may want to stay connected with each other in this group to continue sharing MI-inspired practices and challenges.

- **Give specific directions for how to create their “plan of action” square.** Each participant's square needs to show what she hopes to do to create MI-inspired classrooms and programs. After creating individual squares, each participant will explain her square to the others and glue it onto the blank newsprint sheet to create a collective “Action Quilt.”

##### Note to Facilitator

This activity requires:

- Materials listed in Meeting Three—Preparation: “Materials for the Action Quilt” (p.62).
- One blank newsprint sheet
- Newsprint: “Creating a Square”
- Newsprint: “Responding to Plans”

- **Post the Creating a Plan of Action Square newsprint** and go over the directions with participants.

**Creating a Plan of Action Square**

- In the center, draw a picture or make a collage of the activities that you would like to develop to continue creating an MI-inspired classroom or program and/or to share what you have learned with other programs.
- In the left hand border, write the specific SUPPORTS that you have or plan to garner to help you take these actions.
- In the right-hand border, write your NAME (first name only is OK).
- In the top border, write what you hope that those whom you involve in your efforts will get out of the activities. This could be learners in your classroom, other teachers, or administrators.
- In the bottom border, write what you personally hope to get out of your actions.

For learners (or other teachers or administrators), I hope that . . .

S		N
U		A
P	MI-inspired	M
P	activities	E
O		
R		
T		
S		

For myself, I hope that . . .

**“We need to get the support of program administrators for MI-based teaching, as teachers can only go so far when administration is resistant or unaware of the possibilities for MI-based instruction.”**

**—Participant Teachers  
New Mexico**

- **Spread the materials on a table so that each person can access fabric, paper, and whatever else you have included to make the collages.** Encourage people to select the materials that they are drawn to, and to create a visual of their next steps by cutting and gluing the materials onto their square. Explain that they will have 20 minutes to create their individual squares. They may talk with others quietly as they work, especially if they are still thinking through what they plan to do, or they may wish to find a quiet spot where they can work individually.

- **Place the blank newsprint sheet on another table and have the group gather around this table. Ask participants to share what they have put on their squares.** As each person shares, ask them to glue their square onto the newsprint to create on large paper “quilt.” Explain that each person has just a few minutes to talk about her square, after which the other participants may respond by completing one of the two sentences on the following newsprint.
- **Post the Responding to Plans newsprint.**

**Responding To Plans**

- The thing I like most about your plan is . . .
- What I wonder about your plan . . .

Not everyone needs to respond to every square. Explain to the group that “I wonder” questions come from genuine curiosity, such as “I wonder how you will talk to other teachers in your program about what you plan to do.” Good “I wonder” questions are often difficult for people because we tend to disguise as curiosity what are really criticisms. For example, if someone wanted you to cut your hair and said, “I wonder what you would look like with short hair,” you know that the person is really saying, “I don’t like the way you look with long hair.”

Emphasize again that their “I wonder” questions need to express genuine curiosity about how the plan will be carried out, and not criticisms of the plan itself.

Allow 25 minutes for sharing and responding to everyone’s plan.

- **After everyone has shared their plan and heard responses from the others, facilitate a whole group discussion, using the following questions as a guide:**
  - ? What stands out for you about the Action Quilt?
  - ? What do you think about the range of activities mentioned for continuing to develop MI-based practices in classrooms and programs?
  - ? How could you adapt this Action Quilt activity to use with learners?
- **Tell participants that they may take their square with them as a reminder of what they will do. But first, if you are prepared to do so, take a photo of the whole quilt. You may want to combine this with a photo of the whole group, if participants are willing.**

**“MI-based instruction allows teachers to teach intentionally to the cultural matrix of the learner population.”**

*—Participant Teachers  
New Mexico*

## 5. A Plan for Our Group

(20 minutes)

- **Post the newsprint “Ideas for Our Group’s Next Steps.”**

### Ideas for Our Group’s Next Steps

- Schedule a follow-up meeting to share what happened when participants enacted their individual plans.
- Organize an e-mail list so participants can stay in touch and share ideas via e-mail.
- Summarize what we’ve learned – something practical – that can be shared with other practitioners or policymakers in our programs or in the state.

