



**A Calibrating Mentoring Course at
Centro Cultural Colombo Americano
Cali – Palmira – Buga**

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Santiago de Cali**

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**ICESI University
Escuela de Ciencias de la Educación
Masters in Teaching English as a Foreign Language
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Master's Report

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To mom and dad – and BPQs.
And to all those who were my mentors at work and in life.

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Abstract

The Centro Cultural Colombo Americano Cali- Palmira - Buga (CCCA) has a Mentoring Program in which 15 mentors guide the academic and professional development processes of the present teaching staff at the institution. This Master's project aims at proposing a course that calibrates the mentoring pedagogic skills of the current experienced teacher educators. A complete description of the Mentoring Program is provided as a basis for the Project. The primary data collection came from an online questionnaire that 46 EFL teachers and 15 mentors responded to and in which they pointed out their beliefs and expectations on the role of the mentor and Mentoring Program being implemented. Finally, a needs analysis and the literature on teacher education nourished the creation of a 50-hour course in which 4 units and one research component constitute an overall view of the desired academic-oriented role of the mentors and the Mentoring Program. Results of the questionnaire show that both audiences, teachers and mentors, perceive the role of the mentor and the Mentoring Program as a positive strategy for professional development in TEFL with specific opportunities for improvement.

KEY WORDS: Teacher education, teacher professional development, mentoring, teachers and mentors' beliefs, calibrating course.

Table of Contents

1. Introduction	1
2. Justification	3
3. Objectives	4
4. Theoretical Framework.....	5
Defining Teacher Development and Mentoring	5
Types of Teacher Education	6
Describing Mentors and Their Roles	7
Empowering Teachers	10
Teachers' and Mentors' Beliefs about Teacher Education	10
5. Methodology	13
a) Ethical Considerations	14
b) Socio Cultural and Academic Context	14
c) Data Collection Tools	16
6. Results.....	18
a) Description of the CCCA Mentoring Program	18
b) Teachers' Beliefs and Expectations about the Mentors and the Mentoring Program at the CCCA	21
Teachers' Participation in the Adult Program	21
Defining a Mentor	22
Mentor's Support and Feedback	25
Effectiveness of the Mentoring Program	30
Areas of Improvement through the Mentoring Program	32
Teachers' Ideas for Mentoring Program Improvement	35
Conclusion from Analysis of Teacher's Online Questionnaires	40
c) Mentors' Beliefs and Expectations about the Mentors and the Mentoring Program at the CCCA	41
Mentors' Participation in the Mentoring Program	41

Defining a Mentor according to Mentors.....	42
Being a Mentor.....	44
Mentoring Program Effectiveness	46
Type of Mentoring Support and Mentoring Strategies	49
Mentors' Professional Growth.....	54
Mentors' ideas for Mentoring Program Improvement.....	56
Conclusions from Analysis of Teacher's Online Questionnaires	61
7. Course Proposal	62
8. Conclusions	81
9. References.....	84
10. Appendices	87
Appendix 1. Teacher's Online Questionnaire - Beliefs and Expectations towards the Mentoring Program at the Colombo Americano.....	87
Appendix 2. Mentor's Online Questionnaire - Beliefs and Expectations towards the Mentoring Program at the Colombo Americano.....	90
Appendix 3. F014V2 - Written Lesson Plan Checklist.....	94
Appendix 4. F001V2 - Observación de clase por mentors	95
Appendix 5. F006S2- Mentor-Mentee Checklist.....	98
Appendix 6. The Trimester Report Form	99
Appendix 7. The Resource Teacher's Profile	100
Appendix 8. Adult Program Teacher's Profile.....	105

Table of Charts

Graph 1. Organization of the Centro Cultural Colombo Americano.....	15
Graph 2. Organization of the Academic Process at the CCCA.....	16
Graph 3. Time Working as A Teacher in The Adult Program.....	22
Graph 4. Defining a Mentor according to Teachers	22
Graph 5. Mentor’s Support to Start Teaching at the Institution	25
Graph 6. Mentor’s Helpful Feedback from Class Observation.....	26
Graph 7. Teachers Comfort When Seeking Help from Mentor	27
Graph 8. Type of Mentoring Support Received vs. Type of Mentoring Support Desired	27
Graph 9. Guidance Provided by Mentors	29
Graph 10. Learning from the Participation in the Mentoring Program	30
Graph 11. Experiencing Professional Growth as a Participant of the Mentoring Program	31
Graph 12. Teaching Aspects Improved Thanks to Mentoring.....	33
Graph 13. Teaching Aspects that Need Improvement	34
Graph 14. Changes in the Mentor-Mentee Relationship.....	36
Graph 15. What I Would Like to Change in the Mentoring Program.....	37
Graph 16. Time Working as a Mentor in the Adult Program	41
Graph 17. Defining a Mentor according to Mentors	42
Graph 18. Benefits of Being a Mentor	44
Graph 19. I Felt I Was a Strong Candidate to Be a Mentor	45
Graph 20. I Felt I Was Well Prepared to Be a Mentor Following the Description of the Mentor’s Job Profile	46
Graph 21. Effectiveness in Providing Guidance and Support to My Mentees.....	47
Graph 22. How to Give Helpful Feedback to Mentees after Class Observation.....	48
Graph 23. How to Keep an Effective Mentoring Relationship with My Mentee	49
Graph 24. The Best Way to be a Mentor.....	52
Graph 25. Strategies to Have and Effective Relationship with My Mentees	53
Graph 26. How Has Class Observation Enhanced My Own Teaching.....	55
Graph 27. I Experienced Professional Growth as A Teacher by Being A Mentor.	55
Graph 28. Features I Would like to Work on	56

Table of Charts

Chart 1. Data Collected.....	17
Chart 2. Resource Teacher’s Job Profile.....	20
Chart 3. Teacher’s Job Profile	21
Chart 4. Qualities that Make a Successful Mentor according to Teachers.....	24
Chart 5. Qualities that Make a Successful Mentor according to Mentors.....	43

1. Introduction

The Centro Cultural Colombo Americano - Cali – Palmira– Buga (CCCA) is an English institute with a long trajectory in the teaching of English as a foreign language (TEFL) in Colombia. This institute has also had a constant interest in accurately preparing its English teachers to perform with high teaching quality. Therefore, the institution established a set of corporate pedagogical procedures for teachers resulting in the creation of a Mentoring Program in which a group of well-prepared, experienced and talented teachers, known as mentors, help guide teachers' academic and TEFL pedagogical practices in both the Kids and Teens and Adult programs.

As an active member of the Mentoring Program at the CCCA since 2007, my concern in developing, improving and polishing my own coaching skills has led me to identify the need to propose a course in which my current and future peers could benefit from the understanding of their role as teaching role models who carry relevant academic tasks and reflections that positively impact the CCCA educational community.

Because there is no formal educational instruction for the members of the mentoring team to cope with the mentoring position itself, but rather a constant urge to investigate, improve and develop relevant mentoring skills individually, this paper seeks to provide an image of the beliefs and expectations of the EFL teachers and mentors with regards to the CCCA Mentoring Program and to propose the outline with specific content and suggested instructional material for a calibrating mentoring course with the intentions to be a crucial referential point for those experienced teachers who are and who will be part of the Mentoring Team.

To conduct the development of such a course, CCCA Adult Program EFL teachers were acknowledged as relevant input providers because they have been the actual recipients of the Mentoring Program, which is why this paper initially focuses on the results of an extensive online questionnaire that provides a description and analysis of beliefs and assumptions EFL teachers have towards the role of a mentor based on their experiences. Secondly, there is a description and analysis of a second questionnaire given to adult program mentors in regards to their perceptions and needs expressed by the current Adult Program mentors regarding their roles and duties. Finally, in light of the results and needs analysis provided in the questionnaires about the role of the CCCA's TEFL educators, literature on mentoring and coaching are used as crucial referential aspects to elaborate a calibrating mentoring skills course as a proposal to strengthen the Adult Mentoring Program at this language institution.

It is important to clarify that the nature of resulting course is to calibrate mentor's abilities and pedagogical perceptions towards their practice because each mentor already possesses strengths in the area of mentoring that they have already developed throughout their mentoring career at the institution. Proposing a course addressing only

the basics of mentoring would result unappealing for the current mentoring staff since it would disregard their educational background and experience, whereas a calibrating course may result in the opening of new opportunities to strengthen mentors' TEFL education practices through active reflection.

2. Justification

The initial concern to develop this calibrating course on mentoring profile and mentoring skills came from the author's 8-year-experience as an active member of the Adult Mentoring Program at the CCCA. Such experience started as an empirical but peer-supported development of supervising, advisor's role and leadership skills, which grew and improved through multiple discussions, TEFL training preparations and feedback sessions for and with EFL teachers over the years. However positive such peer-support is, such informal training gained in a mentor's everyday life leaves behind formal preparation and instruction on the key elements of understanding what being a mentor means, what leading teachers on their pedagogical practices represents, and what other elements of the mentoring and coaching spectrum are involved for a mentor to be successful.

Additionally, considering the CCCA teachers, it can be said that however high and resourceful the interest from the Academic Area is to provide pedagogical support, the expectations English teachers have towards a comprehensive and very supportive mentor-mentee process fails to occur because of multiple factors that inhibit a proper development of mentoring. As Puertas (2009) states in her TEFL Certificate Course research project report, mentors in the Adult Program are very busy people carrying out several administrative duties which sometimes restrict the optimal development of mentoring support to help teachers grow professionally. The role of the mentor is usually perceived as a supervisor by many teachers.

The understanding of the Mentoring Program as a program to enhance teachers' professional development is at risk of becoming merely a description of mentor's supervising duties as described in the Colombo Quality System program even if there are very committed mentors in the Adult Program. A course on calibrating the skills current mentors have may help motivate and maximize the academic growth for mentors and teachers at the CCCA as well as provide a starting point for changes in the Mentoring Program that positively impact the current EFL teaching practices.

3. Objectives

Design a calibrating mentoring course as means to support the Adult Mentoring Program at the Colombo Americano –Cali.

- Describe the existing Colombo Americano –Cali Mentoring Program and its procedures.
- Identify the perceptions of what regular Adult Program teachers see, need and want an Adult Program mentor to be like.
- Identify the beliefs and expectations that the current staff of mentors have towards the role of a mentor and towards the Adult Mentoring Program.

4. Theoretical Framework

Discussing about EFL teacher education and teacher professional development in language is a relevant task to do in educational contexts where academic and pedagogical process aim at benefitting learners. Regardless of the type of teacher education, evaluating current supervisory practices and understanding the impact they have on EFL teachers as recipients of such advising process makes it necessary for institutions to revise their objectives and implementation procedures. This TEFL research paper focuses on describing mentoring and its participants –along with their roles and beliefs, in order to propose a course to help the current staff at the CCCA improve the quality of the mentoring taking place at this institution.

The key elements defining this revision of literature directly relate to the concept of mentoring, teacher education in EFL and TESOL contexts, and English language teacher supervision as well as the participants of such processes of teacher professional development. Initially describing mentoring as part of pre-service educational contexts guides the discussion on the type of EFL teacher education that is suited for an English institute like the CCCA, which mentors provide through the roles described considering well-known authors like Bailey (2006), Randall and Thornton (2001), Kayaoglu (2012) and Malderez and Bodócsky (1999). Next, a brief discussion about the risks of the mentor-mentee relationship in TEFL academic contexts is presented with a relevant background piece (Puertas, 2009) and Bailey's (2006) dimensions of the advisor-advisee rapport while the final part explores teachers and mentors' beliefs about teacher education and supervision. As proposing a calibrating course for mentors at the CCCA is the primary objective of this research project, concluding information leads to viewing such a course as a successful and vital strategy to foster teacher professional development in EFL teaching contexts.

Defining Teacher Development and Mentoring

This popular method of providing feedback started in British educations system in 1992 and, according to Malderez and Bodócsky (1999), is increasingly used in ELT contexts where pre-service teaching practice takes place. Randall and Thornton (2001) remind us that the ultimate goal of mentoring (counselling in their words) is to engage teachers in their professional development by assuming an autonomous perspective (Randall & Thornton, 2001, p. 2). Daresh (2001) puts the term in a bigger context by indicating that mentoring aims at facilitating instructional improvement in the quality of the educational process taking place. This view implies that mentoring in EFL contexts is a process of qualification of teaching practices while also maintaining and improving the current standards (Kayaoglu, 2012; Freeman & Johnson, 1998; Knop, 1980).

Another perspective, presented by Bailey (2006, p. 5), could be added to the discussion of what mentoring is when she defines ELF teacher development as “helping language teachers achieve their full potential.” She supports her definition in Gebhard (1990, p.1) who states that, “language teacher supervision is an ongoing process of teacher education in which the supervisor observes what goes on in the teacher’s classroom with an eye toward the goal of improved instruction.” Additionally she discusses that there is a substantial difference between *supervision vs teacher development* as supervision includes, “less rewarding and rather unpleasant responsibilities such as providing negative feedback, ensuring that teachers adhere to program policy.” Daresh (2001, p 3) cited by Bailey (2006, p.7) concludes that the literature on educational supervision or mentoring has bounced in the incapability to fully describe what mentoring should be like; however, it does seem relevant to note that the supervisory objectives of a program should be separated from the objectives that focus on improving teaching instruction and promote EFL teacher professional development.

Randall and Thornton (2001, p. 2) explain that much of what had been developed in the literature about helping teachers develop their skills as language professionals is directly linked to the concept of counselling, which as the authors describe, “has to be ‘owned’ by the teacher and not merely imposed from the outside” if it is effective; otherwise mentoring would only draw on supervision and inspection. Additionally, Shwartz and Dori (2016, p.150) express in their study that effective mentoring programs should “help teachers gain more confidence in their professional capability, translate educational theory into practice more effectively and improve communication skills.” Most importantly, Randall and Thornton, (2001, p.3) argue that a mentoring program should lead to empower teachers considering “how to provide the necessary structures which will allow teachers and trainees to develop autonomously.”

These nuances in what supervision and teacher education are, and the ultimate goals of such supervision, allow viewing mentoring as an academic activity only if the educational contexts envision it as an opportunity their EFL teachers’ professional growth, giving this research paper a relevant framework for the CCCA to orient the Mentoring Program goals towards teacher education and development, and not towards EFL teacher supervision.

Types of Teacher Education

Kayaoglu (2012) asserts that there has been a shift in the goal of supervision from maintaining the current qualities of the teaching programs to providing teachers with opportunities for professional growth. However, this shift corresponds to emphasis of supervision and the settings where it occurs. A classification of contexts in which teaching occurs is presented by Randall and Thornton (2001) as a means to illustrate

the type of advising that occurs in educational settings. The initial category is pre-service teaching ranging from teaching practice supervision, mentoring and “private” sector TEFL certification; while In-Service teaching occurs in “private” sector TEFL diplomas, internal appraisal, and inspection and colleague to colleague supervision. Based on these contexts, the type of advising dimension that is implemented at the CCCA is pre-service teaching, which, based on the Randall and Thornton (2001, p. 4), “influences the areas that advisors will discuss with the teachers, on the content and focus of the teacher learning process and on the degree of experience which the teacher brings to the discussion.”

As it is said that the type of teacher education, depends on the roles of the supervisors (Bailey, 2006:6), moving from judgmental to evaluative or “highly directive” to “hands-on” teacher supervision, Kayaoglu (2012) refers to Bailey’s (2006) compilation of models as a rather complete review of the teacher supervision spectrum in TEFL education. Types of supervisory approaches listed by Bailey (2006:8-13) are Wiles’ (1967) idealistic supervision in education, Abrell’s (1974) Humanistic Supervision characterized by the love of the supervisor to the teachers. Goldsberry’s (1988) Three Models of Teacher Supervision aim at (a) maintaining the status quo by complying with the institution’s requirements in a limited time for supervision; (b) providing a diagnosis and treating the problems while the supervisor is perceived as highly knowledgeable and experienced; and (c) reflecting upon teaching in order to provide changes and improvements in teacher’s behavior.

Clark’s (1990) Six Roles of Pre-service Teacher Supervision specifically describe the roles supervisors have. These roles are judgmental, non-judgemental, cooperative, responsive, clerical and clinical supervision, while Acheson and Gall’s (1997) Six Types of Teacher Supervision are mentor, counsellor, coach, consultant, cooperating teacher and inspector. Finally, Kayaoglu points out Freeman’s (1982, 1989a) Three Options for Language Teacher Supervision discuss (a) the supervisor as an authority, (b) the supervisor as a provider of alternative perspectives and (c) the supervisor as a non-directive figure. Bailey (2001, p. 42) cites Gebhard (1984) by indicating that the author goes beyond Freeman’s (1982) model by adding other 5 models of supervision, (1) directive, 2) alternative, 3) collaborative, 4) non-directive, and 5) creative.

Reviewing these approaches locates the CCCA at the stance of defining the type of supervision its Mentoring Program expects mentors to carry out while also addressing an explicit approach to EFL teacher development that entitles teachers to be autonomous and bearer of their own processes.

Describing Mentors and Their Roles

Malderez and Bodóczy (1999, p. 4) define a mentor in EFL teacher education programs as a “classroom teacher who accepts a novice into their classroom for a

period of teaching practice ... These teachers, in fact, provide extremely helpful advice and guidance to young trainees.” However, at the CCCA teachers’ experience ranges from novice to very experienced, and all are assigned a mentor; hence, the mentor is indeed an figure of academic and professional support for EFL teachers with diverse teaching experience and backgrounds.

The dimensions of the mentor’s role appear to be those of professional/developmental and also institutional and with an assessment function (Randall & Thornton, 2002, p. 13). Among the institutional/assessment roles, mentors can be asked to coach teachers, inform the teacher of wider curriculum issues, help in goal formation and clarification, and evaluate classroom performance. At the personal/developmental role, mentors can be asked to motivate the teacher, boost confidence, counsel-listen to problems, reduce feelings of anxiety, settle into the school and problem-solve situations. As Fish (1995) and Smith and We-Burnham (1993) (cited by Randall and Thornton, 2001) describe, the functions of development are the highly important roles attributed to mentors and trainers. These are some of the current mentors’ qualifications at the CCCA which are also combined with the description of their pedagogical and academic activities described in the Resource Teacher Job Profile.

However, supervisors in education carry out different duties that, according to Bailey (2006), “are more or less inherently to supervisory in nature” -even if those supervisors perform organizational roles and are also “expected to be instructional experts, diagnosticians, curriculum developers, instructional planners, problem solvers, innovators, clinical observation specialists, and managers of the processes of teaching and learning.” (Alfonso et al., 1984, p.16-17, cited by Bailey, 2006, p. 7).

Regardless of the term being used to define the role of the mentor (supervisor, advisor, coach, leader, mentor) it is extremely relevant to note that, for the purpose of this research project, the mentor is a figure of academic orientation who seeks to provide appropriate academic and logistic support to EFL teachers and novice teachers at different levels of the school life. This is the reason for having also applied the questionnaire to teachers following the adaptation from the Alberta Teachers’ Association (ATA) a, *Mentoring Beginning Teachers’ Handbook*. (2003, p. 17-18).

A relevant issue defining mentorship is the advisor-advisee relationship; there are three dimensions that have an impact on the area of teacher education (Randall & Thornton, 2001, p. 9), which are the Interpersonal Climate, the Institutional Role and the Purpose the areas that commonly have a powerful effect in mentoring. The first dimension, The Interpersonal Climate, relates to those advisor-advisee relationship risks present due to the perceived status of the advisor and the degree of formal and/or informal interaction resulting from the external and social relationships between advisors and advisees. This is also due to the lack of agreement upon the features required to become a supervisor (Randall and Thornton, 2001; Kayaoglu, 2012). As this

dimension notes, expectations and beliefs on the type of advising that mentors provide may be highly influenced by the Interpersonal Climate among the participants of any Mentoring Program.

The second dimension, the Institutional Role, appeals for the understanding of the role of the advisor within the framework of the institution where teacher education is happening. Randall and Thornton (2001) suggest that the role of the advisor is explicitly determined by “discourse” that the institution has developed around the counselling of teachers and that this specific dimension generates positive and negative perceptions about the image of the supervisor, mentor, or inspector, which may possibly result in ineffective mentoring and support.

The third and last issue having an impact in the support provided to EFL teachers is the purpose of the program of mentoring designed. These two authors emphasize the problematic side of the relationship between the advisor and the advisee as the purpose of the feedback to teachers can be assessment or development and its approach should be confronted by the advisor in relationship with the institution discourse and expectations.

Bailey (2006, p.6), who also provides a review of literature on the roles of the EFL supervisors in varied professional contexts, contributes to listing the names and surnames given to the role of the supervisor/mentor because of the supervision duties that the profession has gained in the education contexts of language teaching. As she states it, “[those] phrases indicate a certain level of tension in the relationship between teachers and supervisors.”

These perceptions on the role of the mentor that Randall & Thornton (2001) and Bailey (2006) present are outstanding concepts leading the discussion of the analysis of the answers that teachers and mentors at the CCCA provided in the questionnaire about the beliefs and expectations about the mentors and the Mentoring Program. The interpersonal aspect of the relationship among mentors and mentees (professional/personal roles) and the purpose (development/assessment) are a latent reality visualized in the pre-service context that the CCCA offers for teaching education and that this paper explores in the result section.

Additional to these three dimensions, Puertas (2009) explores the intricate relationship between the mentor and the mentee, and the purpose of the advising in her in-situ research project conducted at the CCCA in which she intended to demonstrate that the mentors at the CCCA spend more time developing their supervisory duties instead of supporting their teachers. This author also discusses other issues affecting the mentoring purpose, which also constitute the closest caveats affecting the Mentoring Program in this institution. The first risk she notes is the time and the amount of administrative activities the advisors have plus the distribution of academic/administrative activities in specific periods of working time. The second risk of the purpose of mentoring, as described by the author, is the “uneven number of

mentees assigned” (Puertas 2009, p. 3) per mentor. This risk has a direct impact on the quality and the type of relationship that advisors-advisees have, and that could also intervene with the mentor’s mentoring style, which at the CCCA are evidently influencing mentoring duties and perceptions of what effective academic mentoring should be.

Empowering Teachers

As this paper seeks to propose a course for calibrating current mentors’ skills in the area of mentoring advising, it is, too, important to define that the role of the mentor should also be explained at the level of facilitator of reflective practitioners and teacher autonomy developers. Randall and Thornton (2002:41) illustrate the empowerment and agency that teachers/mentees should be exposed to thanks to a mentor who is able to “emphasize intermediate zones of practice” (areas that the teacher needs to pay attention to and learn next,) by drawing concepts obtained from “reflective conversations with the materials and the situation.” This role also has a considerable impact in conceiving the Calibrating Mentoring Course at the CCCA as the discourse regarding the current Mentoring Program should be built around the understanding of a mentor as coach or advisor guiding the teacher into a dialogue that is critical of the practices in the language classroom.

Further to the understanding of the mentor as a guide who targets new learnings, Wallace (1991: 26) notes that mentors are to foster reflective EFL practitioners (teachers) who are not “followers of instructions but professionals who are open to new ideas [and who are]... flexible, capable of further independent study [and] able to resolve problems in a rational way. As this should be a defining role of mentors at the CCCA, hence, mentoring should move to promoting teacher’s agency as advisors cannot have a permanent accompaniment. It is key to allow teachers to “help refine their views of the teaching process and their own learning” (Randall and Thornton, 2002: 42) and help them voice the process they undergo.

Teachers and Mentors’ Beliefs about Teacher Education

Kayaoglu (2007:15) points out that the term supervision generates unpleasant and disturbing feelings because of there seems to be a response that is defensive and hostile even if supervision is a regular aspect of many institutions. To this view, authors like Stoller (1996:2) and Kayaoglu (2012) add that EFL teachers perceive “supervision as a threat when interacting with their supervisors in a notably hierarchical context” even if from the part of the supervisors, teachers should provide testimony of the supervisor’s positive contributions to the quality of teaching teachers are developing. An account of the literature observing supervision and the perception from teachers notes:

The connotations of the term supervision in the related literature “cold war” (Blumberg, 1980, p. 2); “snoopervision” (Schön, 1983, p. 14); “ghost walk” (Black, 1993, p. 38); “assessment and evaluation” (Kayaoglu, 2007, p. 16) are so negative that even a new word is needed to denote the essential functions of supervision. This perhaps describes the prevailing effect of the type of traditional supervision characterized by the perfunctory visits of the supervisor in an authoritarian and directive rather than democratic, cooperative, and collaborative manner (Kayaoglu 2012, p.104).

In concordance with these connotations assigned to teacher supervision, studies like that by Moradi, Sepehrifa & Khadiv (2014:1222) show that there is a pessimistic view of current supervision which they depict as a “negative experience” while supervisors are called mere “bureaucratic administrators.” This conceptualization of the role of the supervisor indicates the conflict in the aspects of real academic support and authoritative supervision in teacher’s educational contexts while this study also suggests that supervisors in the field of EFL teaching do not possess the level of expertise. This can be also read in Bailey (2006) and Kayaoglu (2012).

On the other hand, EFL teachers recognize the importance of their success in classroom practices when mentors and mentoring programs are designed based on what they do, what they know, what they would like to know, and their attitude and beliefs towards language teaching and learning (Farooq, 2016). However, perceptions of teachers indicate that teachers may also be regarded as “blank slates,” or recipients of training opportunities which consider them to be all at the same stage of professional development. This perception indicates that there could be a shift in the type of reflections fostered among teachers through academic and guiding practices EFL teacher educators propose.

In her study, Kayaoglu (2012:116) discusses that to bridge the gap generated by EFL teachers’ beliefs it is compulsory that a collaborative and professional relationship be established among teachers and supervisors. Huang (2010) advocates for structured programs that allow professional development through activities like self-evaluation and engagement in critical evaluation and performance analysis. The challenge, in Stoller’s (1996: 1-2) words is, “how to turn negative attitudes towards supervision around so that teachers (and our programs) can reap the rewards and benefits-in the form of professional development and improved instruction.”

Mentors also hold expectations and beliefs about their jobs and practices as mentors. In their study results, Shwartz & Dori’s (2016:150-151) discussed how mentoring EFL teachers requires addressing aspects at the affective, professional and technical levels on a daily basis which they perceive are the foundation of effective mentoring programs. These authors describe, for instance, that mentors expect teachers to be self-driven, and open to discuss and being provided with feedback. In

addition, they conclude that mentors consider that a mentoring program should be characterized by key components such as trust, respect and role modelling.

Although there are reviewed cases in which a mentor's role is perceived to be misguiding and useless in approach and techniques of directing a teacher's process (see Chen & Cheng 2013), more encouraging studies indicate that mentoring and teacher education are perceived as positive. In the study of 542 mentors in New York, Huling and Resta (2001) found that mentors engage in obtaining different benefits such as professional competency, reflective practice, renewal of teaching practices, collaboration, and leadership. Huling and Resta (2001, p. 16) also indicate that for mentors, mentoring is "a growth-promoting experience for mentors as well" while also benefitting both mentors and teachers equally.

Perceptions on mentoring, EFL teacher education and supervision oscillate from positive to negative depending on the approach adopted by the educational context and the effectiveness of the mentoring practice and the perceived results in both teachers and mentors. Therefore, proposing a course that calibrates the current mentors' skills in interpersonal and developmental support to the teacher staff at the CCCA can be viewed as a step forward in the generation of awareness about successful practices to build up solid professional development processes in teachers and even in mentors.

Literature about teaching education and supervisory activities indicates that the impact of supervision in professional development is relevant and significant depending on the approach explicitly acknowledged by the school community. Therefore, understanding the role of the mentor in educational programs facilitates establishing boundaries and setting objectives for mentoring programs in specific settings. Also, as mentors and their supervisory and academic support activities are entailed in a bigger teacher development structure that encourages pre-service and in-service teachers to autonomously explore new paths of professional development and achievement, observing mentoring as an effective tool for schools is a must for institutions like the CCCA.

Finally, this account of literature on mentoring, its participants and their roles, opens a space for reflection towards the true objectives of the Mentoring Program at the CCCA where both mentors and teachers converge in the beliefs and expectations held on the impact of mentoring. Therefore, reviewing and conceptualizing on EFL teacher education and supervision help consider the design of a calibrating course for mentors as a plausible and effective opportunity to redefine mentoring current practices at the CCCA.

5. Methodology

This paper establishes the creation of a calibrating mentoring course for mentors at the CCCA. Such a course is considered the result of initial stages of interviewing, surveying and analyzing, and gathering information on mentoring and coaching at the educational levels.

The first stage of this Master's project included the creation and application of a survey¹ that had the purpose to obtain information on Adult Program teachers' perceptions of what mentors are like and what they could be in terms of the role they have in the teacher's academic and professional life at the CCCA. Forty-six teachers participated in these questionnaires out of the 139 currently teaching in the Adult Program in all branches. The aim of this specific questionnaire was to obtain more tangible data on these three variables:

- What a mentor is or should be like.
- How teachers perceive the Mentoring Program at the CCCA.
- What teachers think could be done to improve the Mentoring Program in terms of the academic approach mentors have.

The second stage of this project focused on the mentors and their understanding of their role as leaders of the Academic Area as well as their expectations and needs. All 11 mentors and 4 Adult Program coordinators from the sites who also carry out mentoring activities were asked to complete a different questionnaire² covering these variables:

- What a mentor is or should be like.
- How mentors perceive the Mentoring Program at the Colombo Americano.
- What mentors think could be done to improve the Mentoring Program in terms of the pedagogical approach used to conduct mentoring in the Adult Program.
- Description of mentor's needs in terms of training and peer support.

The third stage consisted of the analysis of the data provided by identifying key elements from the interviews and surveys from both audiences, teachers and mentors.

