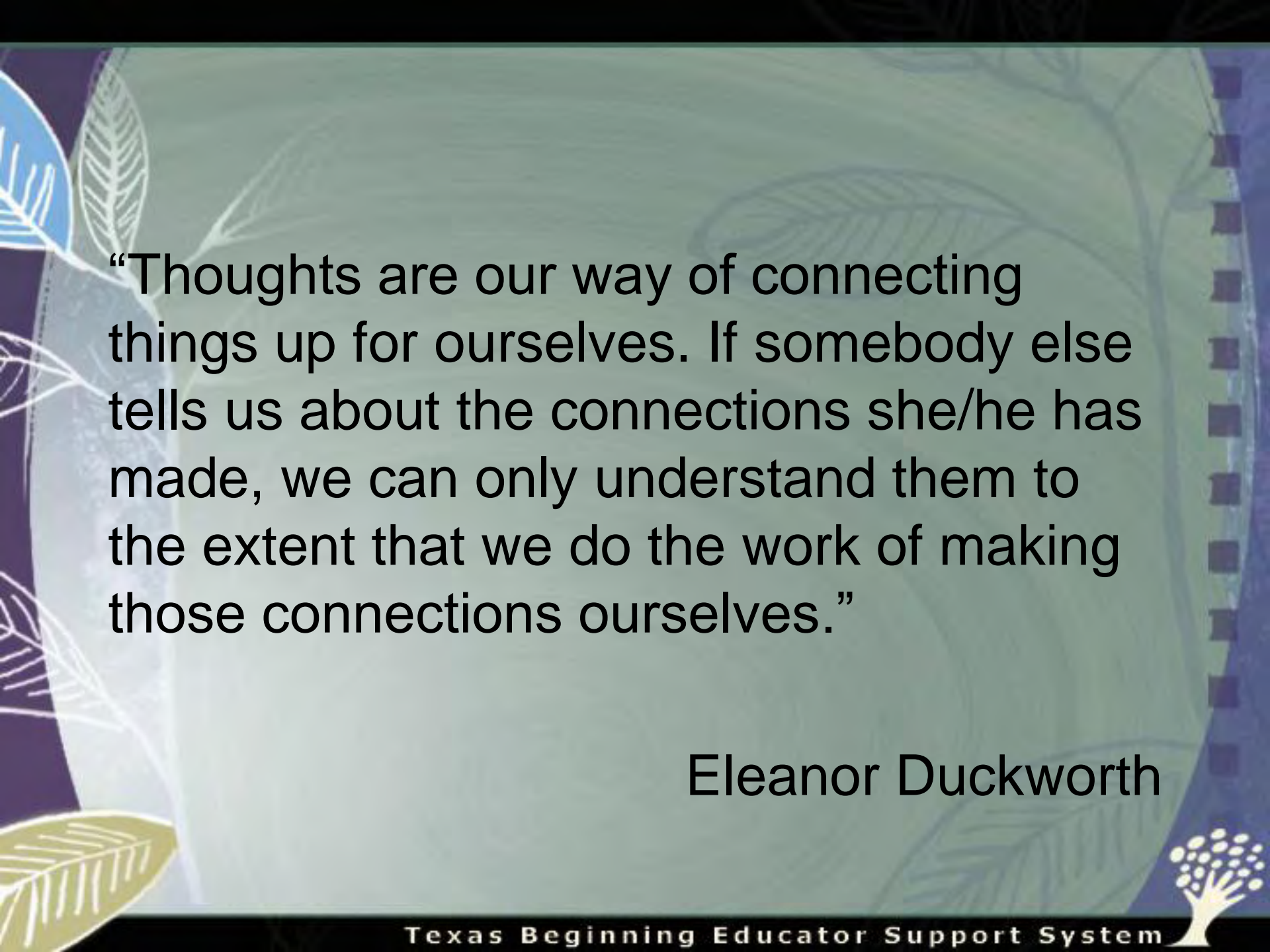
A stylized tree where the trunk is a black hand with fingers spread, and the canopy is composed of numerous black dots of varying sizes. The background is a gradient from dark purple on the left to light blue on the right. There are faint, light-colored leaf patterns scattered across the background, and a few larger, more detailed leaf illustrations in yellow and blue are positioned around the tree.

