



Unit 1: Building Relationships to Promote Child Literacy Outcomes

Module 2

Effective Mentor-Coach and Protégé Relationships

EFFECTIVE MENTOR-COACH AND PROTÉGÉ RELATIONSHIPS

TUTORED VIDEO INSTRUCTION (TVI)

CONTEXT

Building relationships to promote positive outcomes for children’s early literacy and language development is a cornerstone of *Steps to Success*. In this module, Mentor-Coaches will examine several key concepts that are essential to forming strong, trusting relationships with their protégés. The concepts include sharing and appreciating values, understanding how adults learn, implementing culturally sensitive practices, overcoming biases, and asking questions that encourage reflection. As Mentor-Coaches adopt and apply the concepts, they will be better able to initiate and sustain effective mentor-coaching relationships with protégés.

TIME: 3 hours 20 minutes

OVERVIEW

- Introduction to Building Relationships (15 minutes)
- Values Appreciation (20 minutes)
- Cultural Sensitivity and Reflective Inquiry (35 minutes)
- Self-Reflection and Overcoming Biases (25 minutes)
- Understanding How Adults Learn (20 minutes)
- Reading with Infants and Toddlers (20 minutes)
- Reading with 3- to 5-Year-Olds (25 minutes)
- Print Awareness and Concepts (15 minutes)
- Facilitator-Led Discussion on the Professional Development Plan (20 minutes)
- Wrap-Up (5 minutes)

LEARNING OUTCOMES

By completing this module, Mentor-Coaches will:

- Apply knowledge about how adults learn to support protégés who have different learning styles.
- Demonstrate respect for the values, experiences, and backgrounds of protégés.
- Use culturally and linguistically sensitive practices with children, families, and colleagues.
- Recognize and promote positive early literacy and language outcomes for children along the birth to age five developmental continuum.

FACILITATOR PREPARATION

Take the following steps to prepare for Module 2:

- Read and review all of the pages in the Facilitator Guide and the Mentor-Coach Manual and the STEP-Docs at the end of the module
- Determine methods to use in presenting facilitator-led discussions and exercises.
- Preview the TVI to familiarize yourself with the content of the presentations and the video clips
- Become familiar with when and how to start and stop the TVI, including making time for facilitator-led discussions
- Be prepared to help participants apply what they have learned to their Professional Development Plan.

HOW TO USE THIS GUIDE

At various points during the TVI, you will be instructed to start, stop, or pause the video for exercises and class discussions. After these exercises or discussions, resume the TVI for the next session. At each point where you start or resume the TVI, there is a transition statement for you to read aloud.

TVI CONTENT**INTRODUCTION TO BUILDING RELATIONSHIPS****Facilitator’s Transition Statement**

Let’s start the TVI. It begins with introductions to the presenters and a video clip about the value and importance of mentor-coaching from individual perspectives.

**START THE TVI****Transition to the Video Clip**

We have gone around the country to hear to what people are saying about mentor-coaching. Let’s begin by listening to them.

VIDEO CLIP: Testimonials

In this video montage, Mentor-Coaches and protégés in Head Start and Early Head Start from all over the United States speak about what their work has meant to them. Each voice highlights the value of mentor-coaching.

At the conclusion of the video clip, the TVI presenters make the following points:

This montage of people and voices from around the country lets us know that where mentor-coaching is under way, benefits are realized. The benefits of mentor-coaching include:

- Helping strengthen programs as “communities of learners”— where children and adults are encouraged to reach their fullest potential
- Providing a focus on language and literacy content areas that can improve child outcomes
- Connecting reflection to action, the basis for transformation.

TVI presenters share responses to the questions:

1. How do the testimonials build on what you already know about mentor-coaching?
2. What would your testimony be?



PAUSE THE TVI

Facilitator-Led Discussion on Testimonials

Discuss participants' reactions to the testimonials in the video. Use the questions below (and on the preceding page in the Mentor-Coach Manual).

1. Which of the testimonials did you find most meaningful?
2. What did you learn about mentor-coaching from the speakers?

Facilitator's Transition Statement

Let's return to the TVI for an **Introduction to Building Relationships**, the cornerstone of Unit 1.