Discussion about the teachers' surveys and mentor's questionnaires are presented to give a more solid understanding of the current Mentoring Program at the institution as well as to provide some hints of what could be implemented in the mentoring course proposed by the end of this paper.

Finally, a course for mentors at the CCCA is proposed taking into account the analysis of the current Mentoring Program based on the results from the input received from the teachers and the mentors as well as from the literature review on mentoring

¹ See Appendix 1 – Teacher's Survey on Beliefs and Expectations towards the Mentoring Program at the Colombo Americano.

² See Appendix 2 – Mentor's Questionnaire on Beliefs and Expectations towards the Mentoring Program at the Colombo Americano.

and its role in teacher education. The goal of this course is to allow current mentors to observe their mentoring practice by proposing a sequence of contents and reflections as well as some theoretical components related to mentoring in order to facilitate the calibration of the current skills mentors have.

a) Ethical Considerations

Teachers initially signed an informed participation consent since the information demanded in the questionnaire required them to express individual opinions mostly based on their professional and personal experiences as teachers in the Adult Program. Surveys and questionnaires for teachers were collected anonymously because the platform used to collect this information, Google Forms, allowed gathering of information without indicating the name of the teacher who responded.

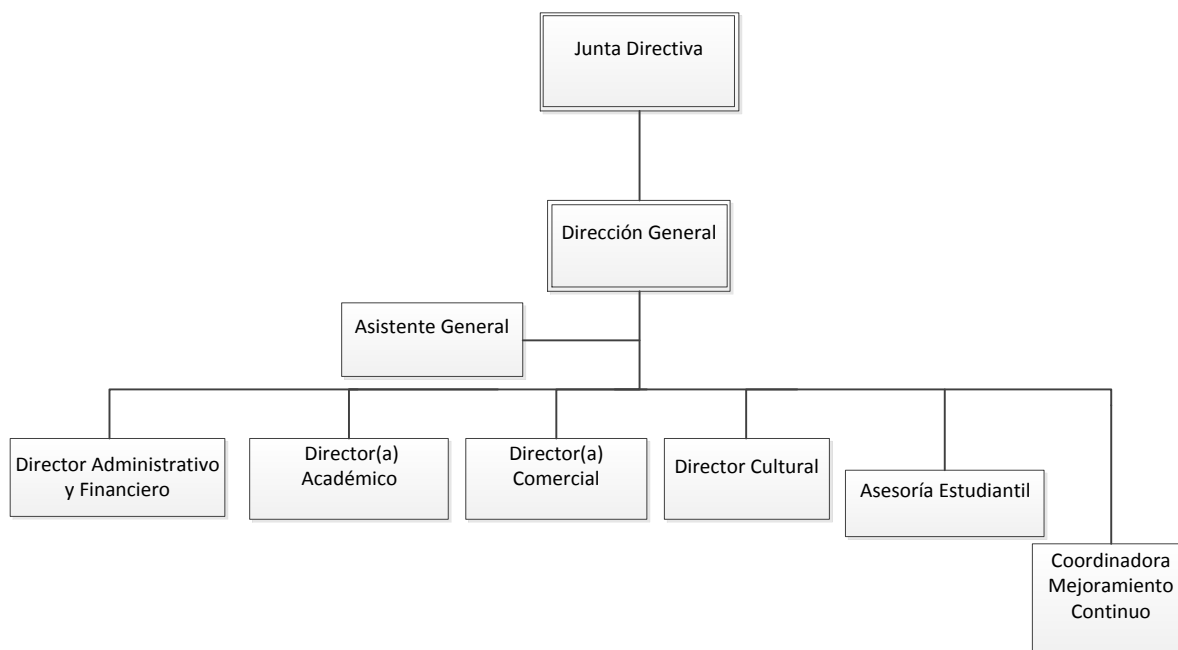
Because of the academic nature of this MA report, all information provided by teachers and mentors in the online questionnaire was protected from unauthorized disclosure, tampering or damage. Additionally, all recipients - teachers and mentors- were informed about that the CCCA general director, JoEllen Simpson, guided the elaboration of this MA thesis report.

b) Socio Cultural and Academic Context

The Centro Cultural Colombo Americano is a binational center officially recognized by the United States Embassy in Bogota. It is a foundation that has provided language teaching services and cultural activities since 1954. Currently, the CCCA has 4 branches, two in Cali, one of them in the south in Santa Anita neighborhood, and the main branch in Granada neighborhood; one 30-year-old branch in Buga and one 11-year-old branch in Palmira. There are more than 7.000 students in the different sites with a wide range of ages.

The CCCA also offers several types of cultural and commercial services. The organization at the Colombo is as presented in *Graph 1. Organization of the Centro Cultural Colombo Americano* according to its PEI (2015).

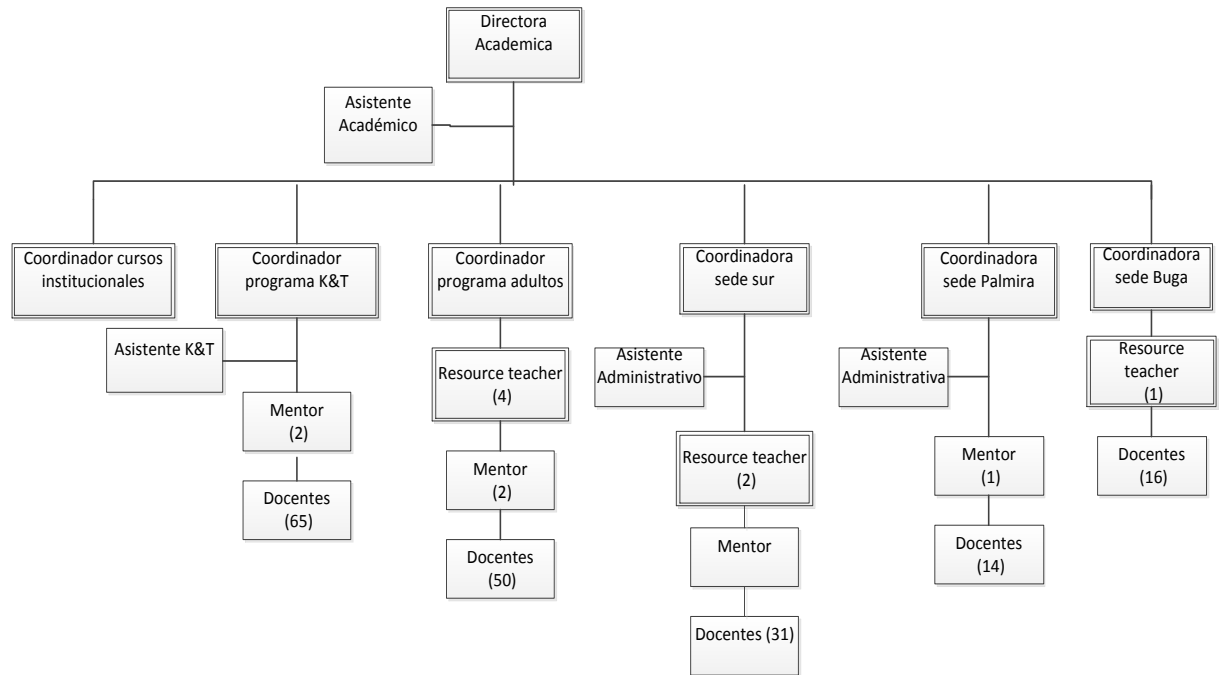
Graph 1. Organization of the Centro Cultural Colombo Americano



As it is described in the official organization map, the CCCA has an academic director who is responsible for the main academic processes at the institution, the academic coordinators for each program (adults, kids and institutional) in each site; and the mentors who are responsible for the teachers' academic performance and guidance through class observation and personalized sessions in which teachers are given the opportunity to get feedback on the class observations as well as to establish action plans with specific recommendations to overcome difficulties in class. In this hierarchy, the teachers are last and correspond to the highest number of employees at the institution with an estimated 139 only in the Adult Program. Teachers are autonomous in lesson plan preparation according to the contents provided by the institution and the textbook series used.

Graph 2. Organization of the Academic Process at the CCCA shows the organization of the Academic Area as presented in the CCCA Institutional Educational Project (2015).

Graph 2. Organization of the Academic Process at the CCCA



Currently, the CCCA has 1 academic director, 4 Adult Program coordinators – one in each branch, 1 Kids and Teens and 1 Institutional Course Coordinator. In the North branch, there are 5 mentors and 2 coordinators who carry out mentoring duties. In the South branch, there are 4 mentors and 1 coordinator who carry out mentoring duties, while in the Palmira and Buga branches, there is a coordinator and 1 mentor in each. Mentors have an average of 12 mentees (teachers) in the Adult Program.

c) Data Collection Tools

The data collection tools used in this Master’s paper were the questionnaires provided to teachers and mentors.

As questionnaires “are the most commonly used descriptive method in education research” (Nunan, 1992: 140) the anonymous survey administered to teachers was adapted from Alberta Teacher’s Association Mentoring Beginning Teachers (2003). Questionnaires offered a key tool to obtain information on what teachers believe a mentor is like and the expectations they have towards their work and academic support. Also, questionnaires were used to get emergent needs and possible aspects for the mentoring course to be designed.

The Google Forms platform was used as the tool to obtain the information from the questionnaires for teachers while personalized e-mails with an attached word document was used for gathering the information from the questionnaires for mentors.

Chart 1. Data Collected

POPULATION	NUMBER OF CURRENT MEMBERS	NUMBER OF QUESTIONNAIRES SENT	NUMBER OF QUESTIONNAIRES RECEIVED	PERCENTAGE OF EFFECTIVE REPOSSES
TEACHERS	139	81	46	56%
MENTORS	16	16	15	93%

As the chart above describes, the sample taken for the teachers' questionnaires is a healthy one, 46 out of 81 possible participants. In addition, the chart shows the very healthy percentage of mentor participation in the survey, 15 out of 16, for the purpose of this research.

6. Results

This section presents the information about the Mentoring Program at the CCCA gathered from different sources in the official documents of the institution. Next is the section about Teachers and Mentors' Beliefs and Expectations about the Mentors and the Mentoring Program at the CCCA.

a) Description of the CCCA Mentoring Program

Since 2004 the Centro Cultural Colombo Americano – Cali has developed a quality management system through the implementation of ISO 9001 Quality Management System, the application of 5555 Norma Técnica Colombiana which describes quality management systems for institutions that promote work, an also through 5580 *Norma Técnica Colombiana* which regulates the *programas de formación en el área de idiomas* nationwide in order to guarantee the quality and professionalism of the services offered by the institution. The Quality Management System regulates processes in general, one of them being the CCCA Mentoring Program.

The implementation of the quality system at the CCCA formalized the procedures, control and follow-up activities that mentors use with teachers and which evidence the academic and professional development support they provide. These procedures and activities are described in the Job Profiles and the forms in the Quality System documents among which the Lesson Plan Checklist³, the Observation Form⁴ and the In-Services and Mentor-Mentee Meetings are key procedures that nourish the training and guidance that mentors conduct with their mentees in the General English Program for Adults. Therefore, the Mentoring Program at the CCCA is not described as a program itself. It is rather a set of instructions, procedures and activities described in the teacher and mentors' job profiles that seek to ensure that high quality teaching practices are carried out -which are evidenced through different activities and forms that measure teaching performance and compliance of procedures within the Quality Management System academic indicators.

The mentoring support provided to teachers starts with a formal orientation chat in which the Mentor-Mentee Checklist⁵ is filled out as a means of giving new teachers key information for their work. Each mentor has to observe a mentee at least three times a year and give a monthly report and a trimester report⁶ to the Academic Director. The monthly report consists of a brief explanation of the activities, chats and situations

³ See Appendix 3. F014V2 - Written Lesson Plan Checklist.

⁴ See Appendix 4. F001V2 - Observación de clase por mentores.

⁵ See Appendix 5. F006S2- Mentor-Mentee Checklist.

⁶ See Appendix 6. The Trimester Report Form.

worked with the mentees during a month, while the Trimester Report consists of the different variables presented in the Communicative Approach index described in the Observation Form. The academic director is the recipient of these two types of reports from all mentors.

Based on a 40 to 60-minute class observation three times a year, mentors gather each teacher's information on the areas of classroom management, class development, feedback provided to students, and application of the communicative approach –which is the core of the teaching practice at the CCCA. In the post observation sessions with each individual mentee, mentors discuss or feedback teachers on the class observed using the Class Observation Form. Mentors are to describe what they observed, mention positive practices conducted by the teacher and present, if any, the aspects that are considered weaknesses and that may intervene in the application of the communicative approach or any other teaching or student-related aspect. As a result, the mentor and the mentee generate an action plan that is followed-up on through the lesson plan, informal chats and further class observations and post observation chats. Mentees are also invited to attend the bi-monthly In-Services in which academic workshops related to different areas of professional development are conducted in order to foster improvement of teaching in the language classroom.

As the Mentoring Program is not completely described in a specific document, the Institutional Educational Project also makes several references to the Mentoring Program.

Our teachers receive periodic follow-up from their mentors and they receive constant feedback on their performance in order to implement personal action plans. The Academic Director assesses the teachers' performance in order to implement personalized teaching improvement action plans with those teachers who do not fulfill the institution's minimal required performance and competences. The Academic Director also conducts an annual Teacher's Performance Evaluation that determines salary raises. This evaluation considers: Teacher's performance in regards to the required communicative competences, teacher's self-evaluation, students' satisfaction with the teacher, attendance to in-service and training sessions, complying with the institution's policies, and the direct supervisor's evaluation⁷ (CCCA Institutional Educational Project, 2015).

The clearest explanation of mentoring procedures comes from the description provided in the *Resource Teacher's Job Profile*⁸. In the profile, mentors are referred to

⁷ Original text in Spanish translated by the author.

⁸ See Appendix 7. The Resource Teacher's Job Profile.

as **Resource Teachers**- a term adopted in the institution for the mentors' role. Mentors' activities are divided into 2 different main categories; administrative and academic. There is an additional description presented by this document and it describes the qualifications and competencies regarding customer service, planning, follow-up and professional development all mentors should have. A general description of the mentors' job profile, duties and expected outcomes is summarized in *Chart 2. Resource Teacher's Job Profile* below.

Chart 2. Resource Teacher's Job Profile

Resource Teacher's Job Profile
To develop and carry out research that focuses on pedagogy and the job of a teacher in today's society in order to promote reflection, self-assessment and thoroughness in both teachers and students, thus creating action and follow-up plans that ensure the established objectives.
Resource Teacher's Academic Activities
Design, plan and develop training in In-Services.
Observe teachers' classes, provide feedback on class observation, establish and follow-up on teachers' action plans for improvement.
Develop and teach training course sessions for external teachers.
Research on teaching methodologies based on needs analysis.
Conduct chats, meetings and training for teacher development.
Tutor struggling students.
Teach in the regular English program for adults.
Conduct orientation chats of new teachers.

Finally, other aspects that help clarify the Mentoring Program are found in some excerpts from the Teacher's Job Profile⁹. Teacher's job profile and summary of academic responsibilities, professional development and academic activities are listed below (*Chart 3. Teacher's job Profile*) as a means to provide evidence of the support teachers are to receive from mentors in their performance (implementation of communicative methodologies) and professional growth at the institution.

⁹ See Appendix 8. Adult Program Teacher's Job Profile.

Chart 3. Teacher's Job Profile

Teacher's Job Profile
Teach English in the English for Adults Program by using a communicative methodology in order to facilitate students' learning. ¹⁰
Teacher's Academic Activities
Teach English classes following the communicative approach.
Implement the necessary changes in the planning and execution of the English classes in order to follow the action plan established with the mentor.
Attend In-Services, post observation chats and mentor-mentee meetings.
Tutor struggling students.

b) Teachers' Beliefs and Expectations about the Mentors and the Mentoring Program at the CCCA

Forty-six teachers replied to the online questionnaire that sought to explore teachers' beliefs and impressions about the mentors, their role and the Mentoring Program at the Colombo Americano. The following section presents the corresponding analysis of the data processed.

Teachers' Participation in the Adult Program

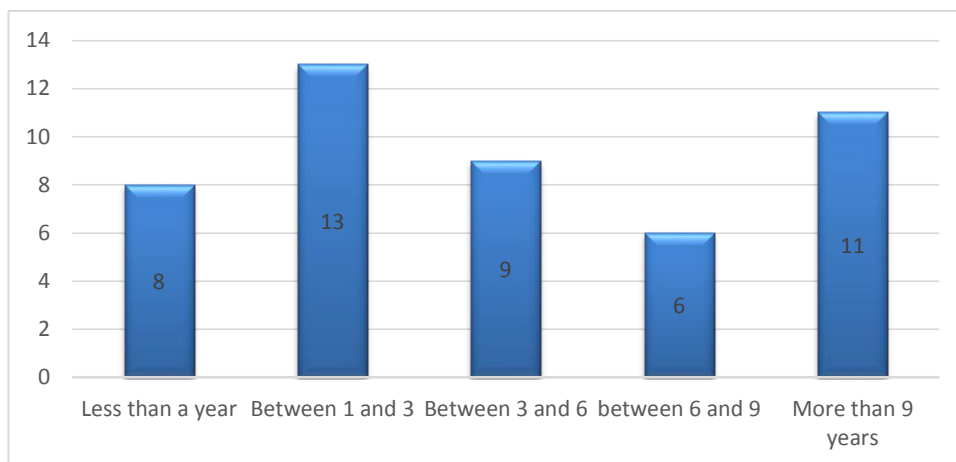
Graph 3. Time working as a teacher in the Adult Program shows the number of teachers participating in the survey and years they have worked at the CCCA. The number of teachers who replied to the survey about the beliefs and impressions about the mentors was 46 and their years of experience at the institution vary from 1 to more than 9 years.

Eleven teachers have more than 9 years teaching experience at the CCCA, while 6 have between 6 and 9 years of experience. Thirteen teachers have between 1 to 3 years of experience at the Colombo and make up the highest number of teachers who replied to the survey. Only 8 teachers have worked at the Colombo for less than year.

It is important to highlight that that in addition to a high number of responses from teachers to the questionnaires (46 teachers), there was a balance in the participation of teachers according to the number of years they have been teaching, making the sample a healthy one because it includes teachers who have been exposed to the Mentoring Program for different periods of time.

¹⁰ Original text in Spanish translated by the author.

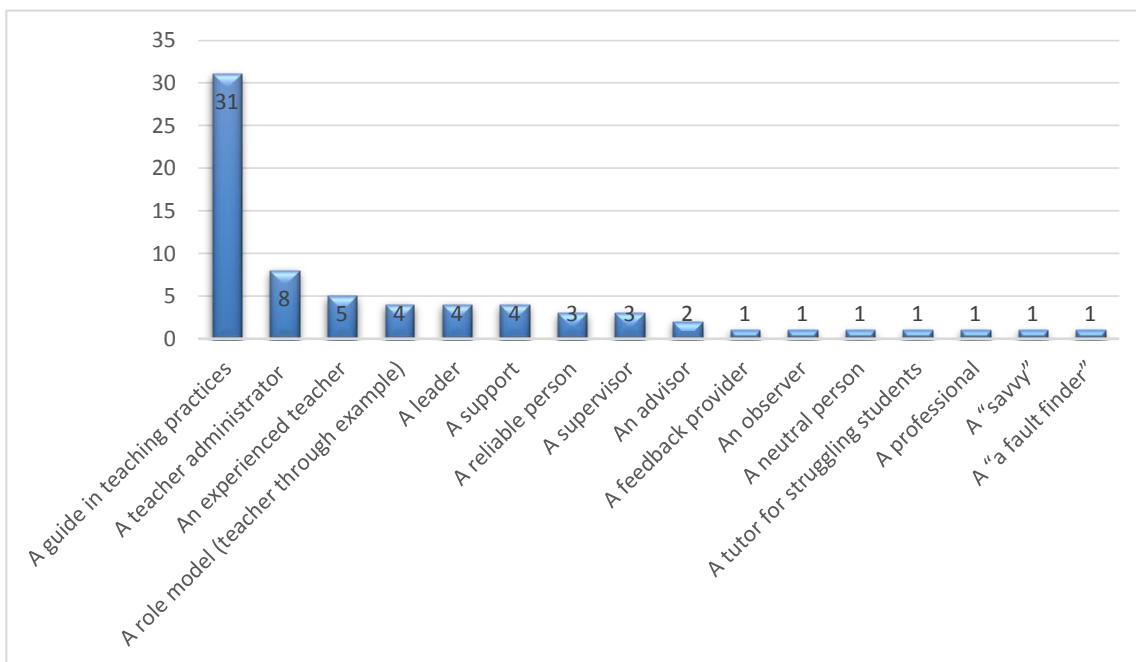
Graph 3. Time Working as A Teacher in The Adult Program



Defining a Mentor

When defining the figure of mentor, teachers who replied to the questionnaire mentioned different roles. *Graph 4. Defining a Mentor according to Teachers* categorizes the most common responses.

Graph 4. Defining a Mentor according to Teachers



Teachers made 31 references to the role of guidance and teaching practices, while 8 other citations refer to the administrative role they have. Being an experienced teacher and a role model, leader and reliable person follow with 5 and 4 citations each. Three citations are given to the role of supervision and reliability that mentors represent for teachers. A feedback provider, an observer, and a neutral person received 1 citation each.

The definitions a mentor as provided by teachers in the survey are influenced by their sole experience at the institution. Nevertheless, teachers value the role of guidance in mentor as 31 of them mentioned this aspect as a defining characteristic of their role at the Colombo Americano. However, teachers placing the figure of a mentor in the teacher administrator's role with 8 different citations (second highest number) also indicated that the figure of the mentor in the Adult Program is also an administrative position. The number of citations of other roles listed -leader, supporter, advisor, etc. – offer a good opportunity for the Mentoring Program to strengthen the academic value of these roles among its crew of mentors.

Two responses from teachers provide examples of how mentors should keep on directing their efforts to consolidate the perceptions teachers have on their role into a more academic status.

There are some times that a mentor takes your tutoring session in case you cannot develop it, a mentor can be a teacher if you are not on time in your room, he always informs you about important dates and meetings and you can contact him and he is going to be available to solve your problem or doubts. A mentor is your right hand. (Teacher A.)

A Mentor is a person who helps you with academic and disciplinary situations with your courses, he/she also helps you with planning classes, and sometimes he gives strategies in case you need them about how to teach or use a skill in order to improve the students' performance. (Teacher C.)

In spite of acknowledging that mentors offer valuable academic support, teachers do not identify the role of the mentor as a feedback provider (1 citation) as a strong role he/she should have; also, the role of following up on teacher's performance is not mentioned at all although it appears explicitly in the Mentors' Job profile. This may indicate a contradiction between expectations and reality about the role of the mentor.

On the other hand, little explanation can be obtained from the teacher who described the mentor as a "fault finder" as he only replied with this short two-word

definition. Nonetheless, his/her definition definitely indicates a negative perception towards the mentor's academic figure, which most likely could be traced to a negative mentoring experience with the mentor at the interpersonal level or with the Mentoring Program and its procedures.

Teachers who replied to the questionnaire also discussed the 3 main characteristics that make a successful mentor. *Chart 4. Qualities that Make a Successful Mentor according to Teachers* describes the characteristics and the number of citations each one receives.

Chart 4. Qualities that Make a Successful Mentor according to Teachers

Qualities that Make a Successful Mentor according to Teachers					
QUALITY	CITATIONS	QUALITY	CITATIONS	QUALITY	CITATIONS
Knowledgeable	11	Communicator	3	Polite	1
Understanding	8	Respectful	3	Tolerant	1
Helpful	7	Committed	3	Diligent	1
Assertive	7	Open-minded	3	Flexible	1
Good Listener	7	Respectful	3	Demanding	1
Experienced	7	Reliable	2	Cooperative	1
Friendly	6	Resourceful	2	Intelligent	1
Patient	6	Leader	2	Trustworthy	1
Responsible	5	Objective	2	Advisor	1
Role model	4	Accessible	2	Visionary	1
Supportive	4	Creative	2	Ethical	1
Honest	4	Prepared	1	Motivated	1
Humble	4	Organized	1	Motivator	1
				Non-judgmental	1

The number of citations for each characteristic allows claiming that teachers regard a successful mentor as a person who facilitates as building a more humanistic-based mentor-mentee rapport because teachers give more relevance to characteristics such as knowledgeable, understanding, helpful, assertive, good listener, experienced, friendly and patient (characteristics with higher number of citations). This interpretation seems strong since 23 (in bold) out of the 39 qualities refer to features developed in a community and in the contact with other people. Therefore, CCCA teachers want a mentor who is understanding of the weaknesses and strengths they have, assertive when conveying their ideas, and reachable. Such characteristics in bold in the chart exemplify the relevance of inter-personal relationships with the mentors and definitely

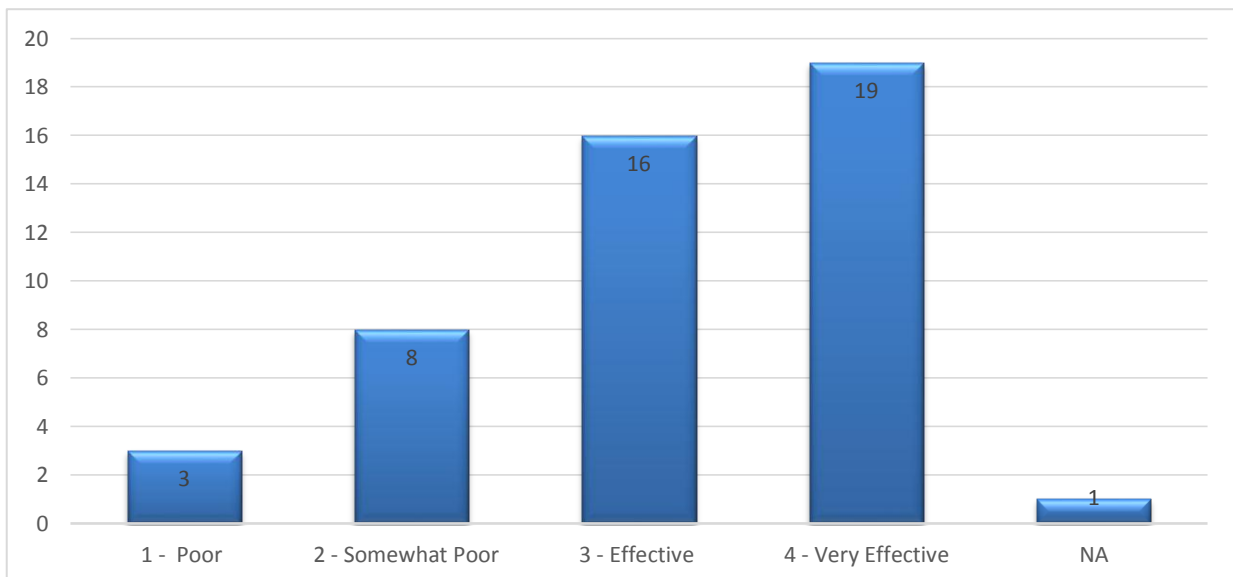
provide input in regards to the desirable aspects that contribute to a positive mentor-mentee relationship that mentors at the CCCA should continue to have or develop.

It is important to highlight that these characteristics listed by teachers do not seem to reflect the perceptions of a mentor as a guide and academic support in designing effective teaching and learning strategies or in terms of evaluation and self-evaluation opportunities among the activities that promote teachers' professional development, thus mentors are not observed from the perspective described in their job profiles. Instead, they regard the mentor as a person they can refer to help them with issues of different kinds but not as an academic authority who also evaluates their performance. It would be interesting to conduct a new survey about teachers' perception of mentors as authorities –either academic or administrative since the survey did not provide information on this matter even if it seems one of the aspects influencing their positive or negative perception of mentors as figures of academic support.

Mentor's Support and Feedback

In the teachers' surveys, teachers were asked about the type of support mentors have provided during their time as teachers at the institution. The support is expressed in terms of the initial help provided to the teacher, the feedback received from class observation, the reachability of mentors and how comfortable they make teachers feel when they need help. Graph 5. *Mentor's Support to Start Teaching at the Institution*, Graph 6. *Mentor's Helpful Feedback from Class Observation*, and Graph 7. *Teachers Comfort When Seeking Help from Mentor* discuss such support as teachers graded it in the questionnaire using a scale of 1 to 4, where 1 is POOR, 2 is SOMEWHAT POOR, 3 is EFFECTIVE, and 4 is VERY EFFECTIVE.

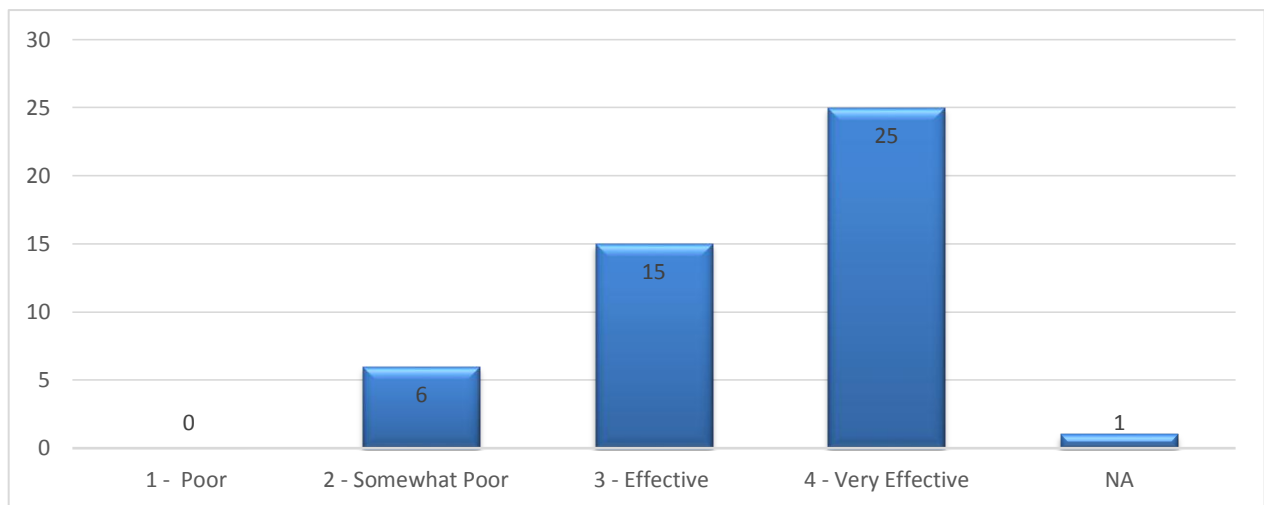
Graph 5. Mentor's Support to Start Teaching at the Institution



Graph 5. *Mentor's Support to Start Teaching at the Institution* indicates that a high level of effectiveness of mentors' initial support to teachers takes place because 19 teachers saw mentors' guidance as very effective while 16 others considered such support as effective. This tells us that 35 teachers were happy with the initial support provided by mentors when they started their jobs at the CCCA. On the other hand, 11 teachers were not satisfied with their mentor's support, classifying it as either somewhat poor or poor. This lack of satisfaction shows that the Mentoring Program should provide more support and follow-up for teachers during their beginning at the institution.