Explain that now that the individual participants have plans for what they will do when back in their classrooms and programs, the group needs to make a plan about its next steps.

- **Ask the group if they want to add other ideas to this list for the group to consider. Write them up on the newsprint. When the list is**

complete, suggest to the group that they choose one or two to implement, and that you will use “dot” voting to do this.

- **Hand out a sticky “dots” to each participant** and ask them to put their dot next to the idea they would most like the group to do. If they don’t want to do any of the activities, they should not put their “dot” on the newsprint.
- **Lead the group in organizing its choice:**
  - If they choose to schedule a follow-up meeting, set the date, time and place for the meeting, and brainstorm an agenda for the meeting. Determine who will definitely be coming, and who will take the responsibility to cancel the meeting in case of bad weather.
  - If they chose to organize an e-mail list, pass around a sheet for everyone to write their e-mail address. Decide who is going to start the first posting, and discuss what types of discussions or postings people would like to see (e.g., questions about how to try out something in their classroom, describing what happened after they tried it, sharing other resources they might find about multiple intelligences, etc.).
  - If they chose to produce a list of strategies or policy changes, put up a blank sheet of newsprint and start the brainstorm. When the brainstorm is done, have participants decide as a group what they want to do with the list (e.g., someone type it up and send around to people so they can share with other teachers in their program, send it to the State Department of Education to reprint in the state newsletter, send it with someone’s program director to the next state-wide directors’ meeting; forward to the next reading study circle organized by the state, etc.).

**Note to Facilitator**

If the group chooses to schedule a follow-up meeting or an e-mail list, then the third option—producing a summary—can be done at the follow-up meeting or via e-mail. If the group decides not to meet again, they could brainstorm their summary in the next few minutes.

## 6. Final Evaluation

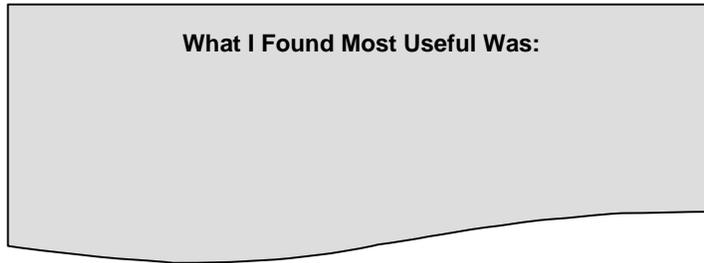
(15 minutes)

- **Explain that, as the final evaluation, you would like to give participants the opportunity to hear from one another about what each has learned** from participating in this Mentor Teacher Group.
- **Ask that everyone take one minute to silently consider the most important thing that they have learned from this experience.** They could summarize the learning in one or two sentences, draw a picture of what they learned, or act it out. It could be about the topic, about their own teaching, about mentoring, or about something entirely different. After one minute of silence, ask each person, including yourself, to share her learning in whatever form she most prefers without others commenting on what is said.

After everyone has shared, ask if anyone could summarize what participants have learned.

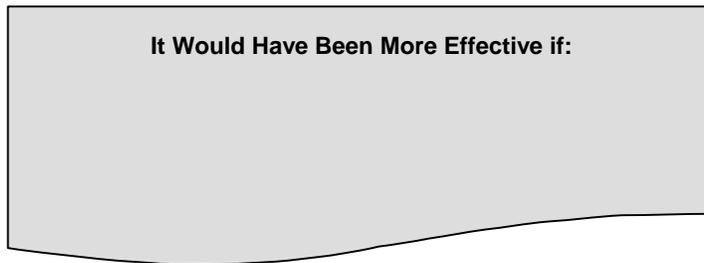
- **Tell the group that you would like to use the last few minutes to get their feedback about this professional development experience.** Ask everyone to consider which aspects were most useful. Ask them to be as specific as possible. For example, rather than saying, “the classroom observation,” ask them to try to identify what in particular about the classroom observation was effective. Record their responses on newsprint:

**What I Found Most Useful Was:**



Now ask them to suggest ways that the professional development experience could have been more effective. Again, ask them to be specific and constructive. Record their responses on newsprint:

**It Would Have Been More Effective if:**



Thank participants very much for their participation in the Mentor Teacher Group.

