



Mentor Module 2:
COACHING



“Thoughts are our way of **connecting things** up for ourselves. If somebody else tells us about the connections she/he has made, we can only understand them to the extent that we do the work of making those connections ourselves.”

Eleanor Duckworth



TRAINING GOALS

- To learn about roles that mentor teachers play
- To learn tools for building relationships, such as trust, rapport, and reflective questioning
- To discover strategies for guiding reflective conversations



MENTORING ROLES

There are five roles mentors tend to play.
Aim for the roles of **coach** and **expert**.





COACHING IS...

Many dictionaries suggest that to coach is:

- *To teach*
- *To train*
- *To tutor*

- A set of interactions between two individuals for the **purpose of mutual professional growth**
- An independent relationship in which we support each other's learning (**co-learning**)

COACHING TOOLS



Rapport

Trust

Reflective questioning



Trust definition
Firm reliance on the integrity, ability, or character of a person or thing



RAPPORT

Build rapport through:

- Posture
- Gestures
- Tonality
- Language
- Breathing
- Listening
- **Paraphrasing**





WHEN TO APPLY RAPPORT TOOLS

- When you sense that your student educator is **tense or anxious**
- When a **conversation becomes tense** or anxiety-ridden
- When you **do not understand** what the student educator is saying
- When you are **unable to pay attention** to each other



PARAPHRASING

Paraphrasing communicates that you:

- Have **HEARD** what the speaker said
- **UNDERSTAND** what the speaker meant
- **CARE** about the speaker.

Paraphrasing involves either:

- **SUMMARIZING** what you heard, or
- **RESTATING** it in your own words.



PRINCIPLES OF PARAPHRASING

- Attend fully
- Listen to understand
- Capture the essence of the message
- Reflect the essence of voice tone and gestures
- Make the paraphrase shorter than the original statement
- **Paraphrase before asking a question**



PARAPHRASING STEMS

- So...
- In other words...
- While you...
- Given that...
- From what I hear you say...
- I'm hearing many things...
- As I listen to you,
I'm hearing...





UNPRODUCTIVE LISTENING

When listening to the speaker, **avoid:**

- Autobiographical comments
- Inquisitive, frivolous questions
- Easy-fix solutions

TRUST

Build trust through:

- Confidentiality
- Consistency
- Interest
- Thinking
- Withholding judgment





REFLECTIVE QUESTIONING

Reflective questions:

- Are **open-ended**
- Promote a **nonjudgmental** process
- Encourage **self-directed learning** and **problem solving**



REFLECTIVE QUESTIONING

Reflective questions help the student educator:

- **HYPOTHESIZE** what might happen
- **ANALYZE** what did or did not work
- **IMAGINE** possibilities
- **EXTRAPOLATE** from one situation to another
- **EVALUATE** the impact



EFFECTIVE QUESTION STEMS

Some effective question stems include:

- What's another way you might...?
- What might you see happening in your classroom if...?
- What options might you consider when...?
- How was...different from or similar to...?
- What criteria do you use to...?





QUESTIONING TIPS

When meeting with the student educator:

1. Have a specific intention for the questions.
2. Use the context to shape questions.
3. Use exploratory language.
4. Eliminate “why?”
5. **AVOID** judgmental language:
Do/can/will you...?



COACHING REMINDER

If you know the answer to the question you are about to ask, you are not coaching.





“Teachers are **their own most valued resource** in the teaching profession.

Teachers not only need to be **acknowledged** for their talents, skills, and abilities, but also must be allowed and **encouraged to share** these valuable resources with their colleagues.”

North Central Regional
Educational Laboratory

NEXT STEPS

Continue to [Module 3](#).