Another way of measuring effectiveness in mentoring support is feedback teachers obtain after class observation.

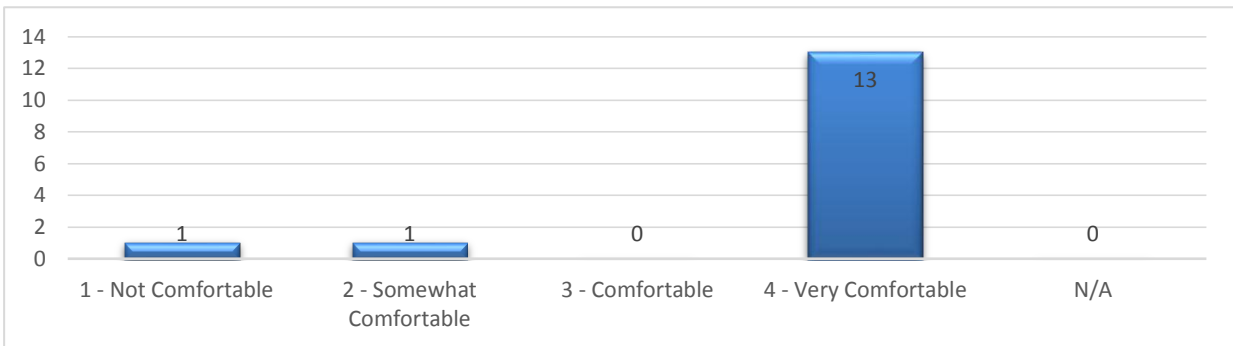
Graph 6. Mentor's Helpful Feedback from Class Observation



Graph 6. *Mentor's Helpful Feedback from Class Observation* shows that 25 teachers consider mentor's feedback after class observation as very effective and that 15 teachers consider it effective. These 40 mentions in effectiveness oppose the 6 teachers' perception that mentor's feedback is somewhat effective. It would be worthy to explore these teachers' ideas on why they perceive feedback after class observation as not effective so that specific improvement of the Mentoring Program procedures and activities can take place.

Effectiveness in support and feedback after class observation consequentially relates to how comfortable teachers are feeling at asking for help and approaching mentors to find solutions to their academic and administrative activities. *Graph 7. Teachers' Comfort When Seeking Help from Mentor* shows the effectiveness of this type of mentor's support.

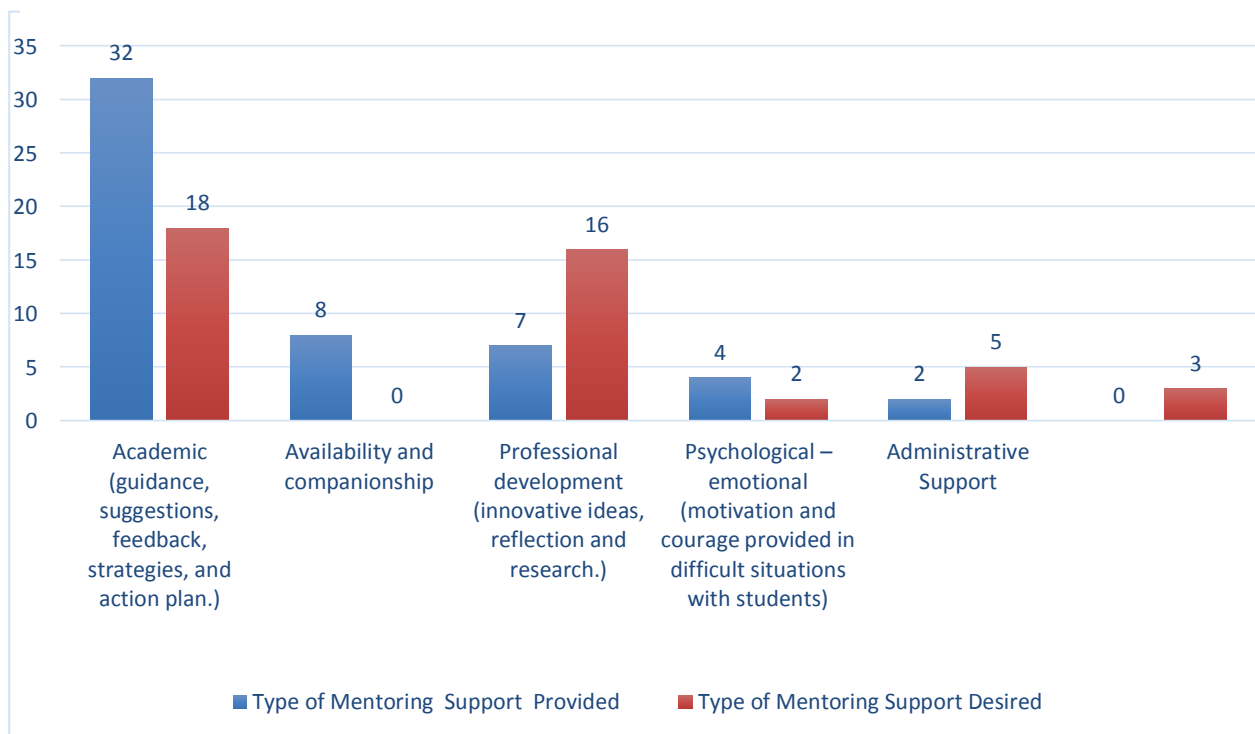
Graph 7. Teachers Comfort When Seeking Help from Mentor



The high percentage of comfort when seeking help from mentors adds 39 teachers who ranked how they felt as very comfortable (34 citations) and comfortable (5 citations). These measurements show a positive view of the quality of support mentors are providing their mentees with; plus, they may be directly linked to the type of assertive-based relationship teachers are seeking with their mentors as teachers express how comfortable they have felt when asking for help from their mentors.

Teachers were also asked about the expectations they have in regards to the type of support they want from a mentor. These expectations are categorized in *Graph 8. Type of Mentoring Support* according to the number of citations in the online survey. Additionally, this chart shows the type of support mentees have really received as cited by teachers in the online survey.

Graph 8. Type of Mentoring Support Received vs. Type of Mentoring Support Desired



Graph 8. Type of Mentoring Support Received vs Type of Mentoring Support Desired shows how expectations about the academic role of the mentor are important for teachers, as 32 citations refer to the role of guidance, suggestions and feedback provider that a mentor should be. Compared to the reality, only 18 citations claim that mentors do such activities. With 8 citations, teachers describe that mentors are available; however, they did not think of this as variable when considering this as an aspect they would like to have in their mentors. Nonetheless, this is a variable that teachers would like to change as it is described with 6 citations in *Graph 14. Changes in the Mentor-Mentee Relationship*.

Teachers would like their mentors to provide them with opportunities for professional development as 16 citations describe this desire in opposition to the 7 citations that indicate the current type of support being offered to teachers. Therefore, a stronger type of support is a need presented by the teachers in the Adult Program so that expectations are met. However, teachers acknowledge the support mentors represent in their daily activities as a positive comment reads,

Apart from rather typical things such as methodological strategies, ideas for activities, etc. I think mentors are key when it comes to handling specific cases: learning problems, uncommon behaviors... I don't expect my mentor to know everything, but it's always good to know you have the support of a fellow teacher to help you figure out what to do in a moment of distress. (Teacher D.)

Additionally, teachers highlight the type of administrative support received with 5 citations. Hence, aspects explained in Graph 8. Type of Mentoring Support Received vs Type of Mentoring Support Desired indicate that teachers are willing to have academic support from their mentors just as much as they have received it. However, it is suitable for the Mentoring Program that mentors keep on working in increasing their image as academic support providers as much as key figures at the institution who offer valuable professional development opportunities more than just guidance on what to do in specific teaching dilemmas and situations.

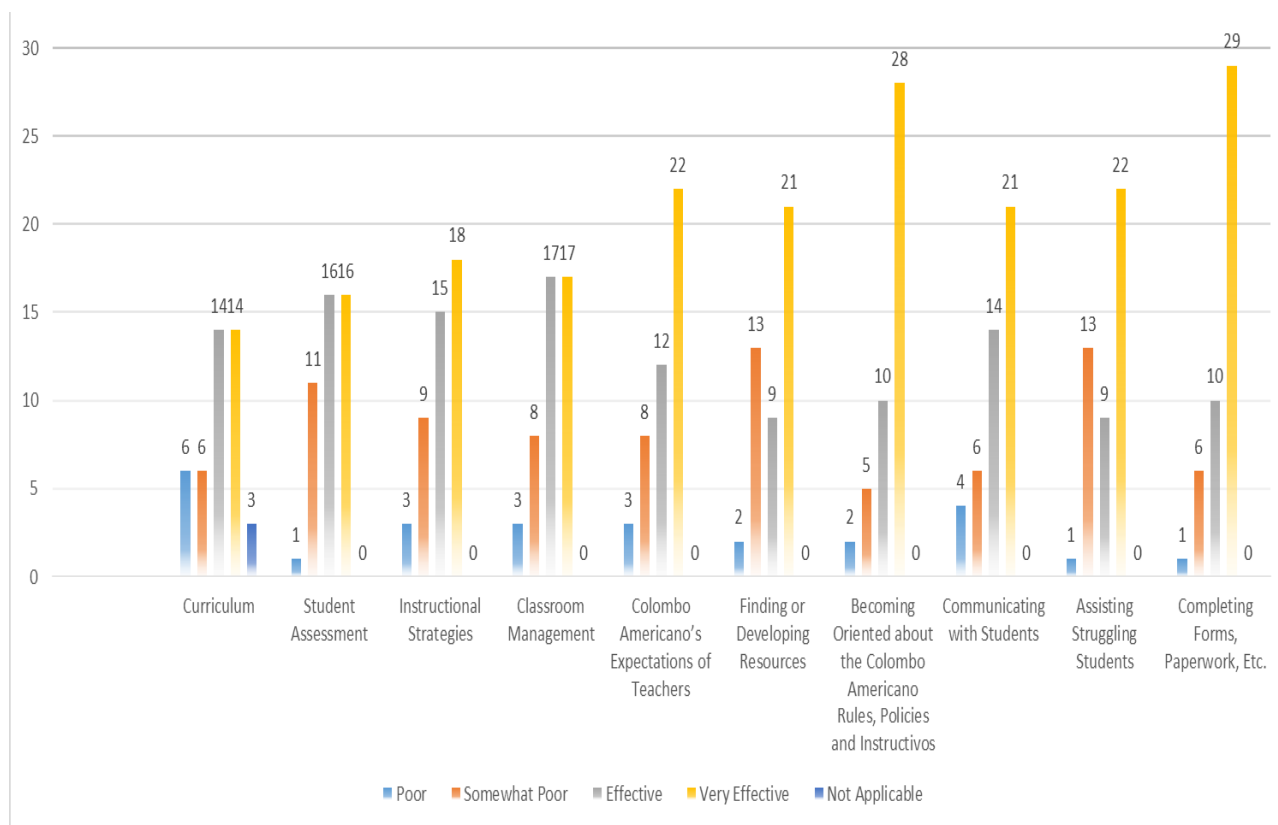
Nevertheless, a revision of the aspect of *availability* in teachers' expectations about mentoring support shows 8 citations, which is the second highest number in the type of support teachers would like to get. Mentor availability is a key factor to keep on improving the Mentoring Program as it is recorded through the online survey and questionnaire.

It can be argued that the graph shows the gap in the expectations teachers have about mentors' type of support in contrast with the reality of what is happening with the effective support actually offered. There are aspects like availability that teachers

demand as something that should happen while there is indeed not much of it occurring based on the zero number of citations.

When teachers were asked about the type of guidance received from mentors. They assessed it using a scale of POOR, SOMEWHAT POOR, EFFECTIVE and VERY EFFECTIVE. Results in *Graph 9. Guidance Provided by Mentors* accounts for effectiveness of this type of mentoring activity.

Graph 9. Guidance Provided by Mentors



Graph 9. Guidance Provided by Mentors shows that mentors' guidance in terms of curriculum is high with a total of 28 citations for effectiveness. However, with 12 citations, some teachers think that guidance is poor or somewhat poor. This overall favorable perception of the type of guidance mentors provide to teachers is also observable in the variables of student assessment (32 citations), instructional strategies (33 citations), classroom management (34 citations) and in discussing Colombo Americano's expectations on teachers (34 citations). These high percentages help conclude that mentors are effective in providing guidance to their teachers even if there are percentages that range from 25% to 15% in lack of effectiveness of guidance in the same aspects described above. It would be necessary to expand information about how

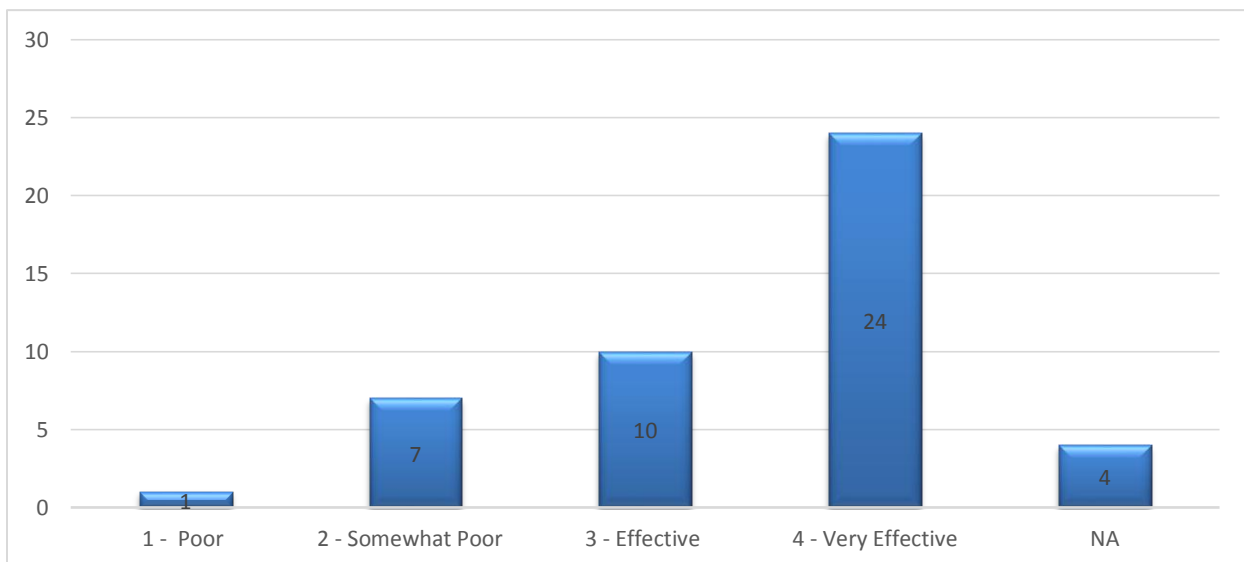
to improve in giving more support in the different areas of academic work with the teachers as well as in the reasons why teachers consider that there is not effective support.

Completing forms and paperwork is one of the strengths of the guidance that the Mentoring Program is offering teachers. Thirty-nine citations mark it as effective in opposition to the 7 citations that ranked it poor or very poor. Additionally, becoming oriented about the Colombo Americano rules and policies had 37 citations for effectiveness in contrast with the 7 citations that considered that this type of guidance to be poor or somewhat poor. This means that mentors have a strength in effectively guiding teachers in their administrative/operative activities and classroom management techniques, however, it also suggests that they could work harder in increasing their effectiveness in academic areas of support if they want to keep on having the perception of effective guides in teaching practices as teachers defined their role in *Graph 4. Defining a Mentor according to Teachers.*

Effectiveness of the Mentoring Program

Effectiveness of the Mentoring Program was also an aspect that teachers assessed in the online survey through the questions about their learnings and their growth experience from their participation of the Mentoring Program at the CCCA. *Graph 10. Learning from the Participation in the Mentoring Program* and *Graph 111. Experiencing Professional Growth as a Participant of the Mentoring Program* discusses the effectiveness of mentoring procedures.

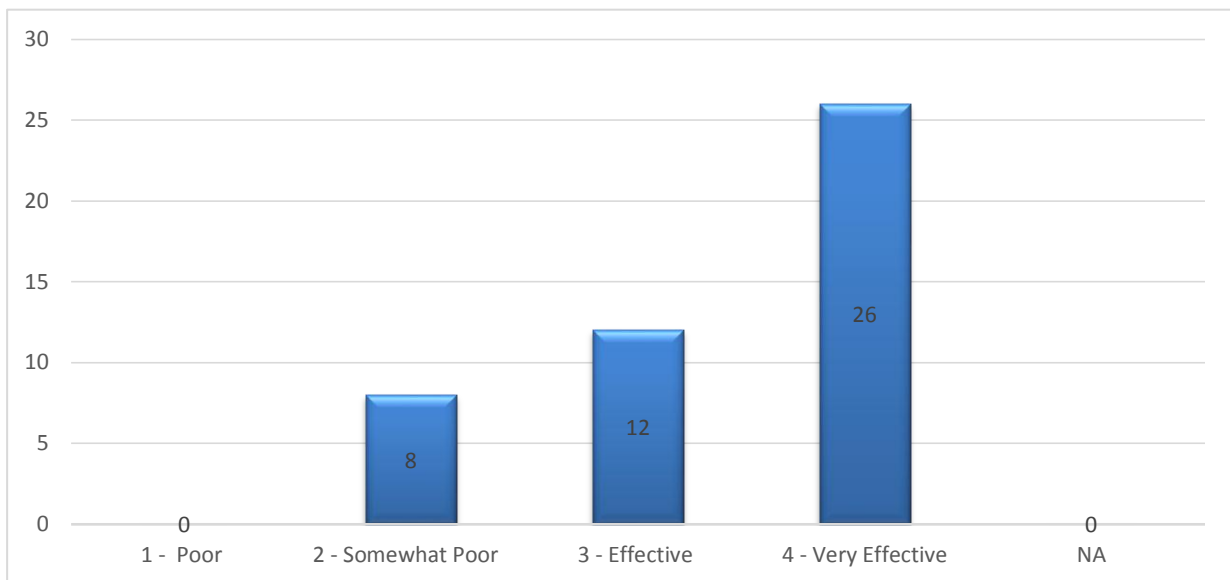
Graph 10. Learning from the Participation in the Mentoring



Graph 10. Learning from the Participation in the Mentoring Program shows that 24 teachers consider they have taken advantage of their exposure to the Mentoring Program at the CCCA while 10 teachers add positively to this high percentage as well. In contrast, 7 teachers assessed their learnings as somewhat poor and 1 teacher assessed it as very poor. However, it would be interesting for the Mentoring Program to discuss with those 4 teachers why they assessed their learnings as Not Applicable. This is impossible to find out due to the anonymity of the surveys conducted.

Graph 11. Experiencing Professional Growth as a Participant of the Mentoring Program, is another teacher’s opinion on the effectiveness of the CCCA Mentoring Program.

Graph 11. Experiencing Professional Growth as a Participant of the Mentoring Program



Graph 11. Experiencing Professional Growth as a Participant of the Mentoring Program shows that 38 teachers assessed their professional growth as either an effective or very effective consequence of their participation of the Mentoring Program, whereas 8 teachers assessed it as a somewhat effective. Allowing mentees to grow professionally explicitly marks the achievement of the Mentoring Program and the mentoring duties which are, “to promote reflection, self-assessment and thoroughness¹¹.” This result is a relevant indicator of the effectiveness and success of the Mentoring Program at the CCCA.

¹¹ See Appendix 7. The Resource Teacher’s Job Profile.

Graph 12. Teaching Aspects Improved Thanks to Mentoring presents yet another piece of information that exemplifies the effectiveness of the Mentoring Program at the CCCA by showing in detail the academic areas in which teachers consider they have improved the most thanks to their mentor.

Number of citations in areas like lesson planning (11 citations), teaching awareness (8 citations) and student-centeredness (6 citations) indicate the Mentoring Program has positive impact in academic activities that teachers carry out on a daily basis and that lead to awareness on their teaching practices. However, aspects mentioned only once (dealing with struggling students, timing, technological resources, providing feedback to students, teaching techniques and cooperative work) offer an opportunity for mentors in the mentoring program to evaluate the conditions and situations for not reaching a thorough support. There is a latent need for improvement in these specific areas that can be approached through the implementation of the calibrating course for mentors.

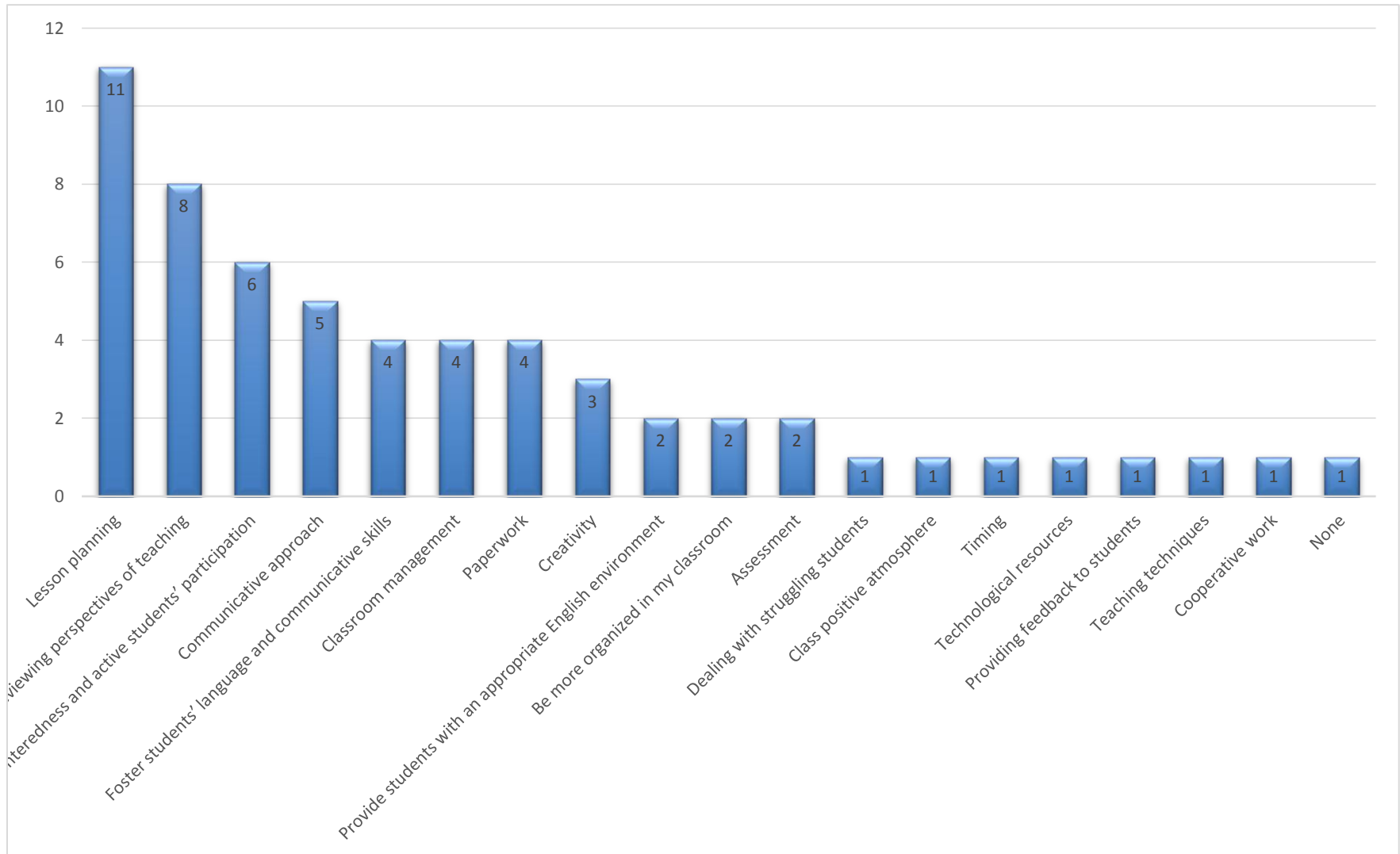
It is noticeable that mentors need to help teachers develop their competences in the implementation of the communicative approach, especially if this approach is considered the reason why there is a Mentoring Program in the first place. Teachers are to implement the communicative approach in their classes; therefore, mentors are there to provide them with sufficient insights and instructional strategies to succeed. Moreover, the aspect of lesson planning may be interpreted as a mere paperwork activity that mentors have helped teachers with rather than as true strategy for designing classes where evidencing students' communicative competences is the real concern.

Areas of Improvement through the Mentoring Program

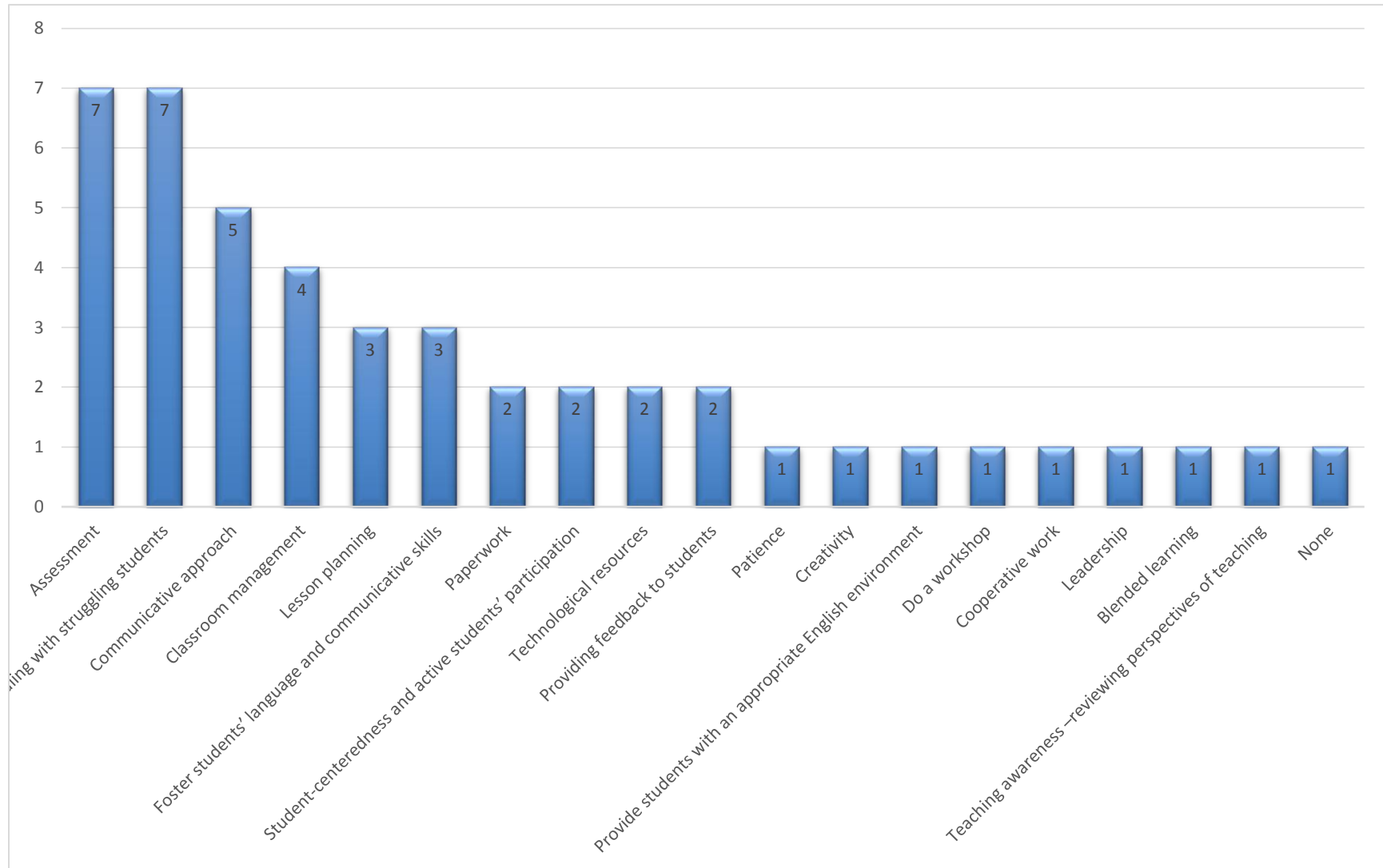
In the online questionnaire, teachers were also asked to mention the aspects that they would like to keep on working through their participation of the Mentoring Program at the CCCA. *Graph 13. Teaching Aspects that Need Improvement* describes specific areas for mentors to keep on working with their mentees.

