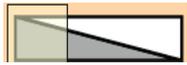




A Framework for Differentiated Mentoring and Coaching Support

Consulting / Collaborating / Coaching (The 3Cs) at a Glance

In their book *Mentoring Matters: A Practical Guide to Learning-Focused Relationships* Laura Lipton & Bruce Wellman provide a practical framework for mentors to consider as they work with (and learn from) beginning teachers. The chart below provides an at a glance guide to the 3Cs of mentorship adapted with permission from their work. While these 3Cs are helpful as a frame, effective mentors demonstrate flexibility of stance and role based on the needs of the beginning teacher. Mentoring relationships that flourish are reciprocal – all parties learn and grow!



Consultant

Offering Support and Providing Resources

- ◇ Mentor shares key information about logistics, school culture, students, curriculum, and teaching practices
- ◇ Beyond simple advice, a consultant provides the “why,” “what,” and “how” of their thinking
- ◇ Credible voice / Use of pronoun “I” / Phrases like “it’s important to”.... “keep in mind that”

CAUTIONS/EXAMPLES

We tend to default to this stance / Overuse can build dependency on the Mentor

THINK ALOUD: In addition to giving a suggestion or providing a solution, add the thinking that led to it, the considerations that were taken into account and the reasons for the final choice

OFFER A MENU: Support the beginning teacher’s capacity for decision-making by explicitly offering a menu of possible solutions or choices, and discussing each

PRODUCE AN IDEA BANK: Create an idea bank the beginning teacher can refer to, such as a series of tips on classroom management



Collaborator

Creating Challenge and Encouraging Growth

- Mentor and beginning teacher “co-develop” strategies and approaches
- 50/50 pattern of interaction and idea production
- Confident, approachable voice / Use of pronoun “we” / Phrases like “let’s think about”.... “how might we”

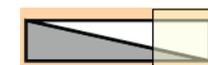
CAUTIONS/EXAMPLES

Mentors need to ensure collaboration is authentic and they don’t take over and assume the consultant stance

CO-PLAN / CO-TEACH: Work with the beginning teacher to create a lesson or unit of study and extend the collaboration by teaching together

BECOME STUDY PARTNERS: Learn together with the beginning teacher about a new instructional methodology or engage in article or book study, followed by a sharing of experiences in the classroom

EXPLORE CASE STUDIES: Use case studies as a context for dialogue about professional practice, to provide a meaningful learning experience for both the mentor and the beginning teacher



Coach

Facilitating Professional Vision

- ⇒ Mentor supports the beginning teacher’s internal idea production through inquiry and paraphrase
- ⇒ Ultimate aim is to develop the beginning teacher’s internal resources for self-coaching and independence
- ⇒ Approachable voice, attending fully / Use of pronoun “you”
- ⇒ Questions like “what might be some ways to?”.... “given all that you know, what options are you considering?”

CAUTIONS/EXAMPLES

Stance can cause frustration if beginning teacher lacks internal resources for idea generation

REMAIN NON-JUDGMENTAL: Maintain an effective coaching practice by ensuring that judgements are made only by the beginning teacher as he or she plans, reflects, problem-solves and makes choices

INQUIRE: Ask the beginning teacher about successes, concerns or issues he or she wants to discuss, using open- ended questions designed to encourage thinking and invite choice

REFLECT ON GOALS: Engage in conversations focusing on the beginning teacher’s learning interests and goals, balancing support and challenge by marking successes and articulating new arenas for learning