**RESUME THE TVI**

The TVI presentation emphasizes these points about building relationships:

- In *Steps to Success* the relationship between the Mentor-Coach and protégé is intentional and focused. Through the Mentor-Coach and protégé relationship, ideas and questions are shared, plans are made and implemented, and roles and responsibilities are clarified. Both enter into the relationship to learn, grow professionally, and ensure positive early language and literacy outcomes for children.
- Mentor-Coaches and protégés meet regularly, visit each other's Head Start or Early Head Start programs, observe activities, and assess and evaluate progress. Protégés rely on Mentor-Coaches for support, guidance, and leadership. The relationship is built on trust and confidence, so it does take some time to become well established.
- The mentor-coaching relationship is built by two people, the Mentor-Coach and the protégé. Both give it shape and substance. Both learn and grow together. But remember, it is not just about two people. As the trusting relationship evolves, Mentor-Coaches and protégés bring about better early literacy outcomes for children in Head Start and Early Head Start. Mentor-Coaches' and protégés' professional interactions with colleagues and family members also become more effective.

Elements That Support Strong, Trusting, Mentor-Coaching Relationships

- Knowledge and appreciation of diverse adult learning styles and values
- Use of effective mentor-coaching skills
- Reflective practices
- Culturally sensitive approaches and self-reflection about biases
- Understanding and agreement about roles and expectations.

The TVI presenters continue by describing a mentor-coaching relationship, highlighting what was successful about it and why.

TVI CONTENT

VALUES APPRECIATION

Adding to what was just said, we can see that building strong, trusting mentor-coaching relationships requires Mentor-Coaches and protégés to respect one another as educators. Each shares who they are and what they care about and believe. Many values come from our cultural roots and families of origin. Other values evolve from our current lives and work. When we share our values, we share ourselves. This shared understanding helps to establish confidence and deepen trust in each other and the relationship.

- A value is a principle or ideal that is essentially worthwhile or desirable
- Values are about human nature, not material things
- Values are generally perceived as inherently good and constitute teachings within families from generation to generation.

The TVI presenters discuss their experiences with appreciating the values of others and the importance of sharing values when building relationships.



PAUSE THE TVI

FACILITATOR-LED DISCUSSION ON VALUES APPRECIATION

The following four questions are in the Mentor-Coach Manual. Allow a few minutes for participants to respond to them in writing.

Questions on Values Appreciation

1. What values did you learn in your family of origin?
2. What are some values that you have newly adopted?
3. What values do you still hold dear?
4. How do you apply the values that you care about to your work with children and families?

Once they have finished writing, ask them to pair up with another person and share their answer to the third question.

Facilitator's Transition Statement

In the next segment the TVI presentation links the concepts of values appreciation with culture. The TVI begins with a presentation and discussion of cultural sensitivity.



RESUME THE TVI

TVI CONTENT**CULTURAL SENSITIVITY AND REFLECTIVE INQUIRY**

The TVI presentation continues with these points:

- Practices that value cultural differences strengthen mentor-coaching relationships with adults and with children.
- Since culture is the fundamental building block of identity, it is through cultural learning that children develop a sense of who they are (Mangione, Lally, and Signer, 1993). A first step in learning about children is for the staff to seek knowledge about culture, home language and values from family members. When they apply what they have learned from parents in daily practices with children, staff members demonstrate cultural sensitivity. A similar principle holds true for Mentor-Coaches and protégés.
- Mentor-Coaches and protégés often come from different cultural backgrounds. Seeking and sharing cultural knowledge with each other is a first step in demonstrating respect for who the other person is.
- Understanding the differences in each other's values and histories helps Mentor-Coaches and protégés to be culturally sensitive. Mentor-Coaches need to anticipate that cultural differences may interfere with communication, teaching, and learning. If issues arise, Mentor-Coaches and protégés should talk about them, negotiate options and strategies, and reach shared understandings and solutions.
- Differences can also enrich the Mentor-Coach's and protégé's relationship. By sharing values and acknowledging differences, the Mentor-Coach and protégé:
 - ❑ Come to know each other more fully as human beings
 - ❑ Have something to teach and to learn
 - ❑ Are better able to enjoy opportunities to explore different perspectives and ways of knowing with each other.

- When Mentor-Coaches and protégés recognize values and practices that vary across cultures, they are more prepared to demonstrate culturally consistent early education and care with children. Mentor-Coaches can be culturally sensitive with adults as well. By seeking knowledge about values and culture, Mentor-Coaches:
 - ❑ Support protégés to address issues that may come up with parents
 - ❑ Help protégés negotiate and reach agreements with parents about culturally sensitive practices for achieving positive outcomes for children
 - ❑ Foster authentic and respectful relationships with protégés and parents.
- When practices are consistent between homes and programs, children are more secure and receptive to learning. This principle builds on the historical context of Head Start and Early Head Start; the involvement of parents and staff members with the child, and their mutual understanding, are a key priority. Cultural sensitivity helps to ensure that this priority is met.