With 7 citations each, *Graph 13. Teaching Aspects that Need Improvement* shows that the areas of assessment and dealing with struggling students are the areas that teachers consider they need more support through mentoring. These two areas are currently being addressed by the group of mentors in a two-year action plan to help teachers develop objective and communicative assessment procedures. A group of mentors is currently working on developing tutoring training to help teachers deal with struggling students. Communicative approach and classroom management are in the third and fourth position with 5 and 4 citations correspondingly.

Graph 12. Teaching Aspects Improved Thanks to Mentoring



Graph 13. Teaching Aspects that Need Improvement



The areas of lesson planning and fostering students' language and communicative skills have 3 citations each. This means that in spite of these being areas that teachers identify as strong and that have improved thanks to mentoring, teachers still would like to keep on working hard to develop them. Other aspects teachers would like to improve through the help of their mentors are the ones that were cited once: patience, creativity, cooperative work, leadership, blended learning and teaching awareness.

It is interesting to notice how one teacher would like to have an active role in the training of their peers when he or she anonymously cites the need for doing a workshop. This specific aspect is related to mentors empowering teachers to go beyond their own professional process and adventure in moving towards a new step in the professional growth.

Teachers' Ideas for Mentoring Program Improvement

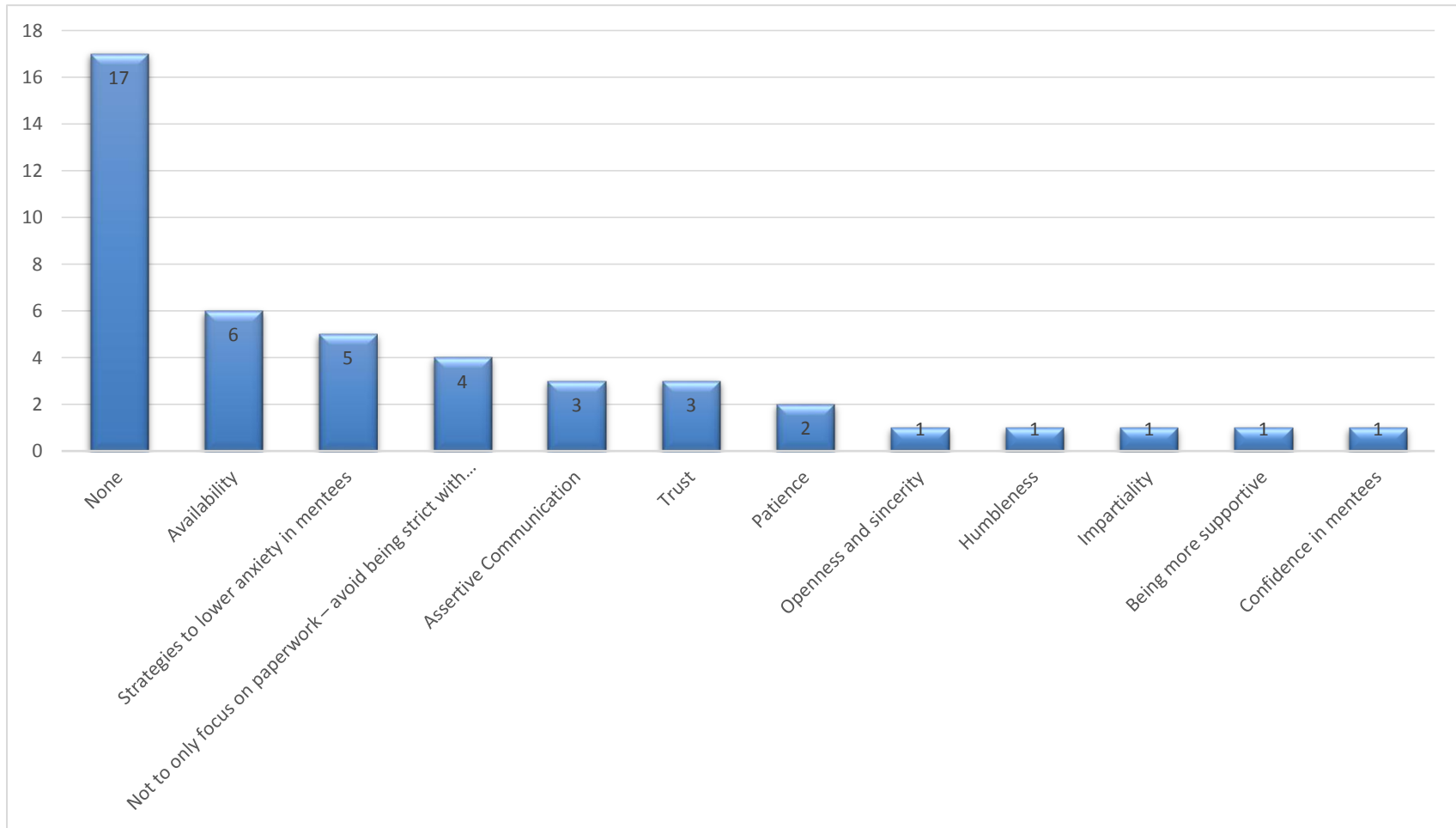
The final section of the online survey for teachers asked them about the changes and suggestions they have for the Mentoring Program as it is right now. Teachers' responses are condensed in two different charts. *Graph 14. Changes in the Mentor-Mentee Relationship* describes the changes at the inter-personal level while *Graph 15. What I Would Like to Change in the Mentoring Program* describes the changes at a major scale. In addition, teachers freely listed a set of ideas that are presented in this section.

Graph 14. Changes in the Mentor-Mentee Relationship describes suggestions teachers give about possible changes in the way they handle the relationship with their mentors.

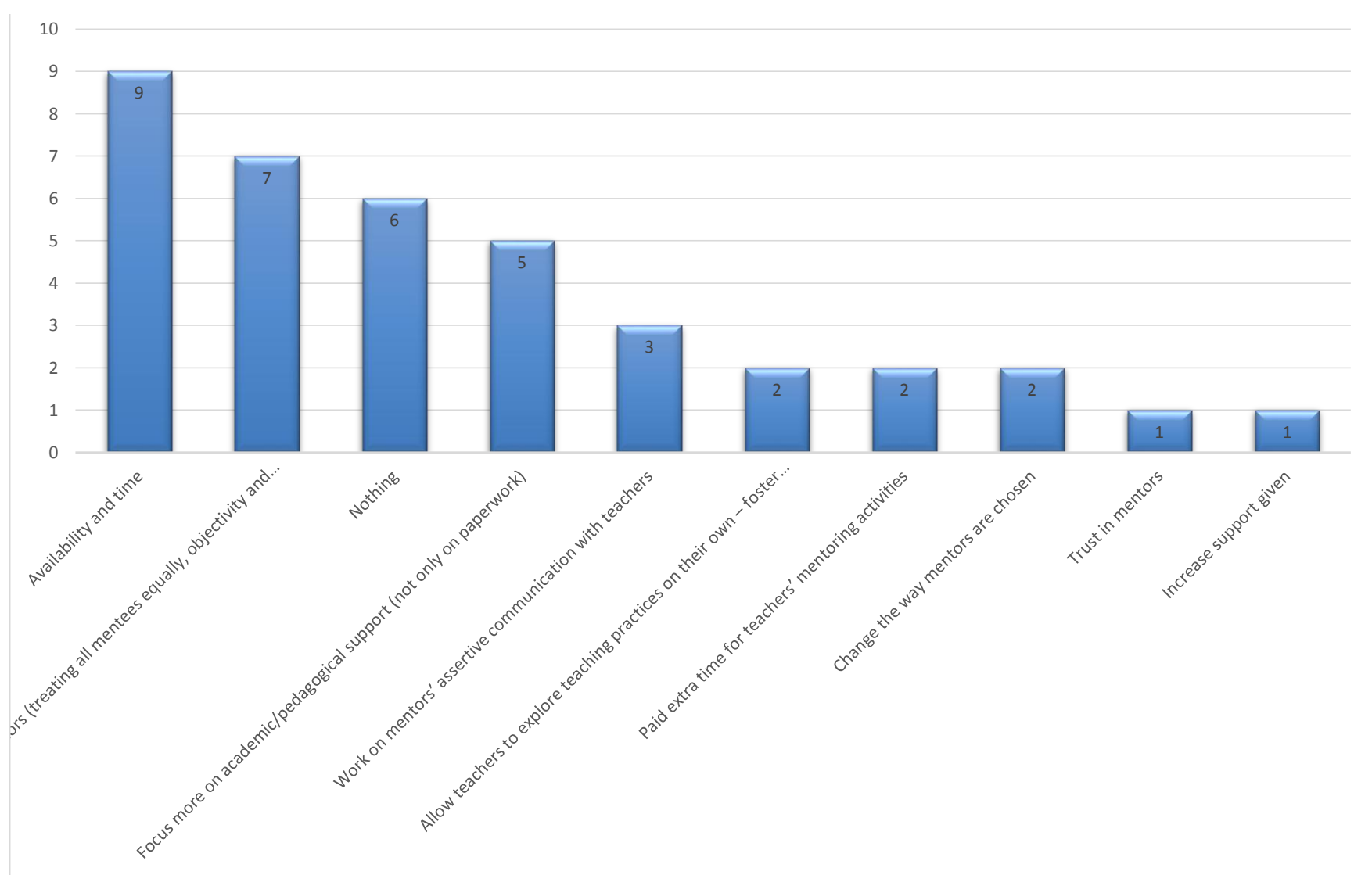
In the questionnaire, teachers had the option to list the aspects they want to change in the current procedures, activities and interventions of the Mentoring Program in their teaching performance. *Graph 15. What I Would Like to Change in the Mentoring Program* describes those changes teachers want to experience in 10 different categories. Additionally, teachers expanded their ideas by making specific proposals to help the Mentoring Program become better.

Availability and time is a category with 9 citations from teachers. This result directly relates to the main change teachers want to have in the mentor-mentee relationship (6 citations –see chart 10) and it explicitly suggests that the Mentoring Program should keep on making the academic support the main objective by establishing the availability and time as guarantee for a successful running of such program.

Graph 14. Changes in the Mentor-Mentee Relationship



Graph 15. What I Would Like to Change in the Mentoring Program



With 7 citations, fairness from mentors is a category that suggests that mentors in the Adult Program should revise as it evidences that teachers might be unhappy with the kind of treatment they are receiving. This also shows that mentors should polish their academic and social skills in order to favor equality among mentees. This specific result strengthens the argument to create a course for mentors to calibrate their knowledge and awareness on their duties as leaders of the Mentoring Program.

From *Graph 15. What I Would Like to Change in the Mentoring Program*, teachers explicitly expressing that they would not change any single aspect (6 citations) are those teachers who show a great contentment with the Mentoring Program and the positive assertive relationship they have with their mentors. This means that in a suggested revision exercise of the practices from mentors in the Program, a reflection about the positive actions from mentor can offer enriching ideas to enhance the positive perception and results of the Mentoring Program at the CCCA.

The question that allowed teachers to make proposals was about the changes they would like to see in the Adult Mentoring Program. Such proposals feature in the following list along with some notes and interpretations.

- **Allow teachers' self-training/ autonomous training and peer-coaching as much as mentoring support.** This proposal derived from a positive influence of the Mentoring Program as it shows a greater interest in professional development from the part of the teachers which may have been achieved as a result of teachers' participation in the Mentoring Program at the CCCA.
- **Ask mentors to focus more on academic support and not only paperwork.** This proposal appeals for a more academic-oriented role of the mentor in the Mentoring Program because paperwork corresponds to the administrative and supervision activities that mentors do. As also discussed for the results of *Chart 15. What I Would Like to Change in the Mentoring Program*, efforts mentors make towards professional development in teachers should be more than those that focus on compliance with regular procedures dictated by the Quality System at the institution.
- **Allow teachers to observe mentors.** Although it is mentioned in the questionnaire responses as an activity that is not occurring in the Mentoring Program, teachers observing mentors has been implemented in the past as part of specific action plans established by some mentors. Mentors and mentees can share with the community those experiences of observation so that this tool can begin to be use as a strategy to strengthen teacher's professional development.
- **Have post observation meetings and mentor-mentee meetings in single one-day sessions.** This proposal refers to avoiding conducting mentor-mentee meetings about the same discussion topics for more than one

- session. This proposal also indicates that teachers would like to spend less time working with their mentors in their own free time as mentor-mentee meetings are held at times in which teachers are not teaching, therefore they are not paid for.
- **Pay teachers for the extra time spent as mentoring support and professional development recipients. Pay for mentor-mentee meetings, chats, and In-Services time.** This proposal strengthens the previous proposal interpretation in the sense that as recipients of the Mentoring Program procedures, teachers would like recognition for their efforts in the work towards their professional development.
 - **Give more time for mentors to be available for discussion about classroom techniques and teaching tips.** Availability is a concern among teachers as this proposal specifies the use of the time teachers want their mentors to have. It also related to the discussion on availability presented in graphs 14 and 15.
 - **Ask mentors to inform visits to mentees so that interruptions and negative reactions from teachers, students and mentors do not happen.** Seeking a more effective and valuable mentor-mentee relationship is the core of this proposal by teachers. It would be interesting to see if mentors can have a pre-observation meeting with teachers in order to lower teachers' affective filter.
 - **Increase observation times.** Teachers ask for such increase because time devoted to observation varies between 30 to 60 minutes three times per year. This proposal also relates to the fairness teachers would like their mentors to have as presented and discussed in *Graph 15. What I Would Like to Change in the Mentoring Program* since it points at the consideration that the amount of time spent in class observation does not provide enough objective input on teacher's performance and future evaluation.
 - **Increase the opportunities for mentors to communicate different concerns and ideas to the institution.** Through this proposal for change, teachers are acknowledging the bridge that mentors make among them and the administrative area of the institution. It also advocates for a more trust-based relationship among mentors and mentees as teachers want to see a person they can rely on in aspects that are not necessarily academic-oriented but more of the administrative type.

Conclusion from Analysis of Teacher's Online Questionnaires

In general, the participation of teachers in the surveys and questionnaires represented a very positive and active role in the development of this research project. Their perceptions and beliefs about the role of mentors at the CCCA indicate that they regard the figure of the mentor as a guide in academic practices as well as they perceive them as teacher-administrators with specific tasks to carry out in the support they are to give their mentees.

The characteristics of mentors at the CCCA also show that they are knowledgeable, helpful and understanding which are true features of mentors as academic figures and providers of professional development opportunities in the Mentoring Program. Furthermore, mentors' support to teachers reaffirm the achievement of a strong Mentoring Program evidenced in the type of support and feedback provided in different areas of academic and teaching performance through class observation and an effective mentor-mentee relationship which teachers observe as positive and which contributes to the success of the figure of the mentor.

On the other hand, teachers' perceptions also express interest in making changes to the Mentoring Program in the areas of mentors' availability and time, which would combine with a positive impression of the effectiveness of the Mentoring Program. Moreover, analysis suggests that there is room for mentoring improvement in areas such as providing teachers with strategies to strengthen student assessment and dealing with struggling students (tutoring.) This perception matches teachers' impressions on what they need to work on since these categories received lower number of citations in areas that they have improved thanks to their mentors' support. Aspects for improvement suggest that mentors can establish concrete courses of action as a team and in pro of maintaining a positive perception of effectiveness and impact of the Mentoring Program at the CCCA.

Teachers were confidently able to propose changes in the Mentoring Program by pointing out concrete actions to take in regards to the time and availability and academic activities in order to favor observation of their role as a bridge between them and the administrative staff in the institution. In addition, teachers appeal for recognition of their time spent as recipients of the Mentoring Program by including payment of their attendance to training sessions and mentor-mentee meetings.

The variables and emergent patterns presented in this section are the result of the exploration of the teachers' expectations and beliefs teachers have about mentors and the Mentoring Program. It would be interesting to conduct a further research in which the variables resulting of the analysis of different questions are provided as mandatory options for selection and not as open questions as the questionnaires were designed. By limiting the answers teachers could provide to questions, results would give a more detailed radiography of what teachers really believe a mentor is and how

they have positively or negatively influenced their professional development depending on the academic or administrative role they perceive in mentors.

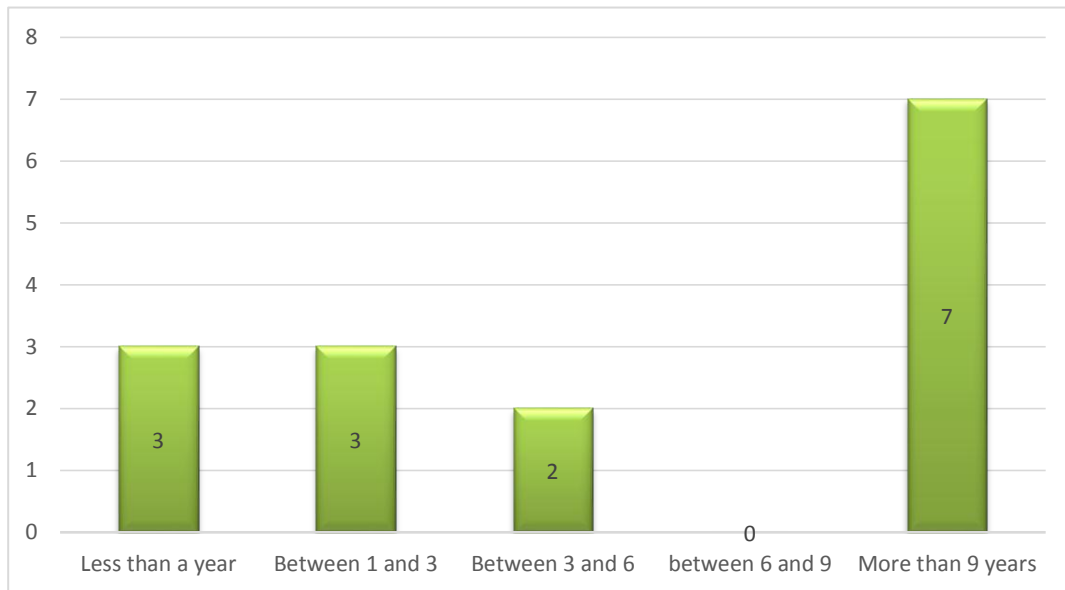
c) Mentors' Beliefs and Expectations about the Mentors and the Mentoring Program at the CCCA

Questionnaires¹² about the beliefs and expectations of the Mentoring Program at Centro Cultural Colombo Americano of 15 mentors participating in the research were processed by identifying the emergent patterns and discussions in each of the answers. Presented below are the graphs and interpretations of such emergent patterns and ideas resulting from the anonymous survey administered to mentors which was adapted from the surveys in the document by the Alberta Teacher's Association Mentoring Beginning Teachers (2003).

Mentors' Participation in the Mentoring Program

Graph 16. Time working as a Mentor in the Adult Program describes the amount of time that the 15 mentors who replied to the surveys and questionnaires for mentors have spent being mentors at the Colombo Americano.

Graph 16. Time Working as a Mentor in the Adult Program



There are 7 mentors with more than 9 years of experience while 2 mentors have between 3 and 6 years of experience. An even number of mentors (3 in each time range category) has been working as mentors for less than a year and between 1 to 3 years.

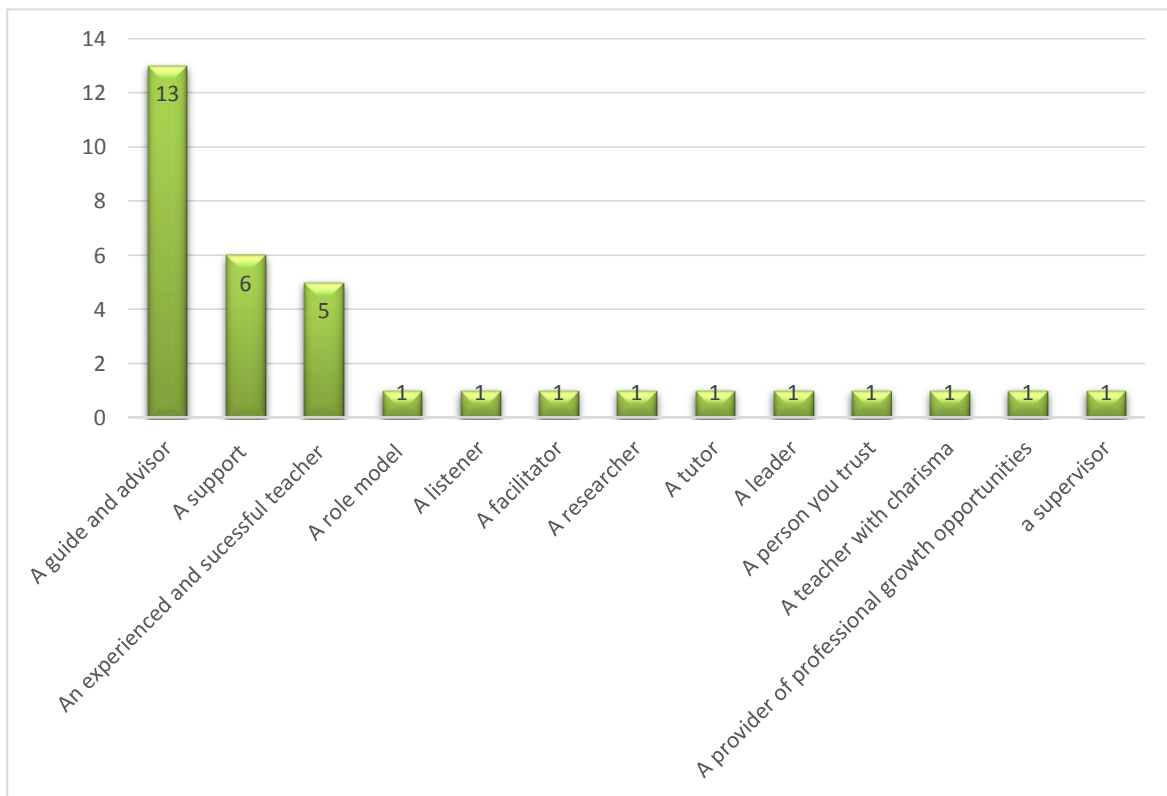
¹² See Appendix 2. Mentor's Survey and Questionnaire - Beliefs and Expectations towards the Mentoring Program at the Colombo Americano

This indicates that mentor staff is a solid one in terms of continuity in the institution with 7 members in it; however, having 3 mentors with less than a year in the Program shows that it is important to consider both audiences' experiences and levels of expertise as factors enriching the activities and practices as well as giving relevance to the argument that having a calibrating mentoring course would benefit the Mentoring Program as it renews and strengthens mentoring practices at the CCCA.

Defining a Mentor according to Mentors

Graph 17. Defining a Mentor according to Mentors describes mentor's perception of what a mentor is.

Graph 17. Defining a Mentor according to Mentors



With 13 citations, mentors agree that the role of the mentor is to guide and to provide advice to teachers in their teaching performance. The second and third definitions define mentor as a support (6 citations) and as an experienced and successful teacher (5 citations). Other words defining mentor are role model, a listener, a facilitator, a tutor, a researcher, a leader, etc. with only once citation. These definitions

show that the perceptions mentors have of the figure of mentor is a very academic one in spite of the 1 citation that the definition of mentor as a supervisor obtained.

Definitions provided by mentors also show that they do not perceive their role of mentors as researchers just as it is stated in the Resource Teacher’s Job profile. This aspect suggests that mentors need to strengthen the research component of their role at the institution since research is expected from their role and contribution.

Another way for mentors to describe the figure they play at the CCCA is by mentioning the characteristics that make them successful and that identify them as leaders of the Mentoring Program. **Chart 5. Qualities that Make a Successful Mentor according to Mentors** lists the characteristics mentors proposed from higher to lower number of citations.

Chart 5. Qualities that Make a Successful Mentor according to Mentors

QUALITIES THAT MAKE A SUCCESSFUL MENTOR ACCORDING TO MENTORS					
QUALITY	CITATIONS	QUALITY	CITATIONS	QUALITY	CITATIONS
Open-mindedness	4	Observer	2	Listener	1
Professionalism	4	Ready to serve	2	Experience	1
Knowledge about teaching	4	Flexibility	2	Respect	1
Knowledge about mentoring	3	Dedication	1	Objectivity	1
Reflection	3	Trustworthy person	1	Responsibility	1
Role model	2	Patience	1	Empathy	1
Understanding	2	Creativity	1		

Open-mindedness, professionalism and knowledge about teaching make the first places in the list according to number of citations with 4 each. These characteristics reflect a high sense of understanding a mentor as a figure who is able to cope with different academic and teaching situations since being open-minded implies the understanding of teachers and their styles. In addition to knowledge about teaching (4 citations), knowledge about mentoring is an aspect that stands out with 3 citations. This shows that mentors believe that at the core of the mentor is an academic figure of guidance and support described in *Graph 17. Defining a Mentor according to Mentors*. Other characteristics mentioned at least twice by mentors are role model, understanding, observer, ready to serve and flexibility. These characteristics empower the mentors as leaders of the academic processes and renders opportunities for professional development offered at the CCCA through the established Mentoring Program.

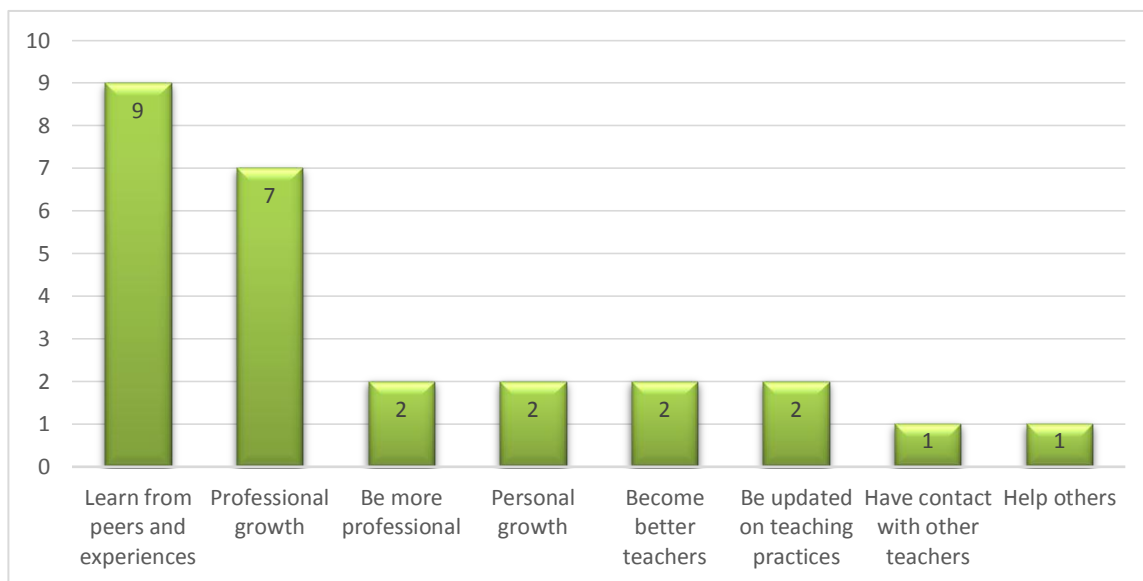
The 20 characteristics cited by mentors seem limited in comparison with the 40 characteristics listed by teachers in *Chart 4. Qualities that Make a Successful Mentor according to Teachers*; however, they show a more concrete focus on the characteristics of the mentor as a person first, and as an entity of reflection who knows about teaching and about mentoring itself. Therefore, the metacognitive processes underlying the role of the mentor are acknowledged explicitly in the first 5 qualities ranked in the chart.

Being a Mentor

In this section, *Graph 18. Benefits of Being a Mentor*, *Graph 19. I Felt I Was a Strong Candidate to Be a Mentor* and *Graph 20. Myself Well Prepared to Be a Mentor Following the Description of the Mentor’s Job Profile* discuss the benefits of being a mentor as well as the impression current mentors have about how they feel about occupying this position at the CCCA.

Mentors point out that by having the role of mentors in the institution, it can assure that teachers can receive individual benefits. *Graph 18. Benefits of Being a Mentor* describes how mentors perceive they profit from their duties in the Adult Program.

Graph 18. Benefits of Being a Mentor

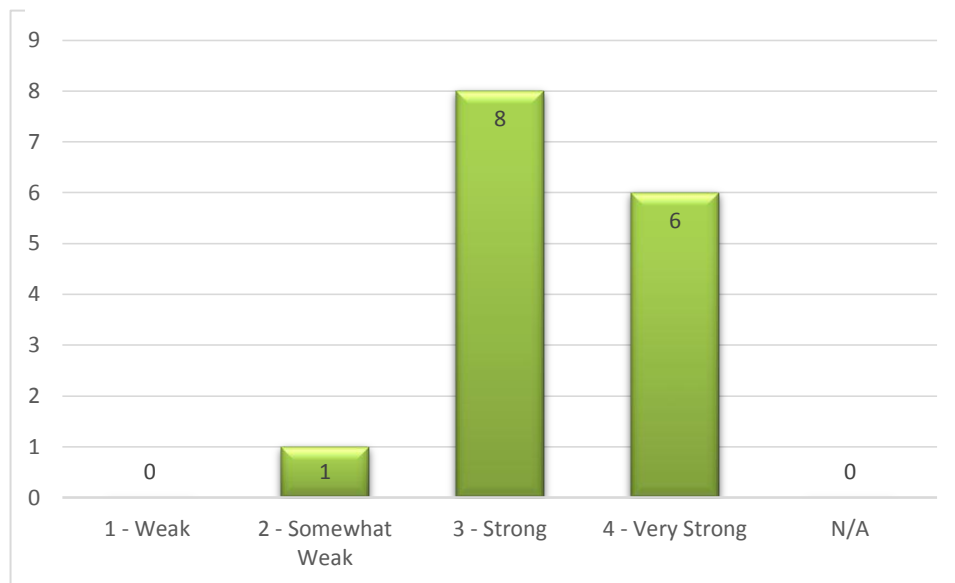


Two are the main benefits of the mentoring activities at the individual level. First up, with 9 citations is learning from peers and experiences lived as mentors while the second profit is the professional growth that it represents. Other profits marked with two citations are being more professional, having personal growth, becoming better

teachers and being updated on teaching practices. These results show that the direct benefits of guiding and supporting teachers academically lay in the possibility to enrich personal and professional experiences in the contact with peers and teachers. In addition, the high number of citations provided to these two first categories indicates that mentors identify valuable benefits of belonging and being an active component of the Mentoring Program at the CCCA.