Coaching Student Teachers Module 2



“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



Goals for This Presentation

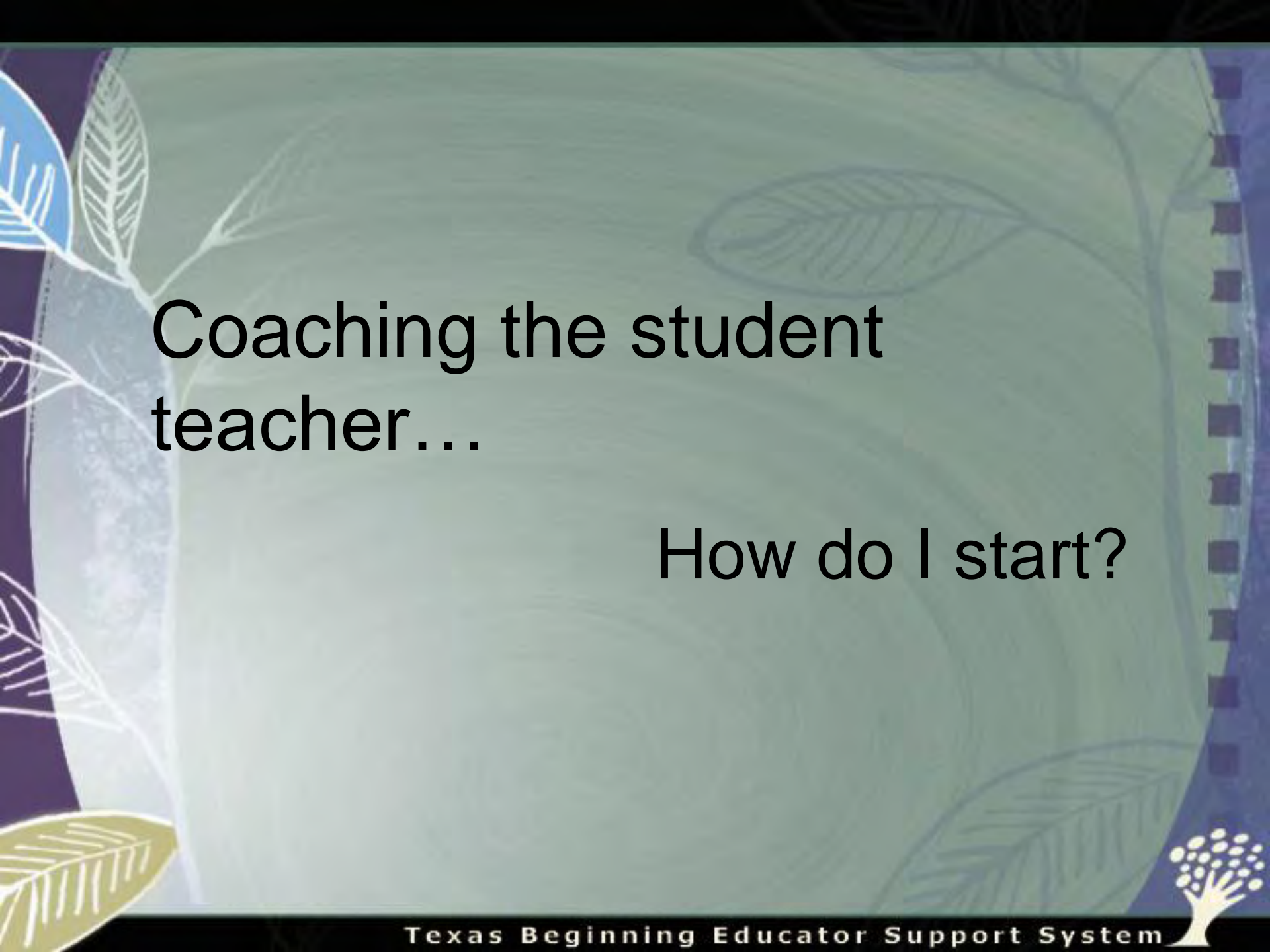
- To learn about **roles** that mentor (cooperating) teachers play
- To learn **tools** for building relationships; such as trust, rapport, and reflective questioning
- To discover **strategies** for guiding reflective conversations





As you think about building a relationship with your student teacher, what will be your priorities?





Coaching the student
teacher...

Where do I begin?



What are the Roles for a Mentor?

1. Parent
2. Expert
3. Friend
4. Boss
5. Coach



Putting It All Together



Although you will most likely play a part in each of these roles with your student teacher, what percentage of time will you spend in each of the mentoring roles?



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

Developing Rapport

Building Trust

Practicing Reflective Questioning



Developing Rapport

Consider Building Rapport Through the following:

- Posture
- Gestures
- Positive Tone
- Language
- Calm Breathing
- Paraphrasing
- Listening



When To Apply The Tools for Developing Rapport

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



Paraphrasing - A Key Tool for Developing Rapport

Paraphrasing communicates that you:

- Have HEARD what the speaker said,
- UNDERSTAND what the speaker meant, and
- 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.



Unproductive Listening

When listening to the speaker, avoid:

- Autobiographical comments;
- Inquisitive, frivolous questions; and,
- Easy-fix solutions.



Try These Possible 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...



Building Trust

Consider building trust through the following:

- Maintaining Confidentiality
- Being Consistent
- Showing Interest
- Thinking Reflectively
- Withholding Judgment



The Benefits of Building Trust



Complete the following sentence:

“When trust exists in a relationship,” I ...

It becomes evident that a lack of trust can cause limitations for a student teacher's development.