The TVI presenters share examples of culturally sensitive practices with children and adults and identify resources that describe these practices.



PAUSE THE TVI

FACILITATOR-LED DISCUSSION ON CULTURAL SENSITIVITY

Review the definition of cultural sensitivity in the Mentor-Coach Manual.

Ask participants the following questions to develop a shared understanding of the concept:

1. What do culturally sensitive practices mean to you?
2. How do you use and support them in your work?

Allow up to ten minutes for discussion.

Refer participants to **STEP-Doc 1.2a: Ten Keys to Culturally Sensitive Child Care**. It provides information on each of the ten keys listed below:

- Provide cultural consistency
- Work toward representative staffing
- Create small groups
- Use the home language
- Make environments relevant
- Uncover your cultural beliefs
- Be open to the perspectives of others
- Seek out cultural and family information
- Clarify values
- Negotiate cultural conflicts.

**RESUME THE TVI**

TVI CONTENT

REFLECTIVE INQUIRY

The TVI presentation introduces these points:

- Mentor-Coaches need to engage protégés in meaningful communication to learn more about them. Reflective inquiry is an effective mentor-coaching communication skill that involves careful listening. While listening to a protégés during one-on-one meetings, the Mentor-Coaches periodically ask the following questions to encourage protégés to reflect on practices:
 - Can you talk more about that?
 - Why do you think that happened?
 - Why did or didn't it work?
 - What other approaches could you use?
 - What do you need?
- Mentor-Coaches are not expected to direct protégés' activities, but to guide and help protégés make, implement, and evaluate their own decisions.
- Reflective inquiry takes a lot of practice. It is a valuable and worthwhile skill to adopt and refine. For additional ways to encourage reflection, see **STEP-Doc 1.2b: Questions That Promote Reflection** in the Mentor-Coach Manual.

Transition to the Video Clip

Let's view a video clip featuring Linda and her Mentor-Coach, Susan, at Cay-Uma-Wa Head Start in Pendleton, Oregon. Linda is discussing her plans with Susan about bringing tribal traditions and family into classroom literacy experiences.

VIDEO CLIP: Cultural Sensitivity and Reflective Inquiry

This video clip illustrates culturally sensitive curriculum practices in a tribal classroom of 3- to 5-year-olds from the Confederated Tribes of Umatilla in Pendleton, Oregon. The spring salmon are running in a tributary of the Columbia River, which intersects the community. Through reflective inquiry, the Mentor-Coach engages the protégé in thinking about the purpose and content of the preschool curriculum, including print awareness concepts.

At the conclusion of the video, the presenters will share some examples of culturally sensitive approaches and discuss building blocks for developing strong protégé and Mentor-Coach relationships.

**PAUSE THE TVI**

**FACILITATOR-LED DISCUSSION ON CULTURAL SENSITIVITY
AND REFLECTIVE INQUIRY**

After watching the video, divide the group into pairs or small groups. Use the following questions for the discussion.

1. What are the indicators of cultural sensitivity in this clip?
2. How did the Mentor-Coach use reflective inquiry?
3. What are your impressions of the relationship between the Mentor-Coach and protégé?

Facilitator's Transition Statement

The next part of the TVI addresses self-reflection and overcoming biases. We will learn from individual Mentor-Coaches about their experiences.

**RESUME THE TVI****TVI CONTENT****SELF-REFLECTION AND OVERCOMING BIASES**

The TVI begins with these points:

- Sometimes it is a challenge to understand the perspectives of others. It begins with knowing how to best meet the needs of diverse protégés, children, and families. It continues as Mentor-Coaches support protégés as issues of bias arise in daily practices. When trust is established, protégés and Mentor-Coaches can overcome biases and challenges together. Mentor-Coaches can guide protégés to be self-reflective about biases.
- Like most people, Mentor-Coaches also have biases. As they do with their protégés, they can address their own biases by using self-reflection.

Transition to the Video Clip

In the next video clip, Susan from Pendleton, Oregon, and Mercedes from Denver, Colorado, talk about biases they once had.