Acknowledging the benefits of being a mentor relate to how aware mentors were about being eligible to occupy such role. **Graph 19. I Felt I Was a Strong Candidate to Be a Mentor** shows mentors' impressions about becoming mentors.

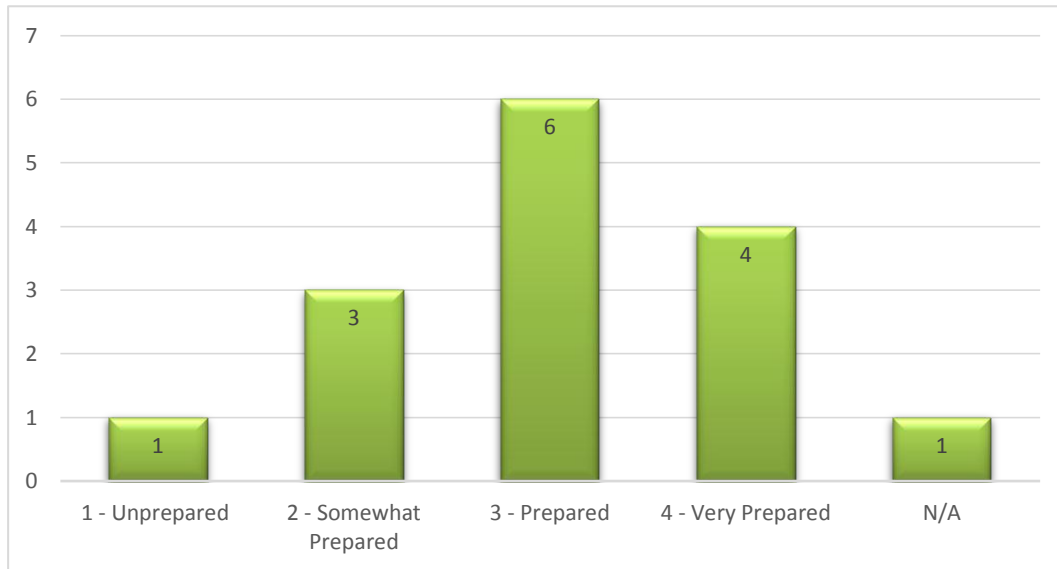
Graph 19. I Felt I Was a Strong Candidate to Be a Mentor



Six out of 15 mentors felt they were very strong candidates to become mentors in the Adult Program while other 8 categorized themselves as strong. Since regular teachers at the CCCA apply for the position of mentor, this very high number of mentors who considered themselves fit for the position may indicate that these members of the Mentoring Program were very aware of their strengths and skills as teachers as well as having the qualities that define a mentor mentioned in *Chart 5. Qualities that Make a Successful Mentor according to Mentors.*

Graph 20. I Felt I Was Well Prepared to Be a Mentor Following the Description of the Mentor's Job Profile describes mentors' perception about how prepared they felt about their position once they started working at the CCCA Mentoring Program.

Graph 20. I Felt I Was Well Prepared to Be a Mentor Following the Description of the Mentor’s Job Profile



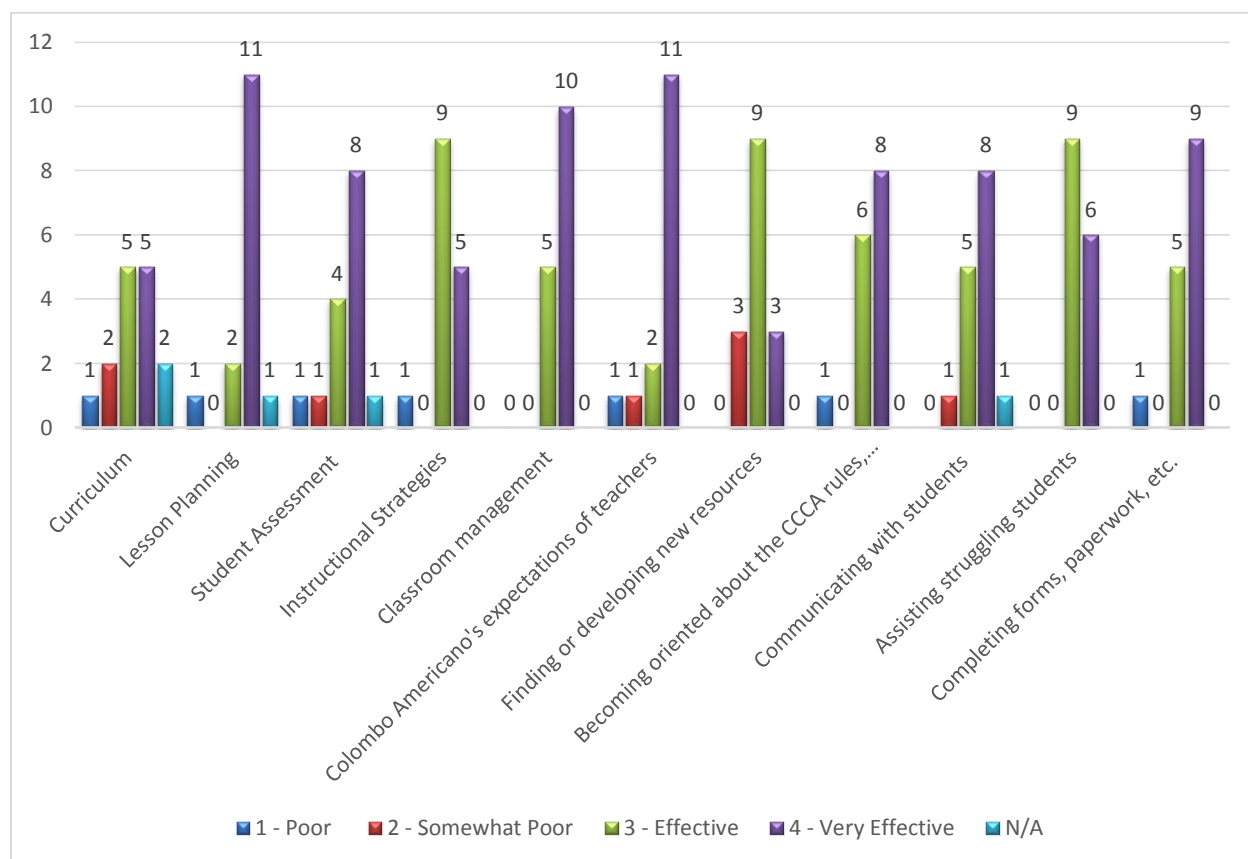
The graph shows that 4 mentors felt they were very prepared to become part of the mentoring team while 6 of them felt they were prepared following the description in the mentors’ job profile as described in *Section a. The Mentoring Program at CCCA*. However, with 3 mentors indicating that they felt somewhat prepared and one mentor feeling unprepared, it seems clear that mentors do need more orientation about their job and that the description re-elaborated in 2016 was not shared with the new 3 mentors, who according to *Graph 16. Time Working as a Mentor in the Adult Program* have less than a year in such position.

This result is perhaps one of the strongest arguments for the design of a Mentoring course at the CCCA as it implies that mentors need more orientation and guidance about their jobs at the early stages of their incorporation.

Mentoring Program Effectiveness

Graph 21. Effectiveness in Providing Guidance and Support to my Mentees discusses how effectively mentors perceive they guide their mentees in different aspects of the academic life at the CCCA by grading it in a scale of VERY EFFECTIVE, EFFECTIVE, SOMEWHAT POOR and .POOR.

Graph 21. Effectiveness in Providing Guidance and Support to My Mentees



This graph shows two types of guidance mentors provide to teachers, the administrative-related guidance and the academic-oriented guidance. It is relevant to note that mentors are very effective at providing support in administrative areas in general. Describing CCCA expectations on the teachers obtained 11 citations as very effective and 2 citations were marked effective. In the area of becoming oriented to the policies of the CCCA 8 citations were marked very effective and 6 citations were marked effective. Finally, when completing paperwork 9 mentors marked very effective and 5 others marked it as effective.

Although lesson planning can be considered an academic-related activity, lesson planning can also be characterized as administrative activity in which mentors guide mentees because having a lesson plan for each of the classes is a requirement described in the Quality System Management procedures for the Academic Area. Revising the academic support provided to teachers through lesson planning is an activity that would be suitable for all mentors to discuss and clarify so that there is a real impact in the teachers' academic and professional growth.

Areas of academic guidance like curriculum shows that 10 mentors identify this type of support to their teachers as very effective and effective with 5 citations each. It

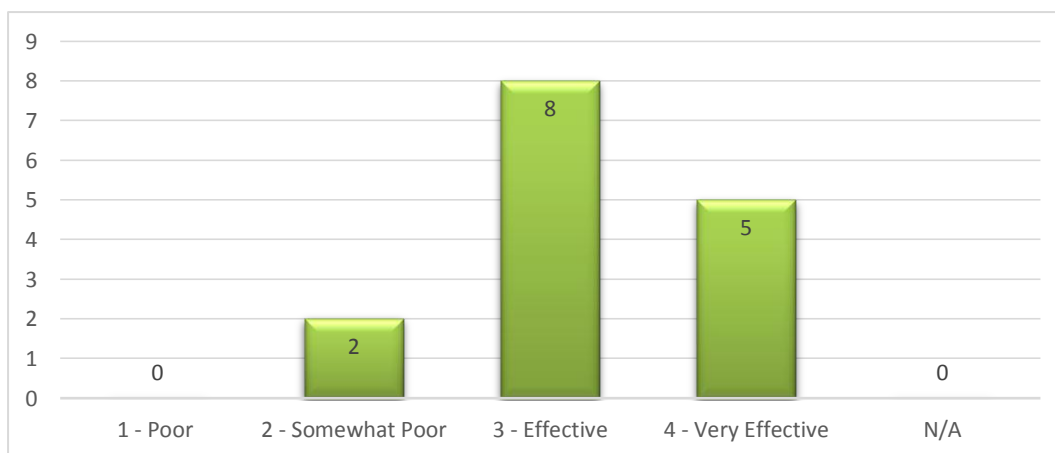
would be interesting to provide more support to teachers in the area of curriculum as 2 mentors described their guidance as somewhat poor and 1 of them described it as poor. Additionally, mentors consider that they provide effective guidance in student assessment as 8 mentors ranked it as very effective while other 4 ranked it as effective. The area of instructional strategies got 5 citations as very effective and 9 as effective. Helping teachers develop or find new resources got 3 citations for very effective and 9 citations for effective. Revising the characteristics that make instructional strategies, and finding and developing resources more effective and not very effective is a suggestion for the team of mentors.

Classroom management got 10 citations as very effective and 5 as effective while the area of assisting struggling students obtained 6 citations as very effective and 9 as effective. Also, a positive perception of mentors' guidance can be observed in the area of helping teachers communicate effectively with students as 8 citations describe this activity as very effective and 8 as effective.

The general perception mentors have about their guidance is either effective or very effective in both administrative and academic areas. This is a strength in the Mentoring Program at the CCCA.

Mentors ranked how helpful the feedback they give to their mentee is after they have observed their classes. Graph 22. *How to Give Helpful Feedback to Mentees after Class Observation* discusses this variable of mentor's support.

Graph 22. *How to Give Helpful Feedback to Mentees after Class Observation*

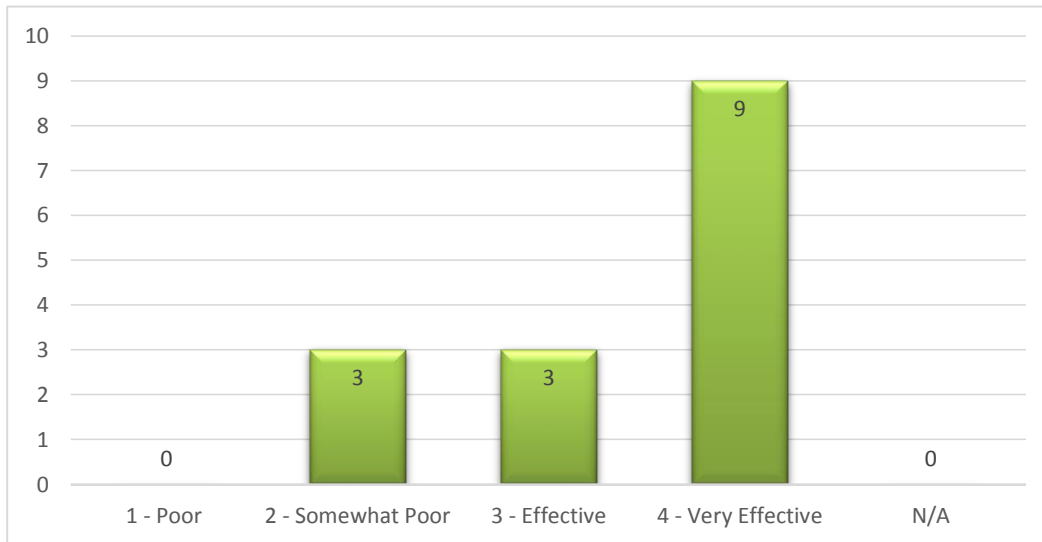


From the Graph 22, it can be noted that there is a perception of high effectiveness in the feedback mentors provide to teachers as 5 citations indicate very effective and 8 indicate it as effective. It would be necessary for mentors to discuss how they are providing feedback to teachers as 2 mentors described this crucial activity as

somewhat poor. This is an element that the Calibrating Mentoring Course could establish as content.

Graph 23. *How to Keep an Effective Mentoring Relationship with My Mentee* describes mentors' perceptions on how to keep an effective relationship with the mentees.

Graph 23. *How to Keep an Effective Mentoring Relationship with My Mentee*



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Nine citations show that mentors know how to have a very effective relationship with their mentees while 3 other indicate that it is effective. Similarly, 3 citations indicate that 3 mentors do not know how to keep an effective mentor-mentee relationship. This area requires revision from the mentoring team and the calibrating mentors' expertise in the relationship can help improve the effectiveness of the Mentoring Program at the CCCA.

Type of Mentoring Support and Mentoring Strategies

Mentors were asked about the type of mentoring they do. Their responses to this question suggest that all of them are attached to the procedures described for the Mentoring Program and the Quality Management System which include the observation of classes three times a year, a monthly revision of lesson planning and paperwork guidelines. However, the following are the perceptions mentors have about the roles and their influence on teachers' professional development through their type of mentoring and the activities that they do to support their teachers.

- **Following established procedures.** A number of 5 different mentors described that they limit their support to what is described in the procedures of the Mentoring Program; this is, they carry out the number of observations agreed and the corresponding monthly paperwork revision.
- **Limited to observation and post-observation chat.** One of the mentors explained he/she only limited his/her mentorship to observing and providing feedback on observation. This description of his current duties may be the result of this lack of time to conduct other kind of mentoring activities that facilitate the completion of his role as guide and constant support because he also conducts more administrative activities related to coordination of an English program offered at the CCCA.
- **Not that deep.** This simplistic type of mentoring is described by a mentor through this vague three-word phrase. It would be interesting to ask all mentors what the ideal type of mentoring is like in order to compare it with these “realities” they are expressing here.
- **Respectful of the teacher.** This mentor described the type of mentoring as a very conscious activity in which he/she gets to elaborate a clear image of who the teacher is in terms of the strengths and weaknesses. The quote below describes the part of the mentoring he does but that is not described in the Mentoring Procedures.

“When I get a new mentee first I have a chat in which I get to know his/ her teaching style. I ask the teacher what s/he feels s/he does very well as a teacher and the areas s/he thinks s/he needs to improve. Then I set the first two observations in which I try to get a sense of how the teacher usually handles his/ her classes. In those first two observations I don’t usually fill out the observation form and during the POCs I get the teacher to tell me how s/he felt about the class and what s/he could have done better. Based on that I schedule a third observation and then an action plan. This I try to do within 3 months. With a current mentee what I do is that I set an objective for the observation based on the action plan set before. In case the teacher has been able to comply with the action plan, I encourage him/ her to do research on an area of his/ her interest.”

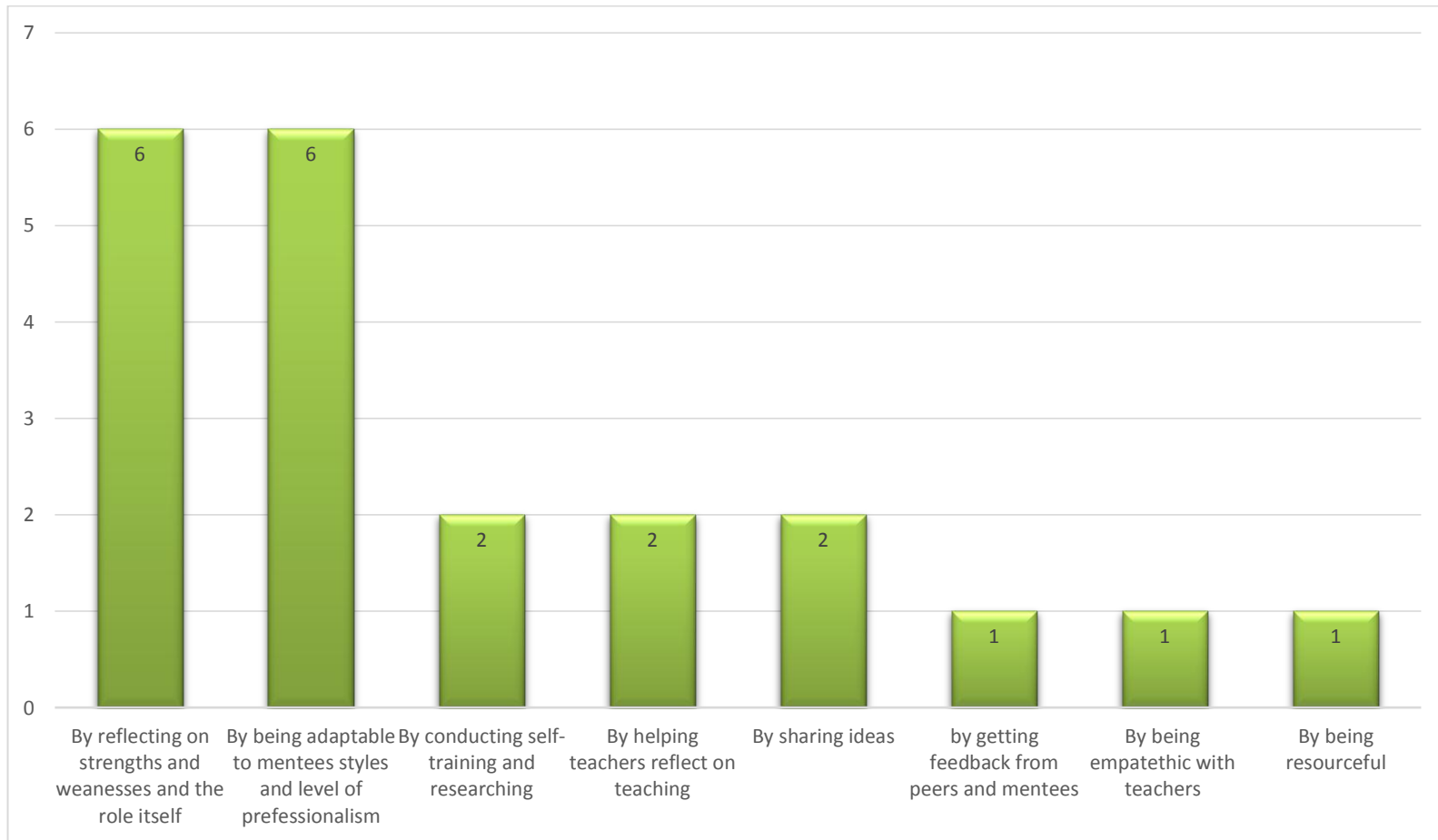
Mentor E.
- **Non-judgmental.** There is no further explanation by the mentor on what being non-judgmental is; however, it implies that there is an explicit effort in not providing evaluation but guidance and reflection instead. This is a valid

- pattern for the mentors to discuss and agree upon so that they avoid misunderstanding of mentoring activities as activities in which teachers' actions are judged and the mentor establishes a position power.
- **Not observing as often as I want.** This other pattern discussed by two mentors relates to the two previous ideas. This shows that mentors notice that they are not fulfilling their duties as academic guidance. Also, it may indicate that the mentors could increase the number of observations they do to mentees as a way to increase the effectiveness of the type of support provided to teachers.
 - **Face to face careful interactions, and willingness to listen and guide.** Mentors perceive these two ways of mentoring as a strength in their style of providing support to their teachers.
 - **A two-way learning process.** This perception of the type of mentoring indicates that the mentor is observing the teacher as a genuine source of learning experiences as much as a recipient of his mentoring activities. Mentors also indicated that they are learners by being mentors as it is expressed in **Graph 25. I Was Able to Learn Things from Class Observations that Enhanced My Own Teaching** and **Graph 26. I experienced professional growth as a teacher by being a mentor.**
 - **By incorporating other academic activities (sharing activities and materials, encouraging topic research informally, interaction through blogs and permanent communication.)** This kind of mentoring goes beyond the idea of only following the established mentoring procedures from the Quality Management System. It would be interesting to discuss effectiveness in the creation of a solid mentor-mentee relationship.

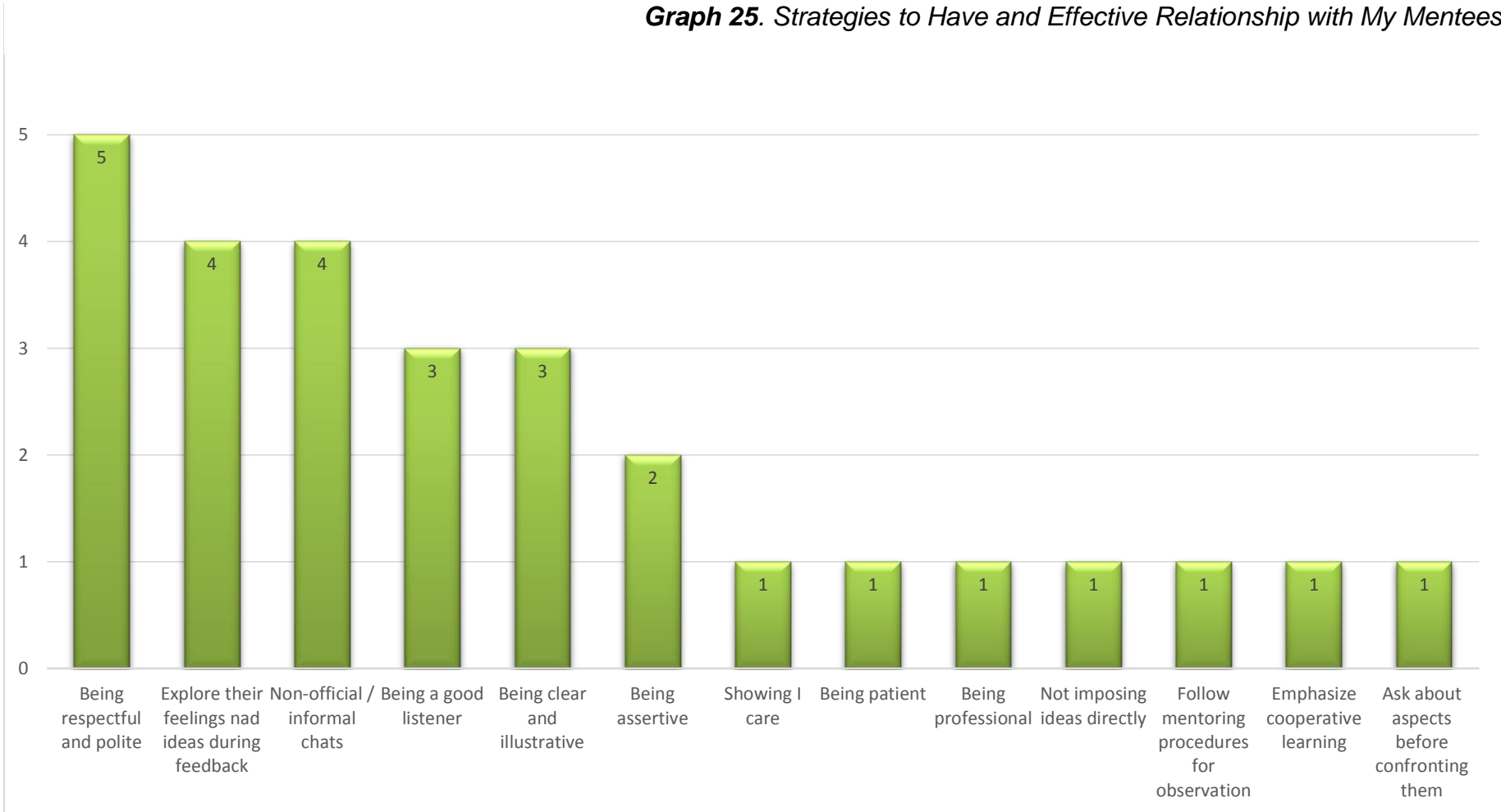
Graph 24. The Best Way to be a Mentor discusses the perceptions mentors have about the best way to be a mentor.

Mentors were asked about the strategies they are using to maintain a positive mentor-mentee relationship. As exploring the perception mentors have about the work they do with the mentees is an explicit interest in this master's report, *Graph 25. Strategies to Have and Effective Relationship with My Mentees* explores mentor's spectrum of strategies to address their relationship with their mentees.

Graph 24. The Best Way to be a Mentor



Graph 25. Strategies to Have and Effective Relationship with My Mentees



A variety of strategies are described by mentors, being respectful and polite the strongest strategies with 5 different citations. Exploring mentees' feelings and ideas during feedback session and having non-official chats with teachers occupy the second position with 4 citations each. This reflects that the mentoring relationships is founded under the values of respect and educated treatment while mentors also recognize of the teachers as people whose feelings may also interfere in the different mentoring tasks carried out, for instance, class observation and formal chats. This interest mentors have in recognizing teachers more than employees at the institution has led them to have small meetings and "corridor" chats that do not necessarily follow the description of the mentoring procedures. This kind of interaction is a positive contribution to the relationship mentor and mentee.

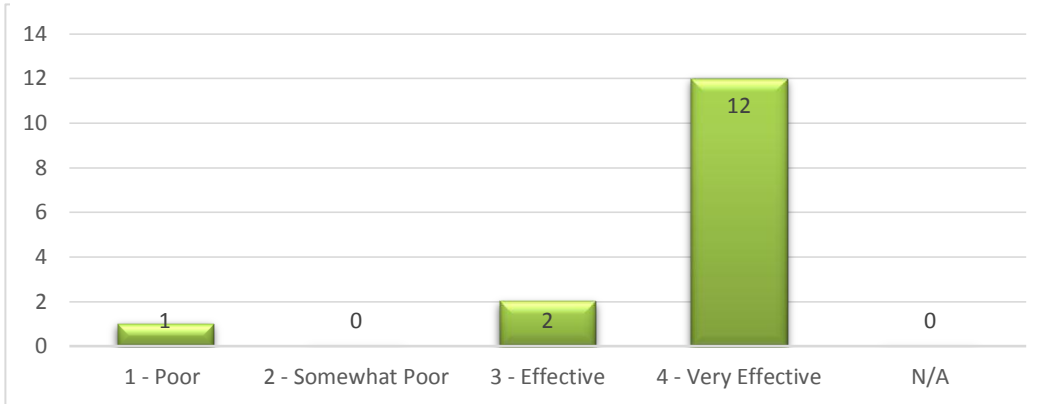
The third position is for the strategies of being good listeners and clear and illustrative in the communication with teachers. With 3 citations each, these strategies are also moving in the direction of creating a positive rapport while the next strategies with 1 citation each offer opportunities for mentors to enhance their relationship with mentees as they only have 1 citation. Being patient, professional and showing that mentors care are other examples of strategies for a positive professional relationship among mentors and teachers.

It is interesting to notice that at least two different mentors are following their strategies in the area of completion of mentoring procedures. The strategy of not imposing ideas directly and only following mentoring procedures for observation shows that these mentors are regarding their mentoring relationship in the area of power in which teachers have to follow recommendations resulting from the activity of class observation. This means that imposing ideas in an indirect way is reflecting that the mentor is perceived as a role of power while the teacher is perceived as a person who follows instructions from superiors. It would be interesting to explore in depth the perceptions mentors have about their power, either academic or administrative, as part of the Mentoring Program.

