



# Module 5 Outcomes

Participants will:

- Enhance listening and questioning skills  
promote reflection and effective teaching
- Understand the needs of adult learners
- Enhance knowledge of teachers' developmental stages and the  
phases of mentoring relationships
- Understand and apply conflict resolution skills
- Observe and practice the techniques used to plan instruction and  
assessment
- Observe and practice coaching using Maine's Initial Teaching  
Standards and Maine's Learning Results

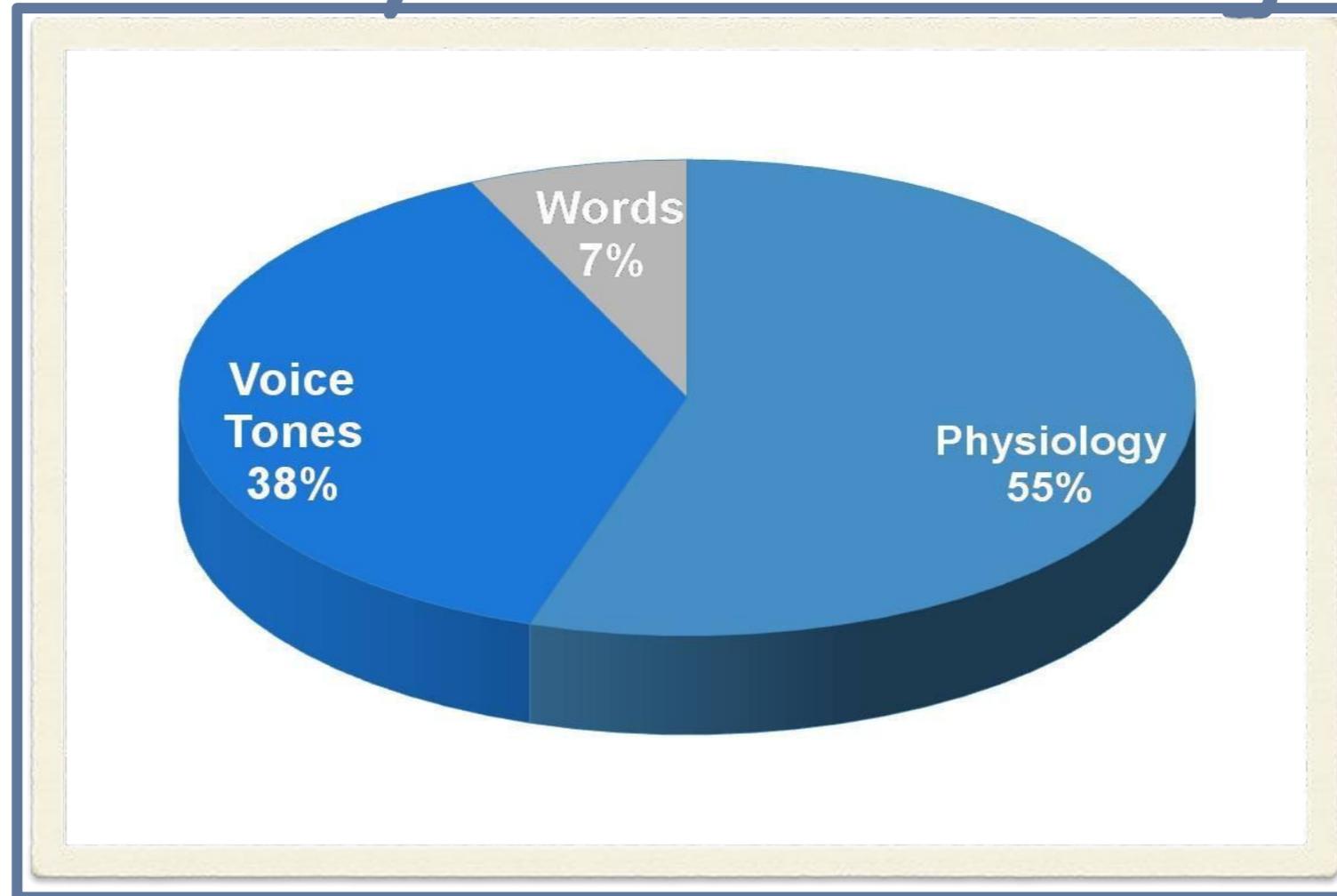


YOU CANNOT NOT COMMUNICATE



Communicating Effectively

# How Do Speakers Convey Their Messages?



**Nonverbals**

**