VIDEO CLIP: Self-Reflection and Overcoming Biases

Mentor-Coaches, Susan and Mercedes, discuss changes they made as they overcame their biases about protégés. They describe their discomfort with the differences they encountered among their protégés. They share how overcoming their biases helped them to grow.

At the conclusion of the video, the presenters make the following points:

- It takes courage to change our ideas and ways of relating.
- Using self-reflection to overcome biases is a starting point that can bring about growth, new knowledge, and improvement in relationships.

Presenters end with a discussion of the importance of overcoming bias and of steps to take for self-reflection.

**PAUSE THE TV!**

FACILITATOR-LED DISCUSSION ON SELF-REFLECTION AND OVERCOMING BIASES

Use the discussion questions below to extend the conversation about personal biases. Ask participants to take a few minutes to write their responses. Then open the discussion for individual comments.

1. What are your impressions of the Mentor-Coaches' experiences?
2. Why do you think they were able to make changes?

In overcoming biases, Mentor-Coaches and protégés forge stronger relationships among themselves and with others. When we are self-reflective, honest and open about our biases, we are challenged to become more understanding and meet each others' needs more effectively.

On the following page in the Mentor-Coach Manual, participants have a series of questions that they can use to reflect on their experiences with overcoming bias. Participants can answer the questions on their own time.

(Facilitator Note: You have the option of discussing the four questions or letting participants answer them on their own at a later time.)

Facilitator's Transition Statement

Now we will return to the TVI to consider how adults learn. We know that adult learning and development is a lifelong journey.

**RESUME THE TVI****TVI CONTENT****UNDERSTANDING HOW ADULTS LEARN**

The TVI continues with the following points:

- When building trusting relationships, Mentor-Coaches need to understand and demonstrate respect for the various ways adults learn. Principles of adult learning for Mentor-Coaches to use include:
 - All adults have individual and cultural strengths and experiences. A positive, reciprocal mentor-coaching relationship acknowledges, respects, and builds on these strengths and experiences.
 - Adults who are English-language learners often have different learning styles. Mentor-Coaches need to recognize, understand, and be sensitive to these differences.
 - Adults learn best when new information is integrated with what they already know.
 - Adult learning is centered on solving problems. Learning flourishes when meaningful problems are tackled and resolved.
 - Regardless of experience, areas of expertise, and age, all adults benefit from learning activities that involve them fully in understanding, interpreting, and sharing new concepts together.
- Effective learning for protégés is grounded in real-life teaching experiences. The effective mentor-coaching relationship builds on the individual's classroom knowledge and experiences.
- Whenever a Mentor-Coach begins a relationship with a protégé, both are participants. Both will be learners at times and teachers at other times. Both will listen and share.
- The task for Mentor-Coaches is to demonstrate effective interpersonal skills while discovering the protégés' learning styles. They share with each other the ways they like to learn best. Identifying and sharing preferred ways to learn fosters an atmosphere of trust, more open communication, and a willingness to try new approaches.

PRINCIPLES OF ADULT LEARNING

- An effective learning-teaching relationship builds on the adult's knowledge and experiences, and recognizes and responds to different ways of knowing.
- All adults bring individual and cultural strengths and experiences with them.
- Adults learn best when new information is integrated with what they already know.
- Adult learning is centered on solving problems.
- All adults benefit from learning activities that involve them fully in understanding, interpreting, and sharing new concepts together.

TVI presenters give examples of their own preferred ways of learning and discuss the usefulness of knowing how others like to learn.

**PAUSE THE TVI**

Facilitator-Led Discussion on Understanding How Adults Learn

Present the following theory for participants' consideration:

Malcolm Knowles (1950), an authority on the study of adult learning, suggests that all adults share some common learning characteristics that are different from the learning characteristics of children. Engage the group in a discussion of Knowles' list of characteristics (in the Mentor-Coach Manual). The purpose of the discussion is to make sure that participants understand the meaning of each characteristic and to consider examples of their own learning. Use the questions below to further the discussion.

Ask participants to write their answers to the following questions. Then ask them to pair up with another participant to discuss their answers.

1. How do you like to learn best? Why?
2. How can you discover how your protégé learns best?

In conclusion, urge participants to use these questions together with their protégés as part of their relationship-building process.

Facilitator-Led Discussion on Book Knowledge and Appreciation

The content focus for this Module examines what Mentor-Coaches and protégés can do to help children from birth to age five achieve positive book knowledge and appreciation outcomes.