Mentors' Professional Growth

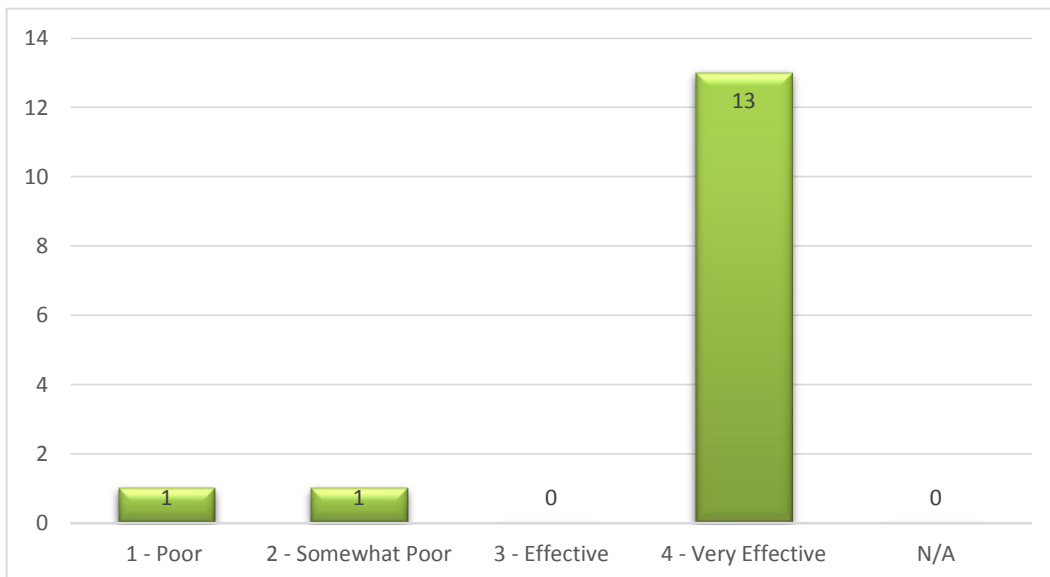
Graph 26. *How Has Class Observation Enhanced My Own Teaching*, and Graph 2. *I experienced professional growth as a teacher by being a mentor* discuss the professional growth that mentors have had as participants of the Mentoring Program at the CCCA and the areas for improvement that mentors consider they should work on.

Graph 26. *How Has Class Observation Enhanced My Own Teaching*



Graph 26. *How Has Class Observation Enhanced My Own Teaching* shows that mentors perceive as very effective their participation in the Mentoring Program as they rank as very effective with 12 citations the growth they have had as teachers by observing mentees' classes. Two citations rank such growth as effective. As mentors are to observe 3 times during the year each of their mentees, this mentoring procedure has an overall positive effect in mentors' teaching practices. This trend can also be observed in Graph 27. *I Experienced Professional Growth as A Teacher by Being A Mentor* because 13 mentors note that their growth has been very effective. Notwithstanding, it would be advisable for mentors to explore the causes of the somewhat poor grades that 2 mentors gave to this question in the online questionnaire.

Graph 27. *I Experienced Professional Growth as A Teacher by Being A Mentor.*

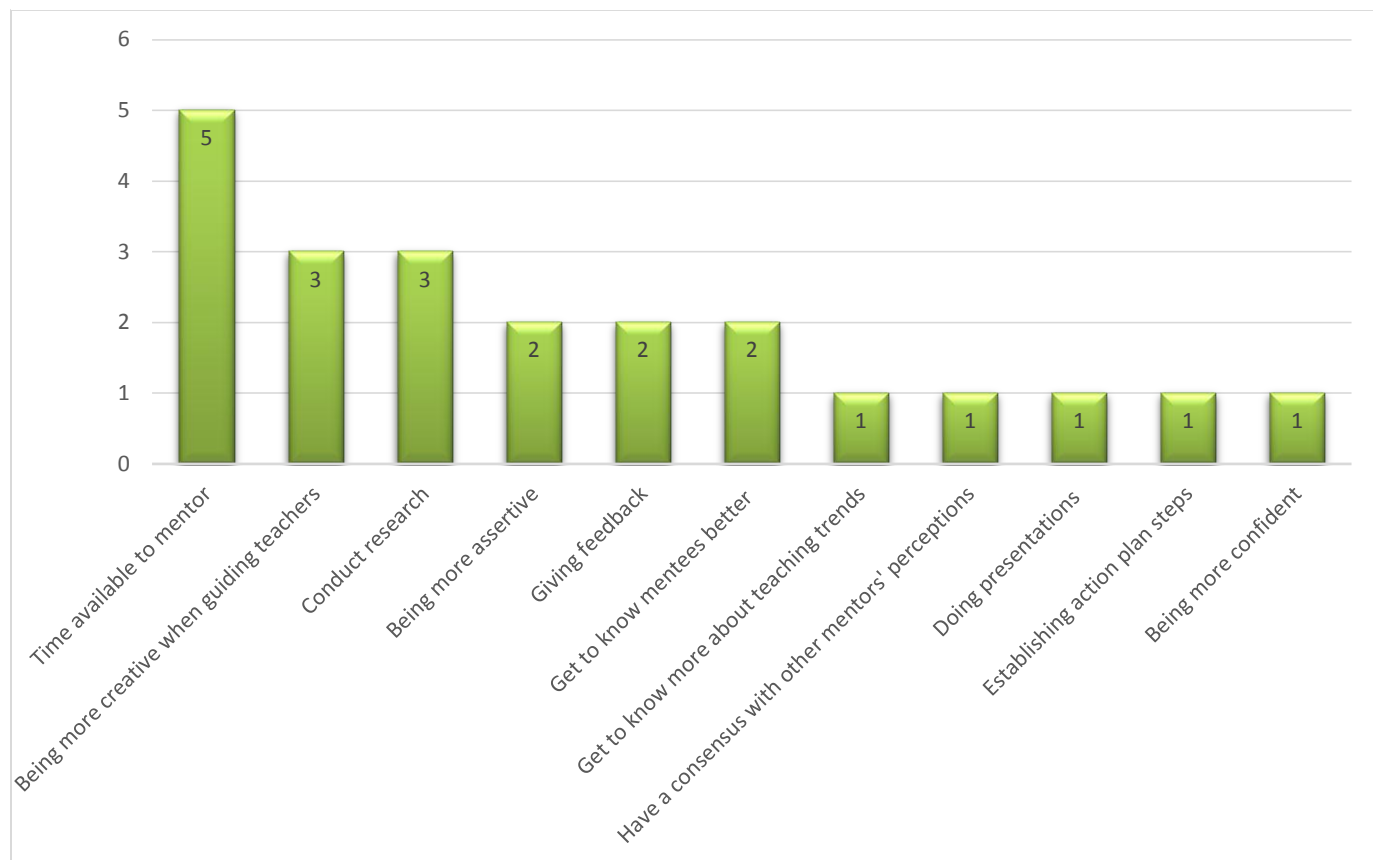


Mentors' ideas for Mentoring Program Improvement

This section focuses on the areas of improvement that mentors have at the individual level and the suggestions they have for Improvement of the Mentoring Program at the CCCA in the administrative but also in the academic-oriented procedures it currently has.

Graph 28. Features I Would like to Work on reviews 11 areas that mentors would like to improve based on the online questionnaire they responded to at the beginning of this project.

Graph 28. Features I Would like to Work on



Five citations highlight mentors' need for more time and availability to carry out mentoring duties while 3 citations for the areas of being more creative when guiding teachers indicate that mentors are concerned about their roles as academic supporters and guides of teachers' professional processes. It is important to notice that conducting research is one of the main aspects for improvement that mentors describe, which also show correspondence with the main task they are to develop according to the Resource

Teacher's Job Profile (see appendix 7). Also, there was one citation the area of getting to know more about teaching trends related to the possibility of conducting research.

Three areas were mentioned with 2 citations each: being more assertive, giving feedback and getting to know the mentees better. The areas of assertive communication and giving feedback are noted in the theoretical framework as pivotal elements determining a good mentor-mentee relationship (Randall & Thornton, 2001; Kayaoglu, 2012) and they will be included in the proposal for a calibrating mentoring course.

Four more areas obtained 1 citation: have a consensus with other mentors' perceptions, establishing action plans, doing presentations and being more confident. A controversial area is the idea of having a consensus with other mentors' perception because the guidelines of the role in the Resource Teacher's Job Profile do not seem to indicate at the specific level how the academic support for teacher should be provided. The multiple levels of expertise and years of experience of the members of the Mentoring Program may cause this lack of consensus among mentors, hence offering a key reason to justify the implementation of the mentoring course this Master's Thesis proposes.

In the questionnaires, three different questions opened the possibility for discussion of changes and new aspects to incorporate to the Mentoring Program at the CCCA. Mentors proposed a set of different ideas to help the Mentoring Program improve which are described below based on the number of citations each idea received. These proposals range in the administrative and academic areas and most of these proposals did not specify how they could be implemented. It is up to the institution and the group of mentors to make the corresponding decision as to approve them or not.

- **Allow more time to mentoring** (9 citations.) Currently, mentors are to teach 4 hours of class and have 4 hours of office duties and mentoring. As 3 mentors mention this in their answers, they are concerned about the lack of availability they have to conduct mentoring activities. Time is a key factor affecting the type of mentoring being done at the institution, which is why mentors also proposed to have a maximum ratio of 6 mentees and not 12 as it is currently happening; there should be more teachers doing administrative activities; the institute should involve teachers in training preparation; and mentors should only teach one class (2 hours a day.)
- **Providing training for mentors** (5 citations.) Mentors mentioned the need for constant training, which they relate to training mentors on mentoring trends, strategies and skills on a constant basis, offering emotional support to mentors and teachers (working also on their personal areas of development), helping mentors keep on studying (1 citation), and allowing mentors to attend regional conferences (4 citations.)

- **Make it mandatory for mentors to do research** (4 citations.) This suggestion for improvement is inconsistent with the nature of the role of the mentor at the CCCA according to the Resource Teacher's Job Profile. Mentors are researchers by definition, but this is not really happening because of several factors that would be worth discussing so that mentors can redirect their efforts into fulfilling the expectation the institution has from them. As the results of the analysis show, one of the many factors impeding mentors from conducting research is time and the variables affecting time to mentor.
- **Change the supervision component of the role** (3 citations.) Mentors would like to perceive their role as academic rather than administrative. These are the replies from two of the mentors.
- **Clearly connect mentors' action plans for teachers with the Human Resources Department** (1 citation.) This proposal corresponds to the need mentors observe for the Human Resources Department to take administrative actions after mentors' specific action plans for teachers have not been followed successfully by teachers because they are either unwilling or their pedagogical improvement has been scarce. This proposal also relates to the suggestion that mentors get stronger feedback from monthly mentoring reports, (1 citation) and having the institution being strict with teacher's lack of professionalism (1 citation). Moreover, mentors want to make training mandatory for teachers, remind teachers of policies of the CCCA once a year (1 citation) and involve teachers in training preparation (1 citation).
- **Create clear guidelines for the mentor's position** (1 citation.) This recommendation seems to offer an accurate possibility for the Mentoring Program to overcome the lack of training that mentors may perceive they had when they were going to begin as mentors and that are discussed in the analysis of *Graph 19. I Felt I Was a Strong Candidate to Be a Mentor* and *Graph 20. I Felt Well Prepared to Be a Mentor Following the Description of the Mentor's Job Profile*.

Mentoring shouldn't be seen as a supervising task but more as a professional growth opportunity. As a training opportunity" (Mentor E.)

The other aspect I would like to change is how the mentor is perceived moving from supervisor to a person that can help improve the quality of the product offered" (Mentor D.)

- **Mentors should be recognized and given the authority according to the CCCA hierarchy** (1 citation.) Mentors should also come to an agreement about the changes they want to make to the Mentoring Program, but these agreements need to take into consideration aspects underlying the conception of mentoring itself. In one of the questions, two different mentors (both with more than 9 years as mentors at the institution) describe the next changes they would like to see.

Definitely I'd like to see that the institution positions a mentor as someone with the authority to demand change from a mentee who's consistently and repeatedly not complying with what's expected from him/her at the Colombo in the academic area (Mentor H.)

Mentoring should be less imposed; mentees should be able to work not only on what the institution needs them to improve but also in areas of their preference (Mentor F.)

Ideas presented by Mentor F contradict ideas presented by mentor 3. While Mentor S wants to have the role of the mentor as a figure of authority among teachers, mentor 3 wants to go beyond the expectations of the institution to a more teacher-centered perception of mentoring as the mentor can allow the teacher to work on the areas that they consider relevant for them. The group of mentors should establish a common ground for the strictness of their suggestions and action plans with teachers.

- **Unify mentors' evaluation criteria of mentees' performance** (1 citation.) This suggestion regards the necessity for the current mentors staff to discuss the criteria they are using to conduct their regular mentoring activities such as the type of support they are providing their group of teachers with, the type of relevant information they are seeking to obtain during and after class observation and lesson planning supervision among others. Although this suggestion is only described by one mentor, the impact that it would have in the Mentoring Program and its effectiveness would be positive as expectations from teachers would match the mentors' as well. Below, the comment that supports this suggestion.

I think we are doing a great job, as a mentor I don't see anything, perhaps because I just began, but when I was

a teacher what was very important for one of my mentors wasn't such a big deal for the next one”
(Mentor D.)

- **Rotate mentees constantly** (1 citation.) This proposal seeks to allow the change in the relationships that mentors have with their mentees. Most mentees have long periods (years) with the same mentor and this may generate a negative shift in the perception of authority, and the type of academic support received from the mentor. Additionally, rotating mentees gives teachers and mentors the opportunities to expand their possibilities for learning from one another while the mentor establishes new routes of support for professional development.
- **Mentors should show evidence of self-training and interact more frequently with other mentors** (1 citation.) This recommendation implies that mentors should have the option to interact with peers on a regular basis about mentoring aspects they are dealing with. Additionally, it suggests that there should be specific training efforts by mentors to educate themselves as part of the constant development and professional growth that mentors should experience. Besides those aspects, self-training should respond to the fact that the CCCA is not offering enough training options in academic matters.
- **Increase frequency of observation** (1 citation.) As it is described in the mentoring procedures, mentors are to observe three times a year. Including more observations may result in a better follow-up of teachers’ performance and support in achieving their action plans.
- **Rotate mentors in the branches for one week once a year** (1 citation.) Mentors do not usually switch sites. This suggestion may help mentors also develop other skills resulting from the interaction with teachers from all sites. Teachers could also benefit from being presented with new approaches to their teaching practices by having a different mentor from time to time.
- **Involve Kids and Teens mentors with the Adult Program mentors so that they all direct mentoring efforts towards the same direction** (1 citation.) The Kids and Teens Program also follows the mentoring procedures from the Adult Program. This relevant suggestion makes it explicit for both Mentoring Programs to work towards the same objectives in terms of academic support to teachers. Additionally, this suggestion appeals for a revision of the understanding of the role of the mentor and the type of guidance that is being offered to teachers at work.

Conclusions from Analysis of Teacher's Online Questionnaires

There was a high percentage of mentor participation in the survey and questionnaire with 15 out of 16 mentors completing the questionnaire. Moreover, this participation allows comparing mentors' understanding of the role of the mentor and their expectations from their duties and the Mentoring Program itself. Mentors expressed their awareness about what they do to, the benefits they get from the participation in the Program and the aspects that they would like to implement and change to better the success of their activities focused on teachers' professional development at the CCCA.

Mentors are explicitly working on maintaining positive and professional relationship with their mentees through strategies that relate to effective communication in order to guarantee the success of the mentoring activities with teachers. An aspect to reflect upon is suggested for mentors as the aspect of power in the role of the mentor shows up in the responses about the relationships they have with their mentees.

Mentors should be able to agree on what mentoring is like as a team. This discussion may lead to general agreements about the type of mentoring and the activities mentors would like to do and the way they would like to conduct the support they offer teachers on a daily basis in the different activities they carry out. Doing the exercise of also calibrating their perceptions about several aspects of mentoring as a core activity at the CCCA represents an important challenge to solve as a team which would have a direct impact in the satisfaction teachers and mentors have about the Mentoring Program.

As main actors in the execution of the Mentoring Program, mentors and their proposals for improvement should be considered by the institution. Changes in areas of mentoring also indicate that mentors are expecting to have more support from the institution itself so they can normally carry out their mentoring activities under optimal conditions in what has to do with time, number of mentees, training, economic support and feedback on their work and reports to the Academic Director. Mentors expressing their concerns about improving the Mentoring Program is a positive opportunity to empower them to seek for best practices and retributions to their mentoring practices.

7. Course Proposal

This proposal of a mentoring course for mentors is a response to the need for a more structured training for TEFL mentors at the moment of starting their job positions at the CCCA. It also responds to the analysis of needs that was proposed through the questionnaires both CCCA audiences, EFL teachers and mentors, conducted during February 2016, in addition to a suggested theoretical component about the role of the mentor and mentoring activities discussed in the literature of this Master's thesis.

The Calibrating Mentoring Course described below was designed following the ADDIE Model (Analysis, Design, Development, Implementation and Evaluation) proposed Becker (2010). It seeks to address different aspects related to mentoring as a critical axis of teacher professional development in order to support the current Mentoring Program at the CCCA.

Calibrating Mentoring Course for Mentors at the CCCA

The 50-hour Calibrating Mentoring Course is an independent course created for current and new mentors of the Adult Program at CCCA. The course takes into consideration different aspects related to the activities of mentorship for English language teachers that will facilitate deep reflection on the role of the mentor and their work as professional development opportunity providers.

The course opts for an active methodology that involves identification of the self as a mentor and the mentee, observation and reflection of self-practices and other mentors' experiences in the English for Adults Program. Furthermore, the course seeks to provide opportunities for mentors to establish concrete action plans for improvement and mentoring professional development through constant self-reflection assignments and a research project on current mentoring issues at the CCCA.

General Objective
Through analysis and discussion, mentors will be able to reflect upon English language teaching mentorship characteristics and will provide effective strategies and changes that enhance their best current practices as mentors of the Adult Program.

Specific Objectives
Describe the people involved in the mentoring process.
Describe what mentoring is at the CCCA.
Discuss areas of mentoring impact.
Establish concrete action plans for improvement and mentoring of professional development.

The following section describes the general and specific objectives and the relationship each of them has with the units of the course. This comparison allows revising the coherence, coverage and real achievement of the specific objectives in each of the unit of the course.

Specific Objectives Unit	Describe the participants involved in the mentoring process.	Describe what mentoring is at the CCCA.	Describe areas of mentoring impact and discuss strategies for effective mentoring.	Establish concrete action plans for improvement and mentoring professional development.
Unit 1: Participants of the mentoring process.	x			
Unit 2: Mentoring at the Colombo Americano.		x		
Unit 3: Areas of mentoring impact and key concepts in mentoring.			x	
Unit 4: Establishing action plans for mentoring professional development.	x		x	x
Transversal Unit: Research	x	x	x	x

The section below describes the methodology of the course under the heading of **Implementation Strategies**. The active learning model guiding the presentation of the pre-while and post stages of each of the sessions demands participants to prepare topics and concepts prior to the realization of each class session as theoretical references and class activities provide strong input for discussion and reflection in class, while mentors prepare their session prior to the meetings.

As the section presents it, throughout the course there will be conceptualization and discussion regarding mentors' experiences with their teachers, and their roles in teacher professional development hence fostering their reflection upon English language teaching mentorship characteristics and enhancing mentors' best practices as mentors of the Adult Program at the CCCA.

Implementation Strategies					
Unit 1					
Participants of the mentoring process					
Specific Unit Objectives					
Describe the people involved in the mentoring process					
Specific Session Objectives					
1.1	Describe the mentor.				
1.2	Describe the teacher.				
Topic	Session Number	Materials	Before-Class Activities	During-Class Activities	After-Class Activities
Participants of the Mentoring Process	1	<ul style="list-style-type: none"> - Course overview. - Chen, C. W. Y., & Cheng, Y. S. (2013). The Supervisory Process of EFL Teachers: A Case Study. <i>TESL-EJ</i>, 17(1), n1. - Excerpt who the mentor is based on teachers and mentors at the CCCA (Master's Report results.) - Rodríguez, A. G., & McKay, S. (2010). Professional Development for Experienced Teachers Working with Adult English Language Learners. CAELA Network Brief. <i>Center for Adult English Language Acquisition</i>. - Zare-ee, A., & Ghasedi, F. (2014). Professional identity construction issues in becoming an English 	<p>Readings:</p> <ul style="list-style-type: none"> - Zare-ee, A., & Ghasedi, F. (2014). Professional identity construction issues in becoming an English teacher. <i>Procedia-Social and Behavioral Sciences</i>, 98, 1991-1995. - Chen, C. W. Y., & Cheng, Y. S. (2013). The Supervisory Process of EFL Teachers: A Case Study. <i>TESL-EJ</i>, 17(1), n1. 	<ul style="list-style-type: none"> - Course overview presentation. - Discussion about participants of mentoring process in general. - Discuss - Chen, C. W. Y., & Cheng, Y. S. (2013) article through guiding questions. - In-class cooperative reading and discussion: Who the mentor is- Research results. - Discuss- - Zare-ee, A., & Ghasedi, F. (2014). - In-class cooperative reading and discussion: Rodríguez, A. G., & McKay, S. (2010). 	<ul style="list-style-type: none"> - Write a description of the different ways in which you interact with your mentees. - Review support reading: Fantilli, R. D., & McDougall, D. E. (2009).

		<p>teacher. <i>Procedia-Social and Behavioral Sciences</i>, 98, 1991-1995.</p> <p>- Fantilli, R. D., & McDougall, D. E. (2009). A study of novice teachers: Challenges and supports in the first years. <i>Teaching and teacher education</i>, 25 (6), 814-825.</p>		<p>- Have short presentations. Each group prepares questions for discussion.</p> <p>-Discuss how mentors are developing positive and negative images.</p>	
1.3	Describe the mentor-mentee relationship.				
Topic	Session Number	Materials	Before-Class Activities	During-Class Activities	After-Class Activities
The Mentor-Mentee Relationship: Changes and Perspectives	2	<p>- Pratt, L. D. (2016) It's Time for a Change in Mentoring Process (Power Point Presentation, Case study and mentor-mentee relationship quiz.</p> <p>- Assignment 1 guidelines.</p> <p>- Shwartz, G., & Dori, Y. J. (2016). Looking through the Eyes of Mentors and Novice Teachers: Perceptions Regarding Mentoring Experiences. <i>Procedia-Social and Behavioral Sciences</i>, 228, 149-153.</p>	<p>- Shwartz, G., & Dori, Y. J. (2016). Looking through the Eyes of Mentors and Novice Teachers: Perceptions Regarding Mentoring Experiences. <i>Procedia-Social and Behavioral Sciences</i>, 228, 149-153.</p>	<p>- Discuss Shwartz, G., & Dori, Y. J. (2016) areas of mentoring support.</p> <p>- Discuss advantages and disadvantages of ways of interacting with mentees.</p> <p>- Presentation: Stages Mentoring Process (Pratt, 2016).</p> <p>- Case presentations: How to bridge the gap in the mentor-mentee relationship.</p> <p>-Apply Stages of a Mentoring Relationship Quiz (Pratt, 2016).</p> <p>- Conclusion about mentor-mentee relationship.</p>	<p>- Assignment 1: Write a self-reflection about yourself as a mentor.</p> <p>- Reflect on the way you are currently evaluating your teachers. Bring a list of possibilities you are implementing right now.</p>

				- Discuss assignment 1 guidelines as closing activity for unit 1.	
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Unit 2					
Mentoring at the CCCA					
Specific Unit Objectives					
Describe what Mentoring is at the CCCA					
Specific Session Objectives					
2.1	Describe what mentoring is and how it relates to the CCCA Mentoring Program.				
2.2	Describe mentor as a teacher professional development evaluator.				
Topic	Session Number	Materials	Before-Class Activities	During-Class Activities	After-Class Activities
Mentoring at the CCCA	4	<ul style="list-style-type: none"> - Bailey, K. M. (2006). Chapter 1, 1.3. Theory vs Practice. In <i>Language Teacher Supervision: A Case-Based Approach</i>. New York: Cambridge University Press. (p. 11-22). - CCCA Institutional Education Project I.E.P. (2015). - Huling, L., & Resta, V. (2001). Teacher Mentoring as Professional Development. ERIC Digest. - Worksheet, "Developing Teacher Excellence through Teacher Evaluation: Moving beyond Ratings." Rindler (2016). - Huang, Y. C. (2010). Taiwanese Teachers' Beliefs about Professional Growth in Shin-Ju District. <i>International Journal of Education</i>, 2(2), 1. 	<ul style="list-style-type: none"> - Bailey, K. M. (2006). Chapter 1, 1.3. Theory vs Practice. In <i>Language Teacher Supervision: A Case-Based Approach</i>. New York: Cambridge University Press. (p. 11-22). - Huling, L., & Resta, V. (2001). Teacher Mentoring as Professional Development. ERIC Digest. - Huang, Y. C. (2010). Taiwanese Teachers' Beliefs about Professional Growth in Shin-Ju District. <i>International Journal of Education</i>, 2(2), 1. 	<ul style="list-style-type: none"> - Hand in assignment 1: Self-reflection: Myself as a Mentor. - Discuss type of mentoring at CCCA based on concluding ideas about professional development–Bailey, K. M. (2006), Huling, L., & Resta, V. (2001), Huang, Y. C. (2010), and CCCA I.E.P. (2015). - Group discussion: advantages and disadvantages of type of mentoring at the CCCA. - Create a poster that represents effective ways of conducting mentoring and teacher evaluation at CCCA. - Apply Rindler (2016) Worksheet. - Share concluding reflections from small group discussion. 	<ul style="list-style-type: none"> - Bring two action plans that you and a teacher recently established.

2.3	Evaluate strategies for teacher evaluation and feedback.				
2.4	Evaluate feedback strategies in post observation.				
Topic	Session Number	Materials	Before-Class Activities	During-Class Activities	After-Class Activities
The Mentor's Strategies for Teacher Evaluation and Feedback	5	<ul style="list-style-type: none"> - Kayaoglu, M. Naci (2012). "Dictating or Facilitating: The Supervisory Process for Language Teachers," Australian Journal of Teacher Education: Vol. 37: Iss. 10, Article 7. - Worksheet, "Establishing action plans." - Guidelines for analysis report (assignment 2) and for oral presentation (assignment 3). 	<ul style="list-style-type: none"> - Kayaoglu, M. Naci (2012). "Dictating or Facilitating: The Supervisory Process for Language Teachers," Australian Journal of Teacher Education: Vol. 37: Iss. 10, Article 7. - Chen, C. W. Y., & Cheng, Y. S. (2013). The Supervisory Process of EFL Teachers: A Case Study. <i>TESL-EJ</i>, 17(1), n1. 	<ul style="list-style-type: none"> - Discuss the action plans that you have recently established. Analyze effective strategies for teacher evaluation. - Apply and discuss worksheet, "Establishing action plans." -- Discuss Kayaoglu, M. Naci (2012) and - Chen, C. W. Y., & Cheng, Y. S. (2013). Discuss caveats for establishing action plans based on teacher's perception of professional development. - Analyze teachers and mentors' reactions to evaluation. - In class group presentation: Present strategies mentors are currently using to provide effective feedback. 	<ul style="list-style-type: none"> - Assignment 2: Prepare an analysis report in which a mentoring issue is identified. - Assignment 3: Prepare an oral presentation about the key concepts of mentoring impact.

Unit 3					
Areas of Mentoring Impact and Key Concepts in Mentoring					
Specific Unit Objectives					
Describe areas of mentoring impact and discuss strategies for effective mentoring.					
Specific Session Objectives					
3.1	<u>Evaluate</u> strategies for assertive mentor-mentee communication.				
Topic	Session Number	Materials	Before-Class Activities	During-Class Activities	After-Class Activities
Assertive Communication in Teacher Education	7	<ul style="list-style-type: none"> - Suggested bibliography: Cartland, J., Ruch-Ross, H. S., Mason, M., & Donohue, W. (2008). Role sharing between evaluators and stakeholders in practice. <i>American Journal of Evaluation</i>, 29(4), 460-477. - Application exercise: pitfalls in Communication: Mentor and mentees' broken communication: cases. 	<ul style="list-style-type: none"> - Suggested bibliography: Cartland, J., Ruch-Ross, H. S., Mason, M., & Donohue, W. (2008). Role sharing between evaluators and stakeholders in practice. <i>American Journal of Evaluation</i>, 29(4), 460-477. - Students' prepare oral presentation considering guidelines. 	<ul style="list-style-type: none"> - Hand in assignment 2. - Leading group defines concepts and presents implications for mentoring at the CCCA. - Application exercise provided by students. -Teacher presents application exercise for the class. 	Assignment 3: Prepare an oral presentation about the key concepts of mentoring impact.
3.2	<u>Describe</u> teacher assessment and feedback.				
3.3	<u>Evaluate</u> accurate feedback strategies in post observation.				
Topic	Session Number	Materials	Before-Class Activities	During-Class Activities	After-Class Activities
Teacher Assessment and	7	<ul style="list-style-type: none"> - Suggested bibliography: Scheeler, M. C., Ruhl, K. L., & McAfee, J. K. (2004). Providing performance feedback to teachers: A review. <i>Teacher education and special education: the journal of the teacher education division of the council for exceptional children</i>, 27(4), 396-407. 	<ul style="list-style-type: none"> - Vásquez, C. (2004). "Very carefully managed": Advice and suggestions in post-observation meetings. <i>Linguistics and education</i>, 15(1), 33-58. 	<ul style="list-style-type: none"> - Leading group defines concepts and presents implications for mentoring at the CCCA. - Application exercise provided by students. -Teacher presents application exercise for the class. 	Assignment 3: Prepare an oral presentation about

Feedback		<ul style="list-style-type: none"> - Ovando, M. N. (2005). Building instructional leaders' capacity to deliver constructive feedback to teachers. <i>Journal of Personnel Evaluation in Education</i>, 18(3), 171-183. - Vásquez, C. (2004). "Very carefully managed": Advice and suggestions in post-observation meetings. <i>Linguistics and education</i>, 15(1), 33-58. - Feeney, E. J. (2007). Quality feedback: The essential ingredient for teacher success. <i>The Clearing House: A Journal of Educational Strategies, Issues and Ideas</i>, 80(4), 191-198. - Application exercise adapted from Rindler (2016) Statements used at a post-observation that help teacher develop their teaching. 	<ul style="list-style-type: none"> - Students' prepare oral presentation considering guidelines. 	<ul style="list-style-type: none"> -Teacher presents application exercise for the class: Rindler (2016) 	the key concepts of mentoring impact.
3.4	<u>Evaluate</u> strategies for teacher's professional development.				
3.5	<u>Evaluate</u> strategies for teacher empowerment.				
Topic	Session Number	Materials	Before-Class Activities	During-Class Activities	After-Class Activities
Teacher Professional Development	8	<ul style="list-style-type: none"> -Suggested bibliography: Short, P. M. (1994). Defining teacher empowerment. <i>Education</i>, 114(4), 488-493. - Lichtenstein, G. D., McLaughlin, M. W., & Knudsen, J. (1991). <i>Teacher empowerment and professional knowledge</i>. New Brunswick, NJ: Consortium for Policy Research in Education. 	<ul style="list-style-type: none"> - Short, P. M. (1994). Defining teacher empowerment. <i>Education</i>, 114(4), 488-493. - Students' prepare oral presentation considering guidelines. 	<ul style="list-style-type: none"> - Hand-in assignment 3. - Analysis report. - Group Discussion: Effective strategies for teacher empowerment through mentoring at the CCCA. 	

