



## Unit 1: Building Relationships to Promote Child Literacy Outcomes

# Supporting Protégés in Changing Practice

## SUPPORTING PROTÉGÉS IN CHANGING PRACTICE

### CONTEXT

Mentor-Coaches adopt many roles with protégés, including guide, role model, confidante, leader, and colleague. The purpose of this presentation is to help participants clarify the roles and responsibilities in a mentor-coaching relationship so that the relationship is firmly established as they go through the process of change.

**TIME:** 1 hour 45 minutes

### OVERVIEW

- Introduction to the Module (5 minutes)
- Facilitator-Led Discussion on Revisiting Roles and Responsibilities in a Mentor-Coaching Relationship (10 minutes)
- Facilitator-Led Discussion on Developing a Mentor-Coaching Contract (20 minutes)
- Facilitator-Led Discussion on Thoughts About Change and the Process of Change (5 minutes)
- Facilitator-Led Discussion on the Five Stages of Change Process (15 minutes)
- Exercise 1: Self-Reflection on the Five Stages of Change Process (15 minutes)
- Exercise 2: Vignette—A Protégé’s Story of Making Change (15 minutes)
- Exercise 3: Professional Development Plan (15 minutes)
- Wrap-Up (5 minutes)

## LEARNING OUTCOMES

By completing this module, Mentor-Coaches will:

- Clarify roles, responsibilities, and plans of Mentor-Coaches and protégés in transforming and improving their professional skills
- Relate understanding of one theory about the stages and process of change to their work with protégés
- Prepare to develop a Mentor-Coaching Contract with a protégé
- Apply knowledge gained to their Professional Development Plan.

## FACILITATOR PREPARATION

Prior to conducting this facilitated module, take the following steps to prepare:

- Read through this entire module in the Facilitator Guide and the Mentor-Coach Manual.
- Review the section on **Roles and Responsibilities in Mentor-Coaching Relationships** in Module 1.
- Develop strategies and methods for interactively engaging participants when examining the sample contract and statements of expectations, the theory of change, and the vignette.

## INTRODUCTION TO THE MODULE

First, introduce the topic of roles and responsibilities with the following points:

- Mentor-Coaches bring skills, knowledge, and experience about:
  - ❑ Early literacy and language abilities of children from birth to age five in age-appropriate ways
  - ❑ Creative problem-solving
  - ❑ Caregiving and teaching practices
  - ❑ Adult relationships.
- Protégés hone their teaching skills and learn new instructional strategies to support children’s confidence, literacy skills, and accomplishments.
- Mentor-Coaches and protégés grow professionally through the Mentor-Coach relationship.
- Mentor-Coaches and protégés learn new skills, think carefully about teaching practices, and assist each other in professional improvement.

**FACILITATOR-LED DISCUSSION ON REVISITING ROLES AND  
RESPONSIBILITIES IN A MENTOR-COACHING RELATIONSHIP**

Next, review the suggestions of **What Mentor-Coaches Can Do** and **What Protégés Can Do** contained in the Mentor-Coach Manual.

Ask participants to identify and write down any additional roles and responsibilities using the space provided.





## FACILITATOR-LED DISCUSSION ON DEVELOPING A MENTOR-COACHING CONTRACT

Once the group members have created a list of roles and responsibilities for Mentor-Coaches and protégés, they can discuss the development of a Mentor-Coaching Contract with a protégé. The contract outlines Mentor-Coach and protégé expectations of each other.

Use the information contained in the **Sample Expectations** and the **Sample Mentor-Coaching Contract** in the Mentor-Coach Manual to get your discussion started.

### Discussion Questions

1. What are some other expectations to include in a Mentor-Coaching Contract?
2. What might a protégé want to include in the contract?



## **FACILITATOR-LED DISCUSSION ON THOUGHTS ABOUT CHANGE AND THE PROCESS OF CHANGE**

The Mentor-Coach and protégé relationship is rooted in a process of change. A trusting and thoughtful relationship between a Mentor-Coach and protégé can provide the stable foundation to support this change.

Change is one of the few certainties in life. Though challenging, the process is usually gradual and ongoing. Going forward and taking time to review and reflect are part of the process. Whether deciding to make a positive change in one's own life or to be a positive change agent in someone else's, the effort and investment of time will be worth it in terms of both the Mentor-Coach's and the protégé's professional development.

As participants support their protégé in changing her or his practices to improve teaching effectiveness, ask them to keep in mind the meaning of change offered by Jillian Rodd (1998) that is included in this module. Change is a challenging process!

Encourage participants to address issues that are related to curriculum changes or classroom changes with protégés. Some of these might include:

- The protégés' fears of being inadequate or uncertain that the goals they have set will be accomplished
- The protégés' lack of confidence in believing that other team members will support the proposed changes in practice.

## FACILITATOR-LED DISCUSSION ON THE FIVE STAGES OF CHANGE PROCESS

Ask the participants to read **The Five Stages of Change Process** by Prochaska, Norcross, and DiClemente (1994) along with the examples of protégés' reactions to each stage of change, presented in the Mentor-Coach Manual.

Discuss the theory and adaptations by asking these questions:

1. Does this theory of change seem true to you? Why?
2. What do you think about the idea that change is a process?
3. How do you think most people handle the process of change?

Once participants end their discussion of the theory, move to **Exercise 1, Self-Reflection on The Five Stages of Change Process**.



**EXERCISE 1: SELF-REFLECTION ON THE FIVE STAGES OF  
CHANGE PROCESS**

Instruct participants to think about a time in their life when they had to make a major change. Ask them to answer these questions:

1. What was the situation?
2. What were your responses?
3. Which of the five stages of change were relevant to your experience?
4. What were the outcomes?
5. What personal or professional growth did you experience?

Ask participants to form pairs to discuss their changes with one another. Allow enough time for each person to speak.

Once the pairs have finished, reconvene the whole group. Ask individuals to share highlights of their conversations with the whole group.

**EXERCISE 2: VIGNETTE—A PROTÉGÉ’S STORY OF MAKING  
CHANGE**

Ask participants to read the vignette **A Protégé’s Story of Making Change**, presented in the Mentor-Coach Manual.

Then, ask them to think carefully about the following questions, making notes for their own use and for a group discussion.





**EXERCISE 3: PROFESSIONAL DEVELOPMENT PLAN**

Participants have considered and clarified roles and responsibilities in mentor-coaching relationships, discussed components of a Mentor-Coaching Contract, and thought about the process of change. Now ask them to update their Professional Development Plan.

Acknowledge that participants are also going through a process of change while participating in this training! Use these questions to guide their reflection:

**Questions for Reflection**

1. How do your plans and expectations relate to where you are in the change process?
2. Do you need to modify your mentor-coaching skills to enhance your relationship with your protégé or to support your protégé in the change process?
3. Now that you have had time to reflect on the roles and responsibilities, as well as the process of change, do you need to modify your Professional Development Plan in any way?

**WRAP-UP**

- Continue on to Unit 1, Module 4, which the participants will complete without a facilitator.
- Instruct the participants to complete Module 1 in Unit 2, the Self-Assessment, and the accompanying Professional Development Plan for Unit 1.
- Note the date and location of the next facilitated session (Unit 2, Module 2).