In this exercise, to extend the practice of values appreciation, participants reflect on their values about their own knowledge and appreciation of books. Ask them to reflect on their values and write responses to these questions in their Mentor-Coach Manual.

1. What were the values your family had about reading and books?
2. In what ways have you held on to those values? In what ways have you changed?
3. How do you apply these values in your work with children and families?

After the participants have answered the questions, divide them into pairs and ask them to share their reflections with one another. Reconvene the group and briefly share highlights of the discussion.

Suggest to Mentor-Coaches that they use these same questions when first meeting their protégés.

Facilitator's Transition Statement

Now let's return to the TVI to hear about helping children birth to age five to achieve positive book knowledge and appreciation outcomes.

**RESUME THE TVI**

TVI CONTENT

READING WITH INFANTS AND TODDLERS

The TVI continues with the following points:

- *Steps to Success* provides guidance, resources, and exercises to assist Mentor-Coaches in mastering early literacy principles and in conveying these principles and associated practices to protégés.
- Early literacy and language development begins in infancy. There are developmental “markers” for infants and toddlers. It is important to identify them and to encourage early literacy and language development. Babies and toddlers enjoy it, and adults do, too.
- Information that will guide the Mentor-Coaches and protégés as they work with infants and toddlers is contained in **STEP-Doc 1.2c: Developing Literacy Skills with Infants and Toddlers**. A summary of its key points includes the following:

When babies are less than a year old they begin to:

- Focus their eyes and follow moving things
 - Seek out a response from a caregiver
 - Make sounds to express needs and to respond to language
 - Indicate through sounds and body language that they understand some language.
- To encourage development of early literacy skills in infants:
 - Talk to babies while making eye contact and use full sentences.
 - Sing to babies, gently rocking them to the rhythm of your song.
 - Show picture books to babies, talking about the pictures and pointing to objects on the page and in real life.
 - Make different sounds and let babies hear lots of different kinds of sounds and words.
 - Let babies handle books.

- To encourage development of early literacy skills in toddlers:
 - Read picture books and beginning word books to children.
 - Say the names of objects the child plays with and sees in a book.
 - Make the connection between pictures in books and real objects.
 - Make books that have photographs of the children themselves and of real experiences the children have had.
 - Sing and chant with children.
 - Do finger plays that have a predictable sequence.
 - Let children explore nesting toys, blocks, and puzzles.

The TVI presenters pose and answer some questions about infant and toddler early literacy activities:

- Literacy activities with infants and toddlers look different from those we might use with preschool children.
- In infant and toddler programs, early literacy activities should be an integral part of everything that happens—during routine care such as diapering and feeding as well as during play times.
- Why is music considered an early literacy activity? Music helps to focus young children’s attention on a variety of sounds. Singing with even the youngest children lays the foundation for language learning by helping the child distinguish sounds and rhythm.
- Exploring sound and hearing language spoken help children learn to talk. Language development really does lay the foundation for later reading and writing for young children.
- Young children are continually developing the understanding that we use symbols to represent objects and sounds. Using representations such as pictures, shapes, and colors, helps children to make the connection between symbols and the sensory world.



PAUSE THE TVI

FACILITATOR-LED DISCUSSION ON READING WITH INFANTS AND TODDLERS

Ask participants to read **STEP-Doc 1.2c: Developing Literacy Skills with Infants and Toddlers**. It lists developmental characteristics with corresponding methods to enhance early literacy with infants and toddlers.

This should take about 3 minutes. Direct the participants to the **Discussion Questions on STEP-Doc 1.2c**, in the Mentor-Coach Manual. In addition, guide the participants through the following three questions:

1. What is already being done?
2. What do I want to learn more about?
3. What do I want to share with my protégé or mentor?

Encourage participants to use this exercise with their protégés.

Facilitator's Transition Statement

We will now return to the TVI for more on reading with infants and toddlers.



RESUME THE TVI

Transition to the Video Clip

We will move right into the next video clip on reading.

VIDEO CLIP: Birth to Age 2 Reading

In this clip we see an example of a teacher reading with a small group of toddlers. In her Chicago, Illinois, classroom, Michaelynn manages to follow the lead of two toddlers at once who are reading two different books with her!