A Tool to Help Build Trust: Reflective Questioning

Reflective questions:

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



Reflective Questioning

Reflective questions help the student teacher:

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



Reflective Question Stems

Consider these reflective question stems:

- 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

1. Have a specific intention for the question (what are you trying to get them to see, think about, etc.).
2. Use context to shape the question.
3. Use exploratory language (see previous slide for ideas).
4. Use introductory phrases (see previous slide for ideas).



More Questioning Tips

4. Use plural nouns (we, us, etc.).
5. Eliminate "why?"
6. AVOID the following question stems that may sound judgmental:
 - Do you...?
 - Can you...?
 - Will you...?
 - Have you...?

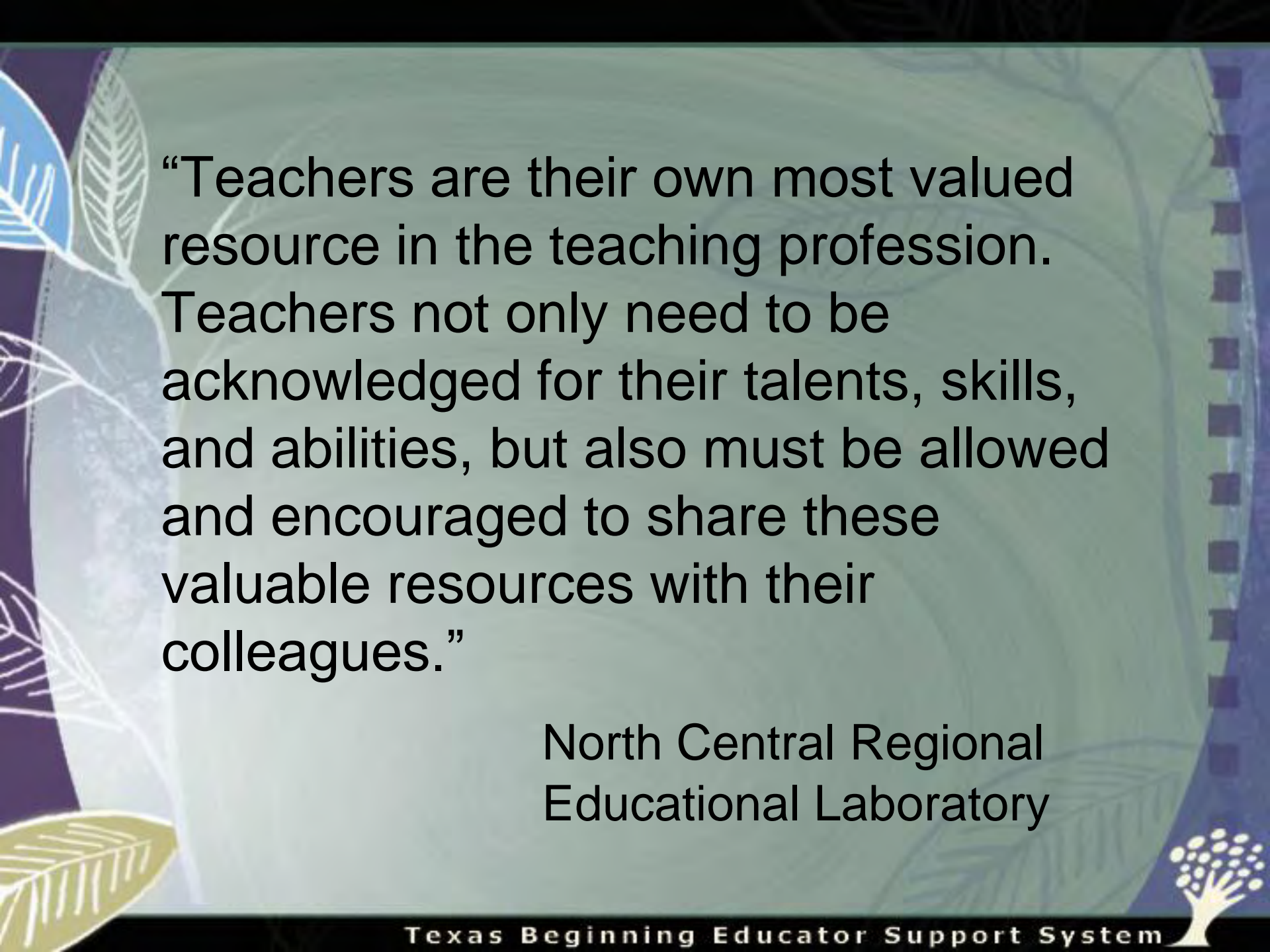


Consider this...

Reflective questioning takes practice, but may lead to deeper trust between you and your student teacher.

If there is trust between you and your student teacher, then the student teacher will feel comfortable in taking risks, trying new things, and not feel afraid to fail or disappoint you.





“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



**Please proceed to Module 3 of the
Mentor Orientation Workshop.**

Thank you!

