

COACHING SKILLS OF MENTORING

A trusting relationship

- Using good listening skills
- Empathetic acceptance
- Congruence between body language and verbal language

Clearly defined roles and expectations

- Desire to promote the teacher's autonomy and uniqueness
- Nonjudgmental conversation
- Honesty

Linguistic skills

- Paraphrasing
- Clarifying
- Pausing and using silence
- Mediation questioning

PARAPHRASING

Paraphrasing communicates that the listener has ...

HEARD what the speaker said,
UNDERSTOOD what was said, and
CARES

Paraphrasing involves either:

RESTATING in your own words, or
SUMMARIZING

Some possible paraphrasing stems include the following:

You're thinking that ...
So, you're wondering if ...
You're frustrated because ...
You're ready to move on to ...
First you're going to ... and then you will ...
A goal for you might be ...
On the one hand ... and on the other hand ...

CLARIFYING

Clarifying communicates that the listener has ...

HEARD what the speaker said, but does
NOT fully UNDERSTAND what was said.

Clarifying involves **ASKING A QUESTION**

(direct or implied) to

1. Gather more information
2. Discover the meaning of language used
3. Get clarity about the speaker's reasoning
4. Seek connections between ideas
5. Develop or maintain a focus

Some possible clarifying stems include the following:

Would you tell me a little more about ... ?
It would help me understand if you'd give me an example of ...
Tell me what you mean when you ...
Tell me how that idea is like (different from) ...
To what extent ... ?
Has there ever been a time ... ?
What would happen if ... ?
What specifically ... ?

NOTE: "Why?" tends to elicit a defensive response.

MEDIATIONAL QUESTIONS

Mediation questions help the colleague

HYPOTHESIZE what might happen
ANALYZE what worked or didn't
IMAGINE possibilities
COMPARE & CONTRAST what was planned with what ensued
EXTRAPOLATE from one situation to another
EVALUATE the impact

Some mediation question stems include ...

What's another way you might ... ?
What would it look like if ... ?
What do you think would happen if ... ?
How was ... different from (like) ... ?
What's another way you might ... ?
What sort of an impact do you think ... ?
What criteria do you use to ... ?
When have you done something like ... before?
What do you think ... ?
How did you decide ... (come to that conclusion)?
What might you see happening in your classroom if ... ?



DOMAIN 1: PLANNING AND PREPARATION

- 1a: Demonstrating Knowledge of Content and Pedagogy**
 - Knowledge of content and the structure of the discipline
 - Knowledge of prerequisite relationships
 - Knowledge of content-related pedagogy
- 1b: Demonstrating Knowledge of Students**
 - Knowledge of child and adolescent development
 - Knowledge of the learning process
 - Knowledge of students' skills, knowledge, and language proficiency
 - Knowledge of students' interests and cultural heritage
 - Knowledge of students' special needs
- 1c: Setting Instructional Outcomes**
 - Value, sequence, and alignment
 - Clarity
 - Balance
 - Suitability for diverse learners
- 1d: Demonstrating Knowledge of Resources**
 - Resources for classroom use
 - Resources to extend content knowledge and pedagogy
 - Resources for students
- 1e: Designing Coherent Instruction**
 - Learning activities
 - Instructional materials and resources
 - Instructional groups
 - Lesson and unit structure
- 1f: Designing Student Assessments**
 - Congruence with instructional outcomes
 - Criteria and standards
 - Design of formative assessments
 - Use for planning

DOMAIN 2: THE CLASSROOM ENVIRONMENT

- 2a: Creating an Environment of Respect and Rapport**
 - Teacher interaction with students
 - Student interactions with other students
- 2b: Establishing a Culture for Learning**
 - Importance of the content
 - Expectations for learning and achievement
 - Student pride in work
- 2c: Managing Classroom Procedures**
 - Management of instructional groups
 - Management of transitions
 - Management of materials and supplies
 - Performance of noninstructional duties
 - Supervision of volunteers and paraprofessionals
- 2d: Managing Student Behavior**
 - Expectations
 - Monitoring of student behavior
 - Response to student misbehavior
- 2e: Organizing Physical Space**
 - Safety and accessibility
 - Arrangement of furniture and use of physical resources

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

- 4a: Reflecting on Teaching**
 - Accuracy
 - Use in future teaching
- 4b: Maintaining Accurate Records**
 - Student completion of assignments
 - Student progress in learning
 - Noninstructional records
- 4c: Communicating with Families**
 - Information about the instructional program
 - Information about individual students
 - Engagement of families in the instructional program
- 4d: Participating in a Professional Community**
 - Relationships with colleagues
 - Involvement in a culture of professional inquiry
 - Service to the school
 - Participation in school and district projects
- 4e: Growing and Developing Professionally**
 - Enhancement of content knowledge and pedagogical skill
 - Receptivity to feedback from colleagues
 - Service to the profession
- 4f: Showing Professionalism**
 - Integrity and ethical conduct
 - Service to students
 - Advocacy
 - Decision making
 - Compliance with school and district regulations

DOMAIN 3: INSTRUCTION

- 3a: Communicating with Students**
 - Expectations for learning
 - Directions and procedures
 - Explanations of content
 - Use of oral and written language
- 3b: Using Questioning and Discussion Techniques**
 - Quality of questions
 - Discussion techniques
 - Student participation
- 3c: Engaging Students in Learning**
 - Activities and assignments
 - Grouping of students
 - Instructional materials and resources
 - Structure and pacing
- 3d: Using Assessment in Instruction**
 - Assessment criteria
 - Monitoring of student learning
 - Feedback to students
 - Student self-assessment and monitoring of progress
- 3e: Demonstrating Flexibility and Responsiveness**
 - Lesson adjustment
 - Response to students
 - Persistence