At the conclusion of the video, TVI presenters make the following points:

- Working with infants and toddlers is a challenge for teachers who are trained primarily to work with preschool children.
- Despite a teacher’s knowledge of infant and toddler development, it is easy to continue to expect that the ideal behavior of younger children will look more like that of a preschooler.
- Having a Mentor-Coach for encouragement and reflection can help.
- When we focus on working together to understand toddlers, we can learn what the toddler is getting from an experience with books.
- Mentor-Coaches and protégés can concentrate on ways to make all experiences with books positive by responding to the child’s lead.



PAUSE THE TVI

(Facilitator Note: On the facing page in the Mentor-Coach Manual is a set of questions that participants can use with their protégés. You have the option of reviewing these questions or letting participants read them on their own time.)

FACILITATOR-LED DISCUSSION ON BIRTH TO AGE 2 READING

Have participants work in pairs. Ask them to discuss what they saw in the video that focused on the following areas:

1. Teacher's Strengths
 - What was the teacher's manner and choice of setting?
 - What was the teacher doing to encourage reading?
 - What were some examples of positive interaction between the children and teacher?
2. Children's Strengths
 - How were the children participating?
 - What kinds of conversations were they having?
 - Did any literacy skills emerge? If so, what were they?
3. How can the Mentor-Coach's knowledge and experience with reading strategies or activities for toddlers help the protégé increase children's engagement and participation?

For example, protégés could let toddlers snuggle around them, read with expression, point to the words as they read, ask children questions about pictures, and extend their answers verbally.

Facilitator's Transition Statement

We now return to the TVI to focus on reading with 3- to 5-year-olds.

**RESUME THE TVI**

TVI CONTENT**READING WITH 3- TO 5-YEAR-OLDS**

The TVI continues with a presentation on reading with preschoolers:

- It is a joyful experience to read a book with preschoolers. Most often they are happy to participate, fascinated by the stories, characters, plot, and vivid illustrations. When we read to children, we greatly influence children's development of early literacy skills.
- The Head Start Child Outcomes Framework provides methods and teaching strategies to help children progress in each outcome. The Framework also includes Guidelines for Home Visitors.
- Mentor-Coaches and protégés can rely on the guidance in **STEP-Doc 1.2d: Head Start Child Outcomes Framework for Book Knowledge and Appreciation.**

BOOK KNOWLEDGE AND APPRECIATION

The child:

- Shows growing interest in reading-related activities such as asking to have a favorite book to read; choosing to look at books; drawing pictures based on stories; asking to take books home; going to the library; and engaging in pretend-reading with other children
- Shows growing interest and involvement in listening to and discussing a variety of fiction and nonfiction books and poetry.

Transition to the Video Clip

We will view a video clip of Jackie, a protégé in Chicago, who is reading with 3- to 5-year-olds. Jackie's Mentor-Coach, Monica, observes the activity.

VIDEO CLIP: Reading with 3- to 5-Year-Olds

This video features Jackie, a protégé, in her Chicago preschool classroom, reading with a small group of children. During the reading, we hear Jackie ask open-ended questions. She also asks questions to guide the children in connecting the book to their own experiences.

Jackie involved the children in the story through use of open-ended questions. When staff ask questions during the reading experience, children:

- Get drawn into the story
- Learn new words
- Relate what is happening to their own lives
- Are helped to see that there is a beginning, middle, and end to the story.

The TVI presenters share their experiences in reading with preschoolers.

**PAUSE THE TVI**

FACILITATOR-LED DISCUSSION ON READING WITH 3- TO 5-YEAR-OLDS

Ask the following questions and give participants time to think and write before opening up the general discussion.

1. What did you see in the video that were good examples of teaching children to know about and appreciate books?
2. If the teacher in the video were your protégé, and you observed the reading activity, how would you begin your follow-up meeting?
3. What questions would you want to ask?

Summarize and highlight key points that participants make before returning to the TVI.

Facilitator's Transition Statement

As we now return to the TVI, we view a video clip of a meeting between the Mentor-Coach and protégé from Chicago to discuss the reading activity.

**RESUME THE TVI****Transition to the Video Clip**

Now, let's get a glimpse of a post-observation discussion with Monica, the Mentor-Coach and Jackie, the protégé.

VIDEO CLIP: Debriefing a Shared Reading Session

In this video, Monica, the Mentor-Coach, and Jackie, the protégé, discuss Jackie's goals for the children in the small-group reading activity with preschoolers. Monica provides information to Jackie about the observation. She also describes her mentor-coaching approaches. Monica uses reflective inquiry to learn from Jackie what she might have done differently.