Unit 4					
Establishing Action Plans for Mentoring Professional Development					
Specific Unit Objectives					
- Establish concrete action plans for improvement and mentoring professional development.					
Specific Session Objectives					
4.1	Reflect upon mentor's strengths and weaknesses.				
4.2	Describe a set of action for individual mentoring improvement.				
Topic	Session Number	Materials	Before-Class Activities	During-Class Activities	After-Class Activities
Mentoring Improvement	10	<ul style="list-style-type: none"> - Madigan (2016) Self-Study? Self-Study and Its Potential for Language Teacher Education. - Racines, (2016). Using Self-Study To Advance Research In TESOL Teacher Education: Examining My EL Identity To Improve My Effectiveness As An Instructional Coach With Teachers Of ELS. - Dinkelman, T. (2003). Self-study in teacher education a means and ends tool for promoting reflective teaching. - Samaras, A. P., & Freese, A. R. (2009) Looking back and looking forward: An historical overview of the self-study school. <i>Self-study research methodologies for teacher educators</i>. - Sparks, D., & Loucks-Horsley, S. (1989). Five models of staff development. <i>Journal of staff development, 10(4)</i>, 40-57. - Self-Study checklist. - Assignment 4 guidelines. 	<ul style="list-style-type: none"> - Madigan (2016) Self-Study? Self-Study and Its Potential for Language Teacher Education. - Racines, (2016). Using Self-Study To Advance Research In TESOL Teacher Education: Examining My EL Identity To Improve My Effectiveness As An Instructional Coach With Teachers Of ELS. - Dinkelman, T. (2003). Self-study in teacher education a means and ends tool for promoting reflective teaching. - Samaras, A. P., & Freese, A. R. (2009) Looking back and looking forward: An historical overview of the self-study school. <i>Self-study research methodologies for teacher educators</i>. - Sparks, D., & Loucks-Horsley, S. (1989). Five models of staff development. <i>Journal of staff development, 10(4)</i>, 40-57. 	<ul style="list-style-type: none"> In groups discuss the set of articles provided and come up with a synthesis of the emerging trends in self-study in teacher development. - Panel, students present main aspects of their texts and discuss trends in self-study in teacher education and discuss how they can be implemented by mentors at the CCCA. - Collective construction of a self-study checklist for self-improvement in teacher education. - Discuss participants' self-study checklists exchanged among the groups. 	<ul style="list-style-type: none"> - Assignment 4: Write a self-reflection: establishing a personal mentoring action plan.

Transversal Unit					
Conduct academic research as a means to understand mentoring issues at the CCCA.					
Specific Unit Objectives					
<ul style="list-style-type: none"> - Identify benefits of classroom research. - Identify structure of a research paper. - Write a research paper on a mentoring issue at the CCCA. 					
Specific Session Objectives					
T.U.1	Describe characteristics of research and identify a mentoring issue.				
Topic	Session Number	Materials	Before-Class Activities	During-Class Activities	After-Class Activities
Introduction to Research	After Uni1	<ul style="list-style-type: none"> - Power Point Presentation. - Moradi, K., Sepehrifar, S. & Khadiv, T.P. (2014). Exploring Iranian EFL teachers' perceptions on supervision. Procedia Social and Behavioral Sciences, 98, 1214-1223. 	None	<ul style="list-style-type: none"> - Discussion about classroom research. - Stages of Research presentation. - Read article on perception on supervision. - Discussion about topics related to mentoring. 	<ul style="list-style-type: none"> - List different aspects about mentoring that have caught your attention. -Choose one or two that are affecting or that you would like to conduct you research on.
T.U.2	Reflect on a mentoring issue, establish a research hypothesis and a data collection plan.				
Topic	Session Number	Materials	Before-Class Activities	During-Class Activities	After-Class Activities
Establishing Hypothesis and Introduction to Data Collection	After Unit 2	<ul style="list-style-type: none"> - Kamat P. (nd) Writing Research Papers. What is Research? - Hand-out on 	<ul style="list-style-type: none"> - Read article 2: What is Research? - Bring an article on Mentoring issues. 	<ul style="list-style-type: none"> - Discuss on list of mentoring topics. - Share own article information in small groups. - identify hypothesis in own article. - Establish research hypothesis. 	<ul style="list-style-type: none"> - Write the final version of the hypothesis and have it ready for the next class. -Establish your data collection plan.

Techniques		establishing hypothesis.		- Introduction to data collection techniques. - Workshop on relevant data collection techniques.	
T.U.3	Understand how to write a literature review for a research paper.				
Topic	Session Number	Materials	Before-Class Activities	During-Class Activities	After-Class Activities
How to Write a Literature Review	After Unit 3	- Writing-an-outline worksheets.	- Submit data collection plan before class.	- Discussion on data collection in groups. - Workshop on how to write the literature review (outline and final article.)	- Outline for the literature review. - Assignment 5: Literature Review.
T.U. 4	Link all elements of your research project.				
Topic	Session Number	Materials	Before-Class Activities	During-Class Activities	After-Class Activities
Putting It all Together	After Unit 4	- Students' information on hypothesis, data collection tools and outlines. - Submit Self-reflection: establishing a personal mentoring action plan.	None	Review article 1 from class 1 to identify sections of a research paper and ask them to write the introduction, justification, hypothesis and objectives of the research paper.	- Continue to write your research paper.
T.U. 4	Discuss academic writing.				
Topic	Session Number	Materials	Before-Class Activities	During-Class Activities	After-Class Activities
		- How to write an effective research paper WORD document and PPP. Moradi, K., Sepehrifar, S. & Khadiv, T.P. (2014). Exploring Iranian	- Read article on How to Write an effective	- Review article 1 structure.	Herrera, J. & Portilla, B. (2016) Exploración de los aspectos morfosintácticos del verbo

Academic Writing in Research	After Unit 4	EFL teachers' perceptions on supervision. Procedia Social and Behavioral Sciences, 98, 1214-1223. -Portilla, B. (2016) Mentors' beliefs and perceptions about error correction and error analysis as teaching practices. (Unpublished Research Paper.) Universidad ICESI, Cali. - APA worksheet.	Research Paper on WORD and PPP. - Bring research paper document (progress so far.)	- Discuss writing an abstract and APA style in academic writing. - Discuss grading rubric for Research Paper.	y descripción de los evidenciales en pisamira, una lengua tucano-oriental del Vaupés medio Colombiano (Unpublished Senior Thesis). Universidad del Valle, Cali. - Continue to write your research paper.
T.U. 5	<u>Discuss</u> results of research on mentoring issues at the CCCA.				
T.U.6	<u>Evaluate</u> the calibrating mentoring course.				
Topic	Session Number	Materials	Before-Class Activities	During-Class Activities	After-Class Activities
Research Results	Final Class	- Students' research papers. - Calibrating Mentoring Course Evaluation Sheet. - Feedback link in SurveyMonkey.	None	- Students present their research paper findings. - Hand in final research paper document. - Send out Calibrating Mentoring Course Evaluation Sheet.	Feedback on the course.

The section below, **General Course Evaluation**, describes the evaluation procedures for the course. Each chart describes the instruction for each assignment, type of evaluation conducted, the units covered, the percentages equivalences for the course, and the evaluation criteria for each assignment. A variety of formats is accepted for assignment submission because evaluation procedures for the course aim at facilitating mentors to express their reflections according to their learning-teaching and mentoring styles.

General Course Evaluation

Assignment 1: Self-Reflection: Myself as a Mentor at the CCCA

Write a self-reflection(around 2500 words) in which you address the following questions:

- Who am I as a mentor? Who am I in comparison with the teachers?
- What roles do I evidence through my work and duties at the CCCA?
- What are the principles that define my mentor identity?
- How do the activities I carry out at the CCCA define me as a mentor?
- What are the aspects of myself as a mentor that I would like to improve and/or change?

Also, consider the evaluation criteria for this self-reflection.

Type of Evaluation	Percentage of Global Course Evaluation	Units Covered	Specific Objectives Covered		Assignment Evaluation Criteria	
			#	Description	%	Description ¹³
Assignment 1 Self-Reflection: Myself as a mentor at the CCCA.	10%	Unit 1	1.1	<u>Describe</u> the mentor.	40%	<u>Reflection</u> : Response demonstrates an in-depth reflection on the role of the mentor at the individual level. Personal viewpoints and interpretations are insightful and well supported.
			1.2	<u>Describe</u> the teacher.	20%	<u>Components and completion</u> : Response includes all components and meets all requirements indicated in the instructions. Each part of the assignment is addressed thoroughly.
			1.3	<u>Describe</u> the mentor-mentee relationship.	20%	<u>Understanding of the self</u> : The reflection demonstrates ability of the mentor to question his/her own biases, stereotypes, preconceptions, and/or assumptions and define new modes of thinking as a result.
			1.3	<u>Describe</u> the mentor-mentee relationship.	10%	<u>Academic Expression</u> : The text is written/expressed using appropriate academic English.
			1.3	<u>Describe</u> the mentor-mentee relationship.	10%	<u>Punctuality</u> : The assignment was submitted on time.

¹³ Criteria adapted from <https://learnweb.harvard.edu/wide/courses/files/rubricthroughlines.pdf> and <http://www.wcs.edu/wp-content/ss/Rubric.pdf>

Assignment 2: Analysis Report: Identification of Mentoring Issues

After discussing the topics of unit 2. Write a 3000-word analysis report in which you:

1. Describe a current situation you have as a mentor that you have identified as a possible issue affecting or deteriorating the type of mentoring you are doing or would like to do in the Adult Program. The issue described should revolve around the topics and discussions held in unit 1, Participants of the Mentoring Process, or unit 2, Mentoring at the Colombo Americano.
 2. Reflect and discuss on the origin of the issue, its participants, your role in the mentoring issue and your perceptions on the impact on the mentor-mentee process.
 3. Discuss the actions you could conduct to help remedy the current situation and how applying them would provide you with significant learning as a mentor of the Adult Program.
- Also, consider the evaluation criteria for this analysis report.

Type of Evaluation	Percentage of Global Course Evaluation	Units Covered	Specific Objectives Covered		Assignment Evaluation Criteria	
			#	Description	%	Description
Assignment 2 Analysis Report: Identification of Mentoring Issues	10%	Unit 2	2.1	<u>Describe</u> what mentoring is and how it relates to the CCCA Mentoring Program.	20%	<u>Mentoring Issue:</u> The text clearly states the problem in the current mentoring practice,
			2.2	<u>Describe</u> mentor as a teacher professional development evaluator.	40%	<u>Analysis:</u> The text includes analysis of the mentoring issue from different perspectives in regards to the mentor, the teacher and the institution.
			2.3	<u>Evaluate</u> strategies for teacher evaluation and feedback.	20%	<u>Structure:</u> The text includes an introduction to the mentoring issue, its description from different perspectives and a conclusion that invites reflection and establishment of possible course of action.
			2.4	<u>Evaluate</u> accurate feedback strategies in post observation.	10%	<u>Academic Expression:</u> The text is written/expressed using appropriate academic English.
					10%	<u>Punctuality:</u> The assignment was submitted on time.

Assignment 3: Oral Presentation: Key Concepts in Mentoring

The key concepts guiding effective mentoring activities are assertive mentor-mentee communication, teacher assessment and feedback, effective strategies in post-observation. Prepare a 40 minute presentation which includes the definition and summary discussion of the key concept, the group insights on implications on how the concept fits into the current mentoring practices in the Adult Program at the CCCA, and an application exercise that provides opportunities for reflection at the individual level of each of the participants. Also, consider the evaluation criteria for this oral presentation.

Type of Evaluation	Percentage of Global Course Evaluation	Units Covered	Specific Objectives Covered		Assignment Evaluation Criteria	
			#	Description	%	Description ¹⁴
Assignment 3 Oral Presentation: Key Concepts in Mentoring	10%	Unit 3	3.1	<u>Evaluate</u> strategies for assertive mentor-mentee communication.	25%	<u>Documentation</u> : Accurate and complete explanation of key concepts and theories are provided, drawing upon relevant literature.
			3.2	<u>Describe</u> teacher assessment and feedback.	25%	<u>Application</u> : Applications and reflection upon theory are included to illuminate issues regarding mentoring at the CCCA.
			3.3	<u>Evaluate</u> accurate feedback strategies in post observation.	25%	<u>Task provided</u> : Task(s) provided to the audience facilitated reflection upon the key concept in mentoring
			3.4	<u>Evaluate</u> strategies for teacher's professional development evaluation and feedback.	15%	<u>Audience response</u> : Involved the audience in the presentation; held the audience's attention throughout.
			3.5	<u>Evaluate</u> strategies for teacher empowerment.	10%	<u>Academic Expression</u> : The presentation was carried out using appropriate academic English

¹⁴ Criteria adapted from <http://serc.carleton.edu/NAGTWorkshops/assess/oralpresentations.html>

Assignment 4: Self-Reflection: Establishing a Personal Mentoring Action Plan

Write a 2000-word self-reflection in which you discuss how, after finishing this course, you perceive yourself as a mentor. You should also explicitly point out your strengths, weaknesses, and the specific that you will carry out to improve those weaknesses and why in that specific manner. Also, consider the evaluation criteria for this self-reflection.

Type of Evaluation	Percentage of Global Course Evaluation	Units Covered	Specific Objectives Covered		Assignment Evaluation Criteria	
			#	Description	%	Description
Assignment 4 Self-Reflection: Establishing a Personal Mentoring Action Plan	15%	Unit 4	4.1	<u>Reflect</u> upon mentor's strengths and weaknesses.	30%	<u>Reflection</u> : Response demonstrates an in-depth reflection on the role of the mentor at the individual level. Personal viewpoints and interpretations are insightful and well supported.
					15%	<u>Components and completion</u> : Response includes all components and meets all requirements indicated in the instructions. Each part of the assignment is addressed thoroughly.
			4.2	<u>Describe</u> a set of actions for individual mentoring improvement.	15%	<u>Making connections</u> : The reflection articulates multiple connections between this learning experience and content from the courses, past learning, mentoring experiences and/or future goals.
					20%	<u>Action plan</u> : The implications of these insights for the respondent's overall teaching practice are thoroughly detailed, as applicable.
					10%	<u>Academic Expression</u> : The text is written/expressed using appropriate academic English.
					10%	<u>Punctuality</u> : The assignment was submitted on time.

Assignment 5: Report: Literature Review

Write a literature review of the concept embodied in the hypothesis of your research project. Please keep in mind the practice received in classes about how to structure your literature review as well as the evaluation criteria for this important section of your research paper. Also, consider the evaluation criteria for this literature review.

Type of Evaluation	Percentage of Global Course Evaluation	Units Covered	Specific Objectives Covered		Assignment Evaluation Criteria	
			#	Description	%	Description ¹⁵
Assignment 5 Report: Literature Review	20%	Unit 3	3.1	<u>Evaluate</u> strategies for assertive mentor-mentee communication.	35%	<u>Content</u> : The literature fully address the chosen subtopic.
			3.2	<u>Describe</u> teacher assessment and feedback.	230%	<u>Reflection</u> : Reflection present in the literature review fully relate to the different aspects of the chosen subtopic.
			3.3	<u>Evaluate</u> accurate feedback strategies in post observation.	15%	<u>Structure</u> : The literature reflects the structure given in the How to write a literature review worksheet (introduction, main topics, supporting ideas and references, conclusion,) including bibliographic information.
			3.4	<u>Evaluate</u> strategies for teacher's professional development evaluation and feedback.	10%	<u>Academic Writing</u> : The text is written using appropriate academic English.
			3.5	<u>Evaluate</u> strategies for teacher empowerment.	10%	<u>Punctuality</u> : The assignment was submitted on time.

¹⁵ Criteria adapted from Grading Rubrics for Book Report, by JoEllen Simpson.

Assignment 5: Research Paper

Throughout the course, instructions and practice on how to conduct research have been provided. Write a research paper in which you evidence the study you have conducted about a mentoring issue in the Adult Program at the CCCA. Also, keep in mind the evaluation criteria for this academic paper.

Type of Evaluation	Percentage of Global Course Evaluation	Units Covered	Specific Objectives Covered		Assignment Evaluation Criteria	
			#	Description	%	Description ¹⁶
Research Paper Presentation	35%	Transversal Unit	T.U.1	<u>Describe</u> characteristics of research and identify a mentoring issue.	15%	<u>Clarity</u> : The paper clearly states the problem in the introduction and in the hypothesis, and the conclusion addresses the hypothesis and what has been learned from the data collection
			T.U.2	<u>Reflect</u> on a mentoring issue, establish a research hypothesis and a data collection plan.	15%	<u>Completeness</u> : The research paper has a full development in all of the required sections (introduction, hypothesis, justification, methodology, results, conclusions, bibliography.)
			T.U.3	<u>Understand</u> how to write a literature review for a research paper.	20%	<u>Appropriateness and Sufficiency of Data Collection</u> : The method for data collection is appropriate and there is sufficient data collected clearly that provide the researcher with an answer to the hypothesis (either positive or negative.)
			T.U.4	<u>Link</u> all elements of your research project.	25%	<u>Results and Conclusions</u> : The paper clearly presents the results as they were collected and draws appropriate conclusions from the data.
			T.U.5	<u>Discuss</u> academic writing.	10%	<u>Oral Presentation</u> : The presentation was organized, clear and concise.
			T.U.1	<u>Discuss</u> results of research on mentoring issues at the CCCA.	10%	<u>Academic Writing</u> : The text is written using appropriate academic English.
					5%	<u>Punctuality</u> : The research project document was submitted on time.

¹⁶ Criteria adapted from Grading Rubric for Research Project by JoEllen Simpson.

8. Conclusions

This Masters' Report constituted a revision of the beliefs and perceptions EFL mentors and teachers at the Colombo Americano –Cali –Palmira – Buga had about the academic figure of mentor and the Mentoring Program adopted by the institution. Moreover, this study provided the institution with a valuable diagnosis of the current needs of the staff as it also provided information on the aspects that both audiences, teachers and mentors, regarding aspects to improve in a spectrum of academic, administrative and interpersonal areas.

Through the analysis of EFL teachers and EFL teacher educators' perception of the role of the mentor, mentors are viewed as guides and figures of academic support with a positive acceptance of their activities among the 45 English teachers who replied to the questionnaires. Their expectations of their mentors revolve around the idea of having more time to share with their mentors as they increase availability to discuss, share and engage on teachers' empowerment through reflection.

As teachers also mentioned different items for improvement of the Mentoring Program, their participation in the research was active. Although many teachers perceive that no changes need to be made in the mentor-mentee relationship, some reflect that they would like a more academic-oriented practice from the part of the mentor as they expressed their interest in having mentors being more supportive and encouraging at reflection and training. This aspect is highly considered in the elaboration of the calibrating mentoring course, as one of the units focuses on developing awareness about the type of academic guidance expected from mentors. Additionally, including this aspect in the calibrating mentoring course helps address the need of a renewal and reflection about the current mentoring practices of each member at the CCCA.

The EFL mentors' perspectives of their role and the aspects they would like to improve in their current activities do not fall too far from those of the teachers'. Mentors regard their role as guiding and supportive; however, the call for a more academic-oriented role while analysis of the responses questionnaires indicate that they are complying with more they administrative aspects related more to supervision than to academic help for their mentees. Moreover, mentors indicate a clear interest in offering a non-judgmental guidance, implying that they have the impression that they need to work on the aspects of the mentor-mentee relationship relying on trust, confidence and assertive communication. As it is described in the analysis, mentors' administrative duties framed in the Quality Management System of the institution do not allow them to reach a full academic mentoring activity in with the EFL teachers under their guidance.

This research also allowed us possible changes to the existing Mentoring Program at different levels including the administrative area and organization, and the

academic activities directly impacting the perception of the mentors and their activities. First, since the description of the Mentoring Program resulted in a compendium of procedures and activities framed in the quality management system and as it is described in several documents including the Institutional Educational Project (2015) and the Job profiles, the elaboration of an official document determining the type of mentoring program and the type of EFL support provided to teachers is a valid suggestion for the institution. This would emphasize the academic nature of the Mentoring Program as opposed to the set of administrative and operative activities that are also part of the view teachers and mentors have of the role of the mentor and the Program itself.

The second proposal dealt with the inclusion of a pre-observation meeting with teachers as a formal step in the mentoring activities currently conducted at the institution. The values of developing such meetings prior to observation are believed to allow academic discussion among mentors and teachers as well as to reinforce the reflection and empowerment of teachers in their professional development process. Third is the creation of a mentoring course that would help mentors reflect on their current mentoring practices as much as taking a step forward the improvement and honing of their skills. This course is the result of the revision of the needs for clarification of the role of the participants in the mentoring process and the needs for a revision of current mentors' skills in academic areas of direct influence and impact in the teachers' successful development of teaching competences. Recommendations for improvement to the Mentoring Program at the Colombo Americano Cali offer informed possibilities to direct specific changes from the perspectives of the academic and mentor-mentee relationship that would benefit the current and future staff of mentors and teachers as it also makes the Mentoring Program a solid program for teachers' professional development.

The CCCA should explore the idea and implications of creating a *Mentoring Course* that responds to the specific academic and pedagogical needs of the institution as well as a general review of mentoring literature. Having a course that focuses on aspects of training would as well help new mentors in the transition stages from regular teachers to mentors, teacher trainers and teacher administrators. The CCCA would take action to reduce the gap that the not very clear transition from teacher to teacher administrator creates –and has also created in other educational contexts in which under the assumption that years of experience and perhaps other skills such as leadership and communication become the sole requirements to become an eligible teacher administrator. This course enhances the idea that to be a guide for other fellow teachers, explicit training on leadership, management and pedagogical features command is necessary and is given such status of relevance.

Results of the questionnaires for both audiences – mentors and teachers of the CCCA – confirm the feasibility of designing and implementing calibrating mentoring

course which involves three main components of reflection about mentoring. First up is the component that relates to the understanding of who the participants of the mentoring process at the institution are. Therefore, the course facilitates a reflection of identifying the teacher as an active player in the attainment of a high professional teaching competence who is empowered in his process by the mentor, an academic figure of support and originator of opportunities for reflection and professional development. Second component of the course addresses the specific aspects of a mentor's academic impact through their companionship to teachers in their professional growth. The aspects of student assessment, dealing with struggling students, lesson planning, material design and investigation are the positive consequences of instructional strategies proposed by mentors through performance observation, feedback and training. The third component is the longitudinal incorporation of a research project that intends to elevate the levels of awareness in mentoring through the revision of the mentors' current practices and the reflection of steps to follow in the attainment of a successful academic support proposed in the frame of a solidified Mentoring Program at the CCCA.

This calibrating mentoring course provides the CCCA with the possibility to adopt it as an instructional alternative or service offered to other educational institutions in the region where teachers and experienced teachers become administrators or figures of academic support as the CCCA has done with their mentors in its Mentoring Program. Further the implementation and the evaluation of such a course, this master's report opens the doors for all type of educational institutions in the region to explore mentors' professional development through blended learning programs for mentoring or through exchanges with other institutions in and out of the country who seek to construct solid academic programs for teacher professional development.

9. References

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10. Appendices

Appendix 1. Teacher's Online Questionnaire - Beliefs and Expectations towards the Mentoring Program at the Colombo Americano

ICESI University
Master in Teaching English as a Foreign Language
A Calibrating Mentoring Course at the Colombo Americano – Masters Report

QUESTIONNAIRE ABOUT MENTORING AT THE COLOMBO AMERICANO - CALI¹⁷

You are invited to join this M.A. TEFL research study to look at the beliefs, and expectations Colombo Americano teachers have towards mentors, their role and the Mentoring Program by answering the survey and questionnaire below. The primary objective of this study is to propose a calibrating course for mentors at the Colombo Americano based on the needs and perceptions of the current mentoring and teaching staff.

CONFIDENTIALITY

Because of the academic nature of this research, all pieces of information you provide here will be used for academic purposes only. Information will remain CONFIDENTIAL and protected from unauthorized disclosure, tampering or damage. In addition, your information will have a code number given to your survey and questionnaire to assure anonymity in the analysis and discussion of results.

CONTACTS FOR QUESTIONS

Contact Brayan Portilla at bant-t@hotmail.com.

Contact JoEllen Simpson at jsimpson1@gmail.com

CONSENT OF SUBJECT

Name: _____ Date: _____

¹⁷ Adapted from Alberta Teachers' Association (ATA), Mentoring Beginning Teachers' Handbook. Pp. 17, 18 and 25., Edmonton, Alberta 2003.

Male	Female	Time working as a teacher in the Adult Program	
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PART 1. THE ROLE OF THE MENTOR

Please respond the open questions as detailed as you can.

1. THE ROLE OF THE MENTOR	
1.	How would you define "Mentor"? (Your own understanding of the concept)
2.	What are three qualities that make a successful mentor?
3.	Describe the type of mentoring support a mentor should provide.

PART 2. MYSELF AS A MENTEE

Please respond to the statements using a sliding scale of 1 to 4 with 1 being **POOR** and 4 being **VERY EFFECTIVE**.

Please respond the open questions as detailed as you can.

No.	2. MYSELF AS A MENTEE	1	2	3	4	NA
4	I felt I my mentor was willing and able to be a mentor.					
5.	My mentor's Company helped me be prepared to start the teaching activities at the Colombo.					
6.	I received sufficient guidance from my mentor in the areas of:	- Curriculum				
		- Student Assessment				
		- Instructional Strategies				
		- Classroom Management				
		- Colombo Americano's expectations of teachers				
		- Finding or Developing Resources				
		- Becoming oriented about the Colombo Americano Rules, Policies and <i>Instructivos</i>				
		- Communicating with Students				
		- Assisting Struggling Students				
	- Completing Forms, Paperwork, etc.					
7.	I received helpful feedback about class observation done by my mentor.					
8.	I felt comfortable or able to seek help from my mentor.					
9.	I was able to learn things from my participation of the Mentoring Program at the Colombo Americano that enhanced my own teaching.					
10.	I experienced professional growth as a teacher by being a mentee.					
11.	I often reflect on my mentoring practices.					

Please respond the open questions as detailed as you can.

12.	What is the type of mentoring support that has helped me grow more as a teacher?
13.	What aspects of teaching have I developed ever since I started being a mentee?
14.	What aspects of my teaching could my mentor help me work/develop or improve on more?
15.	What aspect would I like to change/ improve in the relationship with my mentor?

PART 3. THE COLOMBO AMERICANO MENTORING PROGRAM

Please respond the open questions as detailed as you can.

3. THE COLOMBO AMERICANO MENTORING PROGRAM	
16..	What are the benefits of having a Mentoring Program at the Colombo Americano?
17.	What is something I would like to change or improve in the Mentoring Program at the Colombo Americano?
18.	What is something I would like to implement or include in the Mentoring Program at the Colombo Americano?

Thank you so much for your valuable participation.

Appendix 2. Mentor’s Online Questionnaire - Beliefs and Expectations towards the Mentoring Program at the Colombo Americano

ICESI University
Master in Teaching English as a Foreign Language
A Calibrating Mentoring Course at the Colombo Americano – Masters Report

QUESTIONNAIRE ABOUT MENTORING AT THE COLOMBO AMERICANO - CALI¹⁸

You are invited to join this M.A. TEFL research study to look at the beliefs, and expectations Colombo Americano mentors have towards their role and the Mentoring Program by answering the survey and questionnaire below. The primary objective of this study is to propose a calibrating course for mentors at the Colombo Americano based on the needs and interests of the current mentoring staff which is why the final part of this document includes a needs assessment of the Mentoring Program.

Because of the academic nature of this research, all pieces of information you provide here will be used for academic purposes only. Information will remain **CONFIDENTIAL** at all stages of the discussion of results and elaboration of the final report.

Thank you so much for your valuable participation.

Male		Female		Number of years as a Mentor in the Adult Program	
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PART 1. THE ROLE OF THE MENTOR

Please respond the open questions as detailed as you can.

1. THE ROLE OF THE MENTOR	
1.	How would you define “Mentor”? (Your own understanding of the concept)
2.	What are the three qualities that make a successful mentor?
3.	What are the profits of being a mentor?
4.	How often should a mentor reflect on his/her mentoring practices?
5.	Is there a “best” way to be a mentor? If so, how?

¹⁸ Adapted from Alberta Teachers’ Association (ATA), Mentoring Beginning Teachers’ Handbook. Pp. 17, 18 and 25., Edmonton, Alberta 2003.

PART 2. MYSELF AS A MENTOR

Please respond to the statements using a sliding scale of 1 to 4 with 1 being **POOR** and 4 being **VERY EFFECTIVE**.

