

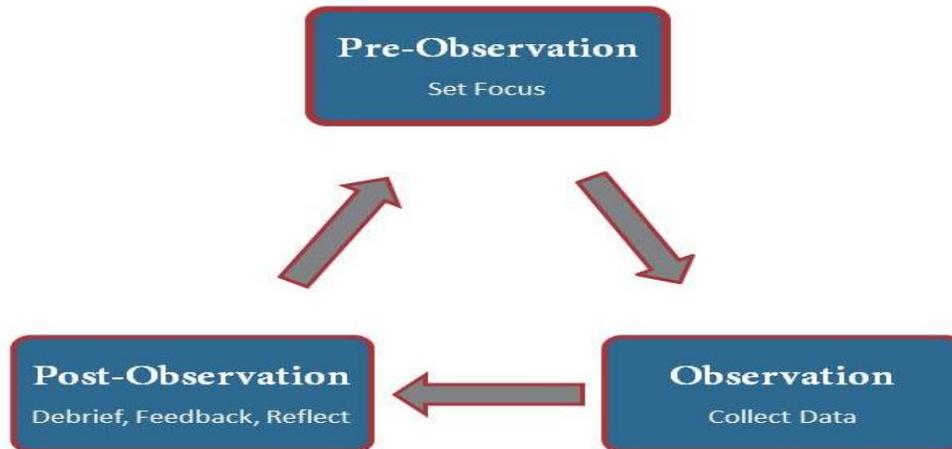
MENTORING CONVERSATION GUIDE

Mentoring	
<p>A Trusting Relationship</p> <ul style="list-style-type: none"> • Uses good listening skills • Embodies empathetic acceptance • Models congruence between body language and verbal language 	<p>Linguistic Skills</p> <ul style="list-style-type: none"> • Attend • Pause • Probe • Paraphrase • Clarify
<p>Clearly Defined Roles & Expectations</p> <ul style="list-style-type: none"> • Promote teacher’s autonomy and uniqueness • Ensure non-judgmental conversation • Embed honesty 	

Mentoring Stems		
Paraphrasing	Clarifying	Interpretation
<p>So....</p> <p>Let me make sure I understand....</p> <p>In other words....</p> <p>It sounds like....</p> <p>So you feel....</p>	<p>Could you tell me more about....</p> <p>Tell me what you mean by....</p> <p>Could you give me an example....</p> <p>How is that different from....</p> <p>What criteria do you use to....</p>	<p>What you are describing could mean....</p> <p>Could it be that what you are saying is....</p> <p>Is it possible that....</p> <p>I’m noticing (some aspect of your behavior).... What do you think is going on?</p>
Mediational	Instructional	Summarizing
<p>What criteria do you use to....</p> <p>What might happen if....</p> <p>How would it look if....</p> <p>What is the impact of...on students....</p> <p>How might you decide....</p> <p>Would you be willing to explore your reasoning (or assumptions) about this?</p> <p>What is another way you might....</p> <p>What did you do to make the lesson so successful?</p>	<p>Would you like more information; to review some options; some resources....</p> <p>A couple of things to keep in mind are....</p> <p>Research seems to indicate....</p> <p>Sometimes it is helpful if....</p> <p>Have you considered....</p> <p>Any effective strategy to ____ is....</p>	<p>You have stated that your goal is....</p> <p>Let’s review the key points in our discussion....</p> <p>Tell me your next steps....</p> <p>So this is your homework....</p>
Directive		Facilitative
<p>You can contact ____ in room ____ for a possible resource. _____ is very effective at teaching ____; maybe you can observe him/her.</p> <p>Have you talked to ____ about that?</p>		<p>It sounds like you are struggling with.... How would you like to address this?</p> <p>It sounds like you have a number of ideas to try out! It’ll be exciting to see which works best for you!</p> <p>I’m interesting in learning (or hearing) more about....</p> <p>You did a great job when you....</p>

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Observation Cycle



Pre-Observation

1. What are your goals for student learning?
2. What instructional strategies do you intend to implement?
3. What teacher moves, language, or strategies do you want me to look for?
4. What student behavior, movement, or language do you want me to look for?
5. What evidence can we gather that will...

Observation

Use appropriate data collection tool.

Post-Observation

1. What do you notice about the data?
2. Is there anything that surprises you?
3. Did students meet the learning goals? What evidence do you have of that?
4. Were you successful meeting your predetermined goals from the pre-observation conference?
5. What evidence do you see to prove your success or partial success?

Based on the work of:

A. Costa and R. Gamston; L. Lipton and B. Wellman; Blended Coaching
Coaching and the Rating, March 2006, Qualistar Early Learning