Monica and Jackie seem to have a strong relationship. They are able to discuss Jackie's goals for the children and how she might expand the reading activity differently. In addition, Monica emphasizes that she observes Jackie with Jackie's goals for herself in mind. And Jackie appreciates that if she needs help or resources, she knows that she can get support from Monica.

The TVI presenters discuss supportive mentor-coaching approaches that build trusting relationships.

**PAUSE THE TVI**

**FACILITATOR- LED DISCUSSION ON DEBRIEFING A SHARED
READING SESSION**

Present the following questions for reflection about the video. Ask the participants to consider their responses and to write some answers. Then, ask them to pair up to discuss what they've written.

1. In what ways does the video clip indicate that the Mentor-Coach and protégé have a supportive relationship?
2. What are some indicators that the Mentor-Coach and protégé are learning from each other?

When the group reconvenes, ask them to highlight some of the strengths of this Mentor-Coach and protégé relationship.

Facilitator's Transition Statement

In the next segment of the TVI we will focus on the Head Start Child Outcomes Framework for Print Awareness and Concepts.

**RESUME THE TVI**

TVI CONTENT

PRINT AWARENESS AND CONCEPTS

The TVI continues with these points:

The Head Start Child Outcomes Framework related to Print Awareness and Concepts includes the following positive outcomes:

- Children show increasing awareness of print in classroom, home, and community settings.
- Children develop a growing understanding of the different functions of forms of print, such as signs, letters, newspapers, lists, messages, and menus.
- Children demonstrate increasing awareness of print concepts, such as that reading English moves from top to bottom and from left to right, that speech can be written down, and that print conveys a message.
- Children show progress in recognizing the association between spoken and written words by following print as it is read aloud.
- Children recognize a word as a unit of print, or show awareness that letters are grouped to form words and that words are separated by spaces.



PAUSE THE TVI

FACILITATOR-LED DISCUSSION ON PRINT AWARENESS AND CONCEPTS

Use the following questions to facilitate a brief discussion of print awareness and concepts:

1. How are print awareness and concepts emphasized in your program?
2. Describe some examples or stories from your program about successful strategies Mentor-Coaches use to promote print awareness and concepts with protégés.

Allow time for participants to share some examples. Summarize your discussion.

Next, have participants work in pairs or small groups to review the Head Start outcomes described in **STEP-Doc 1.2d: Book Knowledge and Appreciation** and **STEP-Doc 1.2e: Print Awareness and Concepts**.

Assign a learning center for each pair or group, such as a block area, library corner, or dramatic-play area. Ask the pairs to come up with some ideas for culturally sensitive approaches to support Book Knowledge and Appreciation and Print Awareness and Concepts. Have them document their ideas in the Mentor-Coach Manual.

Bring the large group back together and ask for brief presentations of their ideas.

FACILITATOR-LED DISCUSSION ON THE PROFESSIONAL DEVELOPMENT PLAN

Guide participants through the following reflections and the Professional Development Plan.

With participants, think back on the information in this module:

- Elements to build and support trusting mentor-coaching relationships
- Sharing and appreciating values
- Deepening awareness of and applying culturally sensitive practices
- Effective communication with protégés through reflective inquiry
- Self-reflection and overcoming biases
- Understanding how adults learn
- Supporting early literacy and language development with infants, toddlers, and 3- to 5-year-olds.

Ask them to take a few moments to reflect on these questions:

1. How does what you learned about building relationships compare to your current practice as a Mentor-Coach?
2. What mentor-coaching skills are you already using to build effective relationships?
3. What would you like to change or add to what you do already?
4. What are one or two of your biggest challenges? How will you address them?

Based on their reflections, participants will begin the *Steps to Success* Professional Development Plan for Unit 1. Guide them through the four sections: what mentor-coaching skills they would like to strengthen; what they will need in the way of resources and support; a time frame; and, how they will know that they are successful.

Give them time to ask questions for clarification and start writing before moving on to the Wrap-Up.

WRAP-UP

- Summarize the module, referring back to the overview.
- Highlight major areas of discussion among participants.
- Refer participants who have questions, issues, and content-area concerns that came up in discussion to the appropriate upcoming units and modules of the *Steps to Success Mentor-Coach Manual*.
- Thank participants for their participation.

Remind them that they will be completing a self-assessment exercise as they begin Unit 2.