Please respond the open questions as detailed as you can.

No.	2. MYSELF AS A MENTOR	1	2	3	4	NA
6.	I felt I was a strong candidate to be a mentor.					
7	I felt well-prepared to be a mentor following the descriptions of the Mentor's Profile.					
8	I was able to provide guidance to my mentees in the areas of:					
		- Curriculum				
		- Lesson Planning				
		- Student Assessment				
		- Instructional Strategies				
		- Classroom Management				
		- Colombo Americano's expectations of teachers				
		- Finding or Developing Resources				
		- Becoming oriented about the Colombo Americano Rules, Policies and <i>Instructivos</i>				
		- Communicating with Students				
	- Assisting Struggling Students					
	- Completing Forms, Paperwork, etc.					
9.	I know how to helpful feedback about class observation of my mentee.					
10	I know how to keep an effective mentoring relationship with my mentee.					
11	I was able to learn things from class observations that enhanced my own teaching.					
12	I experienced professional growth as a teacher by being a mentor.					
13	I often reflect on my mentoring practices.					

Please respond the open questions as detailed as you can.

14	What are the features that I would like to have as a mentor but I need to work on more?
15.	Describe the type of mentoring I do
16	What strategies do I use to keep an effective relationship with my mentee?
17.	What aspects of mentoring have I developed ever since I started being a mentor?
18.	What are some topics and needs I have as a mentor in the Adult Program?

PART 3. THE COLOMBO AMERICANO MENTORING PROGRAM

Please respond the open questions as detailed as you can.

3. THE COLOMBO AMERICANO MENTORING PROGRAM	
19.	What are the benefits of the Mentoring Program at the Colombo Americano?
20	What is something I would like to change in the Mentoring Program at the Colombo Americano?
21	What is something I would like to implement or include in the Mentoring Program at the Colombo Americano?
22	Suggestions I have for improving the Colombo Americano Program Include

PART 4. THE COLOMBO AMERICANO MENTORING PROGRAM NEEDS ASSESSMENT

Please respond to the statements using a sliding scale from 1 to 4 with 1 being **LITTLE or NO NEED FOR ASSISTANCE** and 4 being **VERY HIGH NEED FOR ASSISTANCE**.


No.	4. NEEDS ASSESSMENT	1	2	3	4	NA
23.	Learning more about what is expected of me as a mentor.					
24	Collecting classroom observation data.					
25.	Diagnosing needs of my mentee.					
26.	Developing interpersonal skills that support the mentoring process.					
27.	Assisting my mentee with classroom management.					
28.	Helping my mentee develop a variety of effective teaching strategies.					
29.	Using principles of adult learning to facilitate the professional development of my mentee.					
30.	Helping my mentee maintain effective communication with students.					
31.	Helping my mentee design an action plan for professional development.					
32.	Finding resources and materials for my mentee.					
33.	Providing emotional support for my mentee.					
34.	Co-teaching with my mentee.					
35.	Managing my time and work.					
36.	Developing problem-solving strategies.					
37.	Helping my mentee motivate students.					
38.	Helping my mentee diagnose students' needs.					
39.	Helping my mentees diagnose and assist struggling students.					
40.	Helping my plan for individual and group differences among students.					
41.	Helping my mentee effectively evaluate students' process					

Please respond the open questions as detailed as you can.

42.	What other needs do I have as a mentor that are not addressed by this Needs Assessment?
43.	What type of support not currently available should be implemented at the Colombo?
44.	How will the results of this Needs Assessment help the Mentoring at the Colombo set and action plan for improvement?

Thank you so much for your valuable participation.

Appendix 3. F014V2 - Written Lesson Plan Checklist

 Fundación Centro Cultural Colombo Americano Cali Palmira Buga	FORMATO	CÓDIGO: F014V2
	WRITTEN LESSON PLAN CHECK LIST	FECHA: Mayo de 2007
		VERSIÓN: 3.00 Gestión Académica

Teacher's Name: _____
 Course: _____ Schedule: _____ Date: _____

- A. Is there evidence of the following items?
- Class objectives Yes No Partially
 - Date Yes No
 - Course Yes No
 - Description of Activities Yes No Partially
 - Transitions Yes No Partially
 - Supplementary materials Yes No

- B. Is the provisional list up to date?
 Yes No


- C. Is the teacher using the rubrics correctly?
 Yes No

Comments: _____

Checked by: _____
 Mentor

Teacher's Signature: _____

Appendix 4. F001V2 - Observación de clase por mentors

 Fundación Centro Cultural Colombo Americano Cali Palmira Buga	FORMATO	CÓDIGO: F001V2
	OBSERVACIÓN DE CLASE POR MENTORS	FECHA: Junio de 2009
		VERSIÓN: 5.00
		Gestión Académica

TEACHER _____ MENTOR _____
 COURSE _____ DATE _____ # OF STUDENTS _____ SCHEDULE _____

1. OBJECTIVES

COMMENTS

1.1 Objectives are written on board as language functions

YES	NO	NEEDS TO IMPROVE

2. CLASSROOM MANAGEMENT


- 2.1 Maintains eye contact with students
- 2.2 Has appropriate seating arrangement
- 2.3 Has effective class control
- 2.4 Pays attention to all students equally
- 2.5 There is a productive teacher/student relationship
- 2.6 Uses board effectively according to activity/level
- 2.7 Teacher talk is relevant, limited and appropriate

	YES	NO	NEEDS TO IMPROVE
2.1			
2.2			
2.3			
2.4			
2.5			
2.6			
2.7			

3. ENGLISH ENVIRONMENT

- 3.1 Uses English all the time
- 3.2 Encourages students to use English by giving them correct language, instructions and time

	YES	NO	NEEDS TO IMPROVE
3.1			
3.2			

 Fundación Centro Cultural Colombo Americano Cali Palmira Buga	FORMATO	CÓDIGO: F1 0 1/2
	OBSERVACIÓN DE CLASE POR MENTORS	FECHA: Junio de 2008
		VERSIÓN: 5.00
		Gestión Académica

4. CLASS DEVELOPMENT

- 4.1 Uses a good sequence
- 4.2 Includes a variety of activities that match language goals
- 4.3 Uses supplementary material
- 4.4 Integrates the 4 skills or activities to develop 2 or more skills
- 4.5 Applies error correction techniques
- 4.6 Keeps track of time
- 4.7 Uses effective transitions
- 4.8 Applies written lesson plan effectively

	YES	NO	NEEDS TO IMPROVE
4.1			
4.2			
4.3			
4.4			
4.5			
4.6			
4.7			
4.8			

5. FEEDBACK

- 5.1 Gives feedback on the class/activity
- 5.2 Monitors students and is attentive to those who need help
- 5.3 Praises students when appropriate

	YES	NO	NEEDS TO IMPROVE
5.1			
5.2			
5.3			

6. APPLICATION OF COMMUNICATIVE APPROACH.

- 6.1 Fosters student-centeredness
- 6.2 Implements cooperative activities
- 6.3 Gives opportunities to participate to all students
- 6.4 Promotes authentic communication
- 6.5 Students have enough opportunities to produce

	YES	NO	NEEDS TO IMPROVE
6.1			
6.2			
6.3			
6.4			
6.5			

ACTION PLAN

_____ (Teacher's Signature)

Appendix 5. F006S2- Mentor-Mentee Checklist

 Fundación Centro Cultural Colombo Americano Cali Palmira Buga	FORMATO	CÓDIGO: F006S2
	MENTOR-MENTEE CHECKLIST	FECHA: Abril de 2012
		VERSIÓN: 5.00
		Gestión Humana

NEW TEACHER: _____ **MENTOR:** _____

DATE(S): _____

This is a list of information that has to be transmitted to mentees during the orientation chats. There should be 3 chats: the points numbered 1 are to be covered in the first meeting and the points numbered 2 in the second meeting. A follow-up meeting should be conducted within 1 month to check on mentee's understanding of the points. Mentors are to check each point covered. Once the list has been completed, keep 1 copy in the mentee's file and pass a copy to the Academic Director. Thank you.

<input checked="" type="checkbox"/>		ITEM	<input checked="" type="checkbox"/>		ITEM
	1	Role of mentor/mentee		1	Where to get classroom supplies
	1	Instructivo: Como Dictar una Clase and policies (dress code, prof. code of conduct, rubrics.		1	Breaks: none during the week; what time on Saturdays
	1	SOFI: what it is, what they must/can do (enter grades, report NC, service requests, reservations, pay stub)		1	Number of courses, books, programs, schedules and branches
	1	Importance of punctuality and not leaving class (during or early), punctuality policy, rounds		1	Little whiteboard outside classroom
	1	Objectives (written as functions on the board)		2	Clubs, resource center, CIS, library
	1	Multimedia room		2	In-services (when, what for, mandatory), ELT
	1	Reserving video equipment, multimedia room, library (north)		2	Student evaluation of teacher: what it is, 3 x year
	1	Materials Room		2	Additional services: translation, exams, student advising, cultural events, art gallery, web page, ABLA Online, social media
	1	Evaluation system (including SLEP) Pass/Fail policy and rubrics		2	Howto update computerized student lists
	1	What to do first day of class (including the fact that students often don't have books) and last day of class		2	Handing in grade reports last day of class
	1	Pick up and return of course materials		2	Student Workers
	1	Classroom keys		2	Phone students who miss class
	1	Student receipts/payment limit		2	Student shows
	1	Howto fill out provisional lists		2	Mission/Vision of the Colombo and our quality policy
	1	Minimum number of students, course closures, divisions		2	Substitutions (informing us, who to inform, lesson plan, stress the importance of the accuracy of the info given by teacher)
	1	Tutoring		2	Evacuation plan and general safety recommendations
	1	Human Resources: who they are, contracts, benefits, pay issues, yearly performance evaluation, COBISO, COPASO		2	Who is the Management Representative (Quality System)
	1	Photocopies (how to order, policy)		2	Institutional video
	1	Classroom, teacher's room security and lockers		2	Student handbook

Mentee's signature _____ Mentor's signature _____

Appendix 6. The Trimester Report Form

MENTOR TRIMESTER REPORT

August 29th 2016

Brayan Portilla

Mentee's Name	Compliance with Action Plan (10)	Fosters student-centeredness (Yes, no, needs to improve)	Implements cooperative activities (Yes, no, needs to improve)	Gives opportunities to participate to all students (Yes, no, needs to improve)	Promotes authentic communication (Yes, no, needs to improve)	Students have enough opportunities to produce (Yes, no, needs to improve)	# of times observed
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

Comments

Appendix 7. The Resource Teacher's Profile

 Centro Cultural Colombo Americano Cali	FORMATO	CODIGO: F001S2 FECHA: Mayo de 2012 VERSIÓN: 6.00 Gestión Humana
	DESCRIPCION DEL CARGO	

1. Información del Cargo

Cargo:	Resource teacher – unificado
Cargo del Jefe Inmediato	Coordinador programa de adultos - Dirección Académica
Dependencia Funcional:	1
Proceso:	Académica

2. Misión del Cargo

Generar e impartir investigaciones que giren en torno a la pedagogía y el quehacer del docente en la sociedad actual con el fin de promover en los docentes un espacio de reflexión autoevaluación y exigencia con ellos mismos y sus estudiantes, generando acciones de mejora y seguimiento al cumplimiento de los objetivos establecidos.

3. Responsabilidades

Actividades	Resultados Esperados	Evidencias de Logro
Diseñar y llevar a cabo las actividades para el desarrollo de los In-Services.	Generar y brindar entrenamiento constante a los docentes. Mejorar la aplicación de la metodología	- Docentes con competencias actualizadas en la pedagogía que le permitan alcanzar la calidad del programa.
Evidenciar el desempeño, progreso a los planes de acción y seguimiento de los docentes a través de la observación periódica.	Llevar a cabo el plan de acción cuando se requiera. Elaborar reportes periódicos sobre el desempeño de los docentes a cargo.	- Plan de acción o mejora registrado en el formato de observación de clase. - Reporte mensual y trimestral de mentoring. -
Realizar post-observation chat con los docentes para retroalimentar, intercambiar reflexiones entorno al quehacer profesional para establecer y/o dar seguimiento al proceso de plan de acción cuando sea necesario.	Brindar oportunidades de reflexión sobre el desempeño del docente en clase y el cumplimiento de las políticas establecidas.	- Establecimiento y/o seguimiento de un plan de acción o mejora por parte del docente en el formato de observación de clase y en el reporte mensual para la dirección.

Actividades	Resultados Esperados	Evidencias de Logro
Realizar tutorías a los estudiantes que presentan dificultades en su proceso de aprendizaje.	Proveer herramientas de aprendizaje a los estudiantes para que superen sus dificultades y puedan cumplir con los requerimientos del nivel que cursa.	- Reporte de seguimiento a tutorías en el formato establecido con el resultado final.
Cumplir con la programación y ejecución de cursos de entrenamiento para docentes externos.	Capacitar a los docentes en la metodología de la enseñanza del idioma inglés.	- Formato de retroalimentación del entrenamiento por parte de los docentes externos.
Revisar mensualmente la planeación de clase de los docentes a su cargo.	Verificar el cumplimiento del instructivo cómo dictar una clase y establecer planes de acción y/o mejora y dar seguimiento a los mismos cuando se requiera.	- Formato de written lesson plan checklist. - Reporte mensual a la dirección académica.
Elaborar reportes mensuales y trimestrales sobre el desempeño de los docentes a cargo para la dirección académica.	Dar a conocer el estado de desempeño o del plan de acción de los docentes a la dirección académica.	- Monthly mentoring report. - Trimester mentoring report.
Ejecutar investigaciones para mejorar en la metodología de enseñanza de acuerdo a las necesidades identificadas en el plan de acción o identificadas a través de diferentes fuentes.	Impartir formación en charlas, reuniones y capacitación académica que ayuden a mejorar el desempeño de los docentes.	- Aplicación por parte de los docentes de los conocimientos y reflexiones adquiridos en los espacios de capacitación académica registrado en el formato de observación de clase. - Mención de interacciones formales e informales con los docentes en el reporte mensual. - Socialización de investigación y presentaciones en espacios de capacitación.
Brindar apoyo y capacitación a docentes que presenten dificultades en su quehacer pedagógico.	Mejorar las competencias de los docentes para el cumplimiento de la metodología de la institución.	- Aplicación en clase de las estrategias brindadas al docente. - Mejora en el plan de acción y/o seguimiento.
Dictar horas diarias determinadas de clase de acuerdo a la programación establecida.	Aplicar la metodología del CCCA de acuerdo al instructivo como dictar una clase y los cursos de capacitación.	- Reporte de nómina mensual.
<i>Hacer sustituciones cuando el docente titular del curso falta para garantizar el adecuado desarrollo de las clases.</i>	<i>Garantizar la continuidad de la programación académica.</i>	- <i>Reporte de sustitución y lista de asistencia entregada al coordinador y/o asistente académico.</i>

Actividades	Resultados Esperados	Evidencias de Logro
<i>Preparar lesson plans para los docentes que hacen sustituciones en caso de ser requerido.</i>	<i>Apoyar al docente sustituto en el cumplimiento de objetivos y contenidos para la clase a sustituir.</i>	- <i>Lesson plan y material suplementario entregado al docente sustituto.</i>
<i>Realizar entrevistas de nivelación y re-nivelación a estudiantes regulares, nuevos o potenciales cuando y donde sea necesario.</i>	<i>Ubicar o reubicar correctamente al estudiante en el nivel y programa según su desempeño.</i>	- <i>Registro de estudiantes nivelados o renivelados en el Sistema de Información.</i>
<i>Apoyar la selección, el entrenamiento y el manejo los SW del área académica asignada y cumplir con los procedimientos establecidos de supervisión, evaluación y retroalimentación. (Cuando aplique.)</i>	<i>Realizar seguimiento a las funciones del SW en su área de trabajo y tomar acciones correctivas cuando sea necesario.</i>	- <i>Cumplimiento de las funciones de los SW.</i> - <i>Evaluaciones de desempeño al día.</i>
<i>Brindar apoyo a los docentes que presenten necesidades a nivel operativo cuando y donde aplique.</i>	<i>Facilitar a los docentes la correcta operatividad para dictar la clase.</i>	- <i>Sesión de clase exitosa.</i> - <i>Procedimientos académicos apropiados.</i>
<i>Liderar las actividades de los clubes, salas de materiales y Resource Center cuando y donde aplique.</i>	<i>Facilitar el funcionamiento correcto de los espacios mencionados. Investigar, fomentar y generar propuestas académicas de innovación que apoyen a los docentes y estudiantes que se benefician de estos servicios.</i>	- <i>Lista de asistencia a los clubes.</i> - <i>Encuesta de satisfacción con los clubes.</i> - <i>Funcionamiento continuo y apropiado de la sala de materiales.</i> - <i>Capacitación acerca del uso de los espacios y materiales en ellos.</i>
<i>Planear y apoyar logísticamente actividades extracurriculares de tipo académico y/o cultural.</i>	<i>Motivar la participación de docentes y estudiantes en las actividades propuestas. Asegurar la realización de las actividades propuestas.</i>	- <i>Registro fotográfico en redes sociales.</i> - <i>Estudiantes satisfechos y motivados con las actividades realizadas.</i>
<i>Reemplazar a los coordinadores académicos en su ausencia o cuando la situación lo amerite.</i>	<i>Tomar decisiones y dar continuidad a los programas y procesos académicos y administrativos establecidos.</i>	- <i>Cumplimiento de la programación y procesos administrativos establecidos según requerimientos.</i>
<i>Brindar inducción a docentes nuevos asignados con el fin de que conozcan las políticas y elementos operativos del proceso académico.</i>	<i>Informar a los docentes nuevos acerca el funcionamiento de la institución. Tener docentes con claridad sobre la metodología, procesos y procedimientos que debe cumplir en la institución.</i>	- <i>Formato de Mentor-mentee checklist.</i> - <i>Cumplimiento de las políticas y procesos de la institución por parte del docente.</i>

Actividades	Resultados Esperados	Evidencias de Logro
Apoyar los procesos de información y comunicación efectiva del cliente con el área académica para asegurar el éxito en la operatividad de dichos procesos.	Optimizar la comunicación entre los clientes internos o externos y el área académica.	- Comunicación optima con el área académica.
Brindar inducción a docentes nuevos asignados	Brindar información sobre el funcionamiento de la institución antes de terminar el curso.	- Brindar conocimiento de las políticas y procedimientos impartidos por el CCCA.

4. Perfil del Cargo

4.1 Educación

Bachiller	Técnico	Tecnológico	Profesional	X	Postgrado
Carrera: profesional en lenguas extranjeras, haber tomado un curso en pedagogía o tener certificado en la enseñanza de inglés					

4.2 Experiencia

1	2	3	4	5	Más de 5	Área de experiencia deseable
			X			Docencia y/o mentor en el programa de inglés para adultos, y/o Kids and Teens.

4.3 Conocimientos específicos indispensables

- Conocimiento y manejos del idioma Inglés examen OOPT. Presentar el OOPT cada año hasta obtener el nivel C1 en ambas secciones.
- Curso de pedagogía y manejo de principios de investigación en educación.
- Conocimiento en sistemas y tecnología de información (se convalida con la capacitación de los Resource Teachers en la sala multimedia.)

4.4 Competencias

Competencias	Descripción	Comportamiento
Servicio al Cliente	Demostrar empatía y disposición a la solución de las necesidades o demandas de los clientes internos y externos frente a la institución, brindándole respuesta efectiva y asertiva en el menor tiempo posible.	<ul style="list-style-type: none"> • Escucha las peticiones de los clientes y les da respuesta oportunamente. • Establece diferentes canales de comunicación para que las solicitudes sean atendidas con la mayor efectividad. • Es cordial en el trato de los clientes tanto internos como externos.

<p>Relaciones Interpersonales</p>	<p>Establece y mantiene relaciones armónicas basadas en el respeto con el fin de aportar a un ambiente de trabajo cordial que ayude al logro de los objetivos establecidos por la institución.</p>	<ul style="list-style-type: none"> • Establece relaciones basadas en el respeto mutuo y la confianza. • Escucha, hace preguntas, expresa conceptos e ideas en forma, asertiva, efectiva y honesta. • Aprecia y respeta las diferencias y la diversidad de tipo profesional y personal que presentan las personas. • Negocia y resuelve desacuerdos, orientándose a mejorar el desempeño organizacional y la calidad de las relaciones. • Es prudente, reservado y concentra sus acciones y comentarios en los aspectos organizacionales y no en los aspectos personales de sus compañeros, jefes y colaboradores.
<p>Control y seguimiento</p>	<p>Ejecutar acciones de control y seguimiento que aseguren los estándares de calidad en la prestación del servicio de manera integral.</p>	<ul style="list-style-type: none"> • Lleva registros de observación de clase de acuerdo a los criterios establecidos • Realiza encuentros periódicas (formales o informales) al personal a cargo para identificar el cumplimiento de las funciones asignadas y/o planes de acción o mejoras. • Establece prioridades y tiempos en las tareas asignadas. • Prevé acciones de corrección en caso de desviaciones de los objetivos previstos.
<p>Planificación y Desarrollo</p>	<p>Planear eficazmente las clases y proyectos de investigación y capacitación con el fin de ejecutar a tiempo objetivos previamente establecidos por la institución.</p>	<ul style="list-style-type: none"> • Implementa las acciones con base en las investigaciones. • Planea las clases con previa antelación. • Establece prioridades para cumplir con la asistencia a las reuniones establecidas por la Dirección Académica. • Implementa los mecanismos de control y seguimiento, de los estudiantes con bajo rendimiento. • Prevé acciones de corrección en caso de desviaciones de los objetivos previstos. • Planea actividades correspondientes al proceso académico.
<p>Desarrollo pedagógico e investigativo</p>	<p>Capacidad de autocrítica acerca de los procesos pedagógicos y de la interacción entre los participantes en el aula de clase.</p>	<ul style="list-style-type: none"> • Genera y promueve investigaciones en torno al quehacer académico y aplica las acciones que de ellas se derivan. • Promueve la reflexión en los docentes acerca de la metodología comunicativa establecida por la institución. • Brinda acompañamiento en el quehacer pedagógico a los docentes de los diferentes programas. • Participa en la evaluación objetiva de desempeño de los docentes a cargo. • Reconoce las fortalezas, identifica debilidades, y apoya y motiva en pro del mejoramiento continuo de las personas a cargo: docentes y clientes internos y externos. • Genera apertura de espacios de reflexión que promueven el desarrollo profesional del docente.

5. Dimensiones

5.1 Cargos subordinados

5.2 Responsabilidades económicas

Appendix 8. Adult Program Teacher's Profile

 Centro Cultural Colombo Americano Cali	FORMATO	CODIGO: F001S2 FECHA: Mayo de 2012 VERSIÓN: 6.00 Gestión Humana
	DESCRIPCION DEL CARGO	

1. Información del Cargo

Cargo:	Docente
Cargo del Jefe Inmediato	Directora Académica (En adultos: Coordinados de programa Adultos; Kids a Teens: Coordinadora Kids and Teens, Clases institucionales: Coordinador institucionales)
Dependencia Funcional:	
Proceso:	Dirección Académica
Alcance:	Regional

6. Misión del Cargo

Enseñar inglés en el Programa de Inglés para Adultos haciendo uso de una metodología comunicativa para facilitar el aprendizaje de los estudiantes.

7. Responsabilidades

Actividades	Resultados Esperados	Evidencias de Logro
Dictar clases de inglés a los grupos asignados siguiendo la metodología definida.	Facilitar el aprendizaje de un inglés a nivel comunicativo.	FORMATO DE OBSERVACION DE CLASE POR MENTORS F001V2
Implementar cambios y mejoras en la planeación o ejecución de clases según sugerencias del mentor	Seguir el plan de acción establecido con el mentor para mejorar continuamente la calidad de la enseñanza de inglés.	FORMATO DE OBSERVACION DE CLASE POR MENTORS F001V2
Evaluar objetivamente a sus estudiantes de acuerdo a la programación establecida	Conocer el estado del proceso de aprendizaje por parte de cada estudiante.	Rubric y reporte de notas en SOFI.
Utilizar la sala multimedia de las sedes en donde existe este recurso.	Fortalecer el aprendizaje con medios tecnológicos.	Reporte de asistencia: Claudia no lo hace --- Cambiar por usar de acuerdo con el criterio o necesidades específicas o a criterio del profesor.

Actividades	Resultados Esperados	Evidencias de Logro
Realizar inducción a los estudiantes al inicio de cada nivel sobre las instrucciones a seguir del plan de evacuación.	Dar a conocer del plan de evacuación a los estudiantes.	Seguimiento del plan de evacuación por parte de los estudiantes en caso de un siniestro.
Brindar tutorías a los estudiantes cuyo desempeño es aceptable o necesita mejora o remitirlo a la oficina académica.	Reforzar y mejorar algunas áreas con dificultad de aprendizaje.	Reporte de tutorías en la lista provisional F010V2
Atender las sesiones de desarrollo programadas en el calendario Académico (In-services Académicos) y reuniones de profesores.	Cualificar las competencias de los docentes.	Listados de asistencia
Realizar anualmente la autorreflexión sobre la propia práctica como docente.	Identificar de fortalezas y necesidades a mejorar en el proceso pedagógico y humano.	Reporte anual a la dirección académica
Solicitar a los coordinadores de sede la autorización del descuento a los estudiantes que reprueban, mínimo un día antes de finalizar el curso	Tener la información disponible para el estudiante el último día de clase cuando se retroalimenta sobre su desempeño final y como estrategia de fidelización o retención.	F008V2
Ingresar notas a SOFI en las fechas establecidas.	Tener la información disponible el último día de clase para retroalimentar oportunamente a los estudiantes al finalizar el curso.	Notas al día
Informar a los estudiantes sobre los clubes de práctica del idioma y cualquier tipo de información institucional que se requiera.	Informar a los estudiantes y público en general, acerca de otros beneficios y recursos que pueden utilizar para fortalecer el aprendizaje del inglés. Estudiantes con información sobre los servicios que ofrece el CCCA	Asistencia a los clubes
Reportar al coordinador los estudiantes que no se encuentran en el nivel deseado para el curso que están tomando en ese momento.	Ser nivelados de manera adecuada.	Reporte de estudiantes
Ejecutar el Action Plan del Mentor	Fortalecer las competencias del docente de acuerdo con las observaciones del mentor.	Informe de resultado y/o seguimiento de Action Plan Mentor

8. Perfil del Cargo

4.1 Educación

Bachiller		Técnico	X	Tecnológico	X	Profesional		Postgrado	
Carrera: Licenciado en lenguas extranjeras (se valida con curso de capacitación para docentes) Haber tomado el curso de entrenamiento para docentes.									

4.2 Experiencia

1	2	3	4	5	Más de 5	Área de experiencia deseable
X						Enseñanza de Inglés u otros idiomas mínimo durante 6 meses (Preferible pero no indispensable)

4.3 Conocimientos específicos

- Conocimiento y manejo del idioma Inglés (Obtener mínimo 80% en el examen MELICET o un nivel C1 en el examen OOPT). Presentar el OOPT cada año hasta obtener el nivel C1.

Preferible pero no indispensable:

- Cursos formales o informales de inglés
- Curso de pedagogía
- Conocimiento en sistemas y tecnología de información (se convalida con la capacitación de los resource teacher en la sala multimedia)

4.4 Competencias

Competencias	Descripción	Comportamiento
Servicio al Cliente	Demostrar empatía y disposición a la solución de las necesidades o demandas del cliente frente a la institución, brindándole respuesta, en el menor tiempo posible.	<ul style="list-style-type: none"> • Escucha las peticiones de los estudiantes y les da respuesta oportunamente. • Establece diferentes canales de comunicación para que las solicitudes sean atendidas con la mayor efectividad. • Es cordial en el trato de los estudiantes y compañeros de trabajo de todas las áreas.
Relaciones Interpersonales	Establece y mantiene relaciones armónicas, afectivas y basadas en el respeto con el fin aportar a un ambiente de trabajo cordial que ayude al logro de los objetivos establecidos por la institución.	<ul style="list-style-type: none"> • Establece relaciones basadas en el respeto mutuo y la confianza. • Escucha, hace preguntas, expresa conceptos e ideas en forma efectiva y honesta. • Aprecia y respeta las diferencias y la diversidad que presentan las personas. • Negocia y resuelve desacuerdos, orientándose a mejorar el desempeño organizacional y la calidad de las

		<p>relaciones.</p> <ul style="list-style-type: none"> • Es prudente, reservado y concentra sus acciones y comentarios en los aspectos organizacionales y no en los aspectos personales de sus compañeros, jefes y colaboradores.
Planificación y Desarrollo	Planear eficazmente las clases y proyectos con el fin de ejecutar a tiempo objetivos previamente establecidos por la institución	<ul style="list-style-type: none"> • Planea las clases con previa antelación. • Establece prioridades para cumplir con la asistencia a las reuniones establecidas por la dirección académica. • Implementa los mecanismos de control y seguimiento, de los estudiantes con bajo rendimiento. • Prever acciones de corrección en caso de desviaciones de los objetivos previstos.
Desarrollo pedagógico	Capacidad de autocrítica acerca de los procesos pedagógicos y de la interacción entre los participantes en el aula de clase.	<ul style="list-style-type: none"> • Reflexiona sobre el uso de la metodología comunicativa establecida por la institución • Permite y facilita el acompañamiento del mentor en su quehacer pedagógico • participa en los in services y conferencias que promueve la institución con el fin de mejorar o fortalecer o potencializar sus prácticas docentes. • asiste a las charlas de post observación programadas por su mentor y tiene en cuenta las sugerencias o establece planes de acción para mejorar su desempeño o práctica docente.

9. Dimensiones

5.3 Cargos subordinados

- No tiene

5.4 Responsabilidades económicas

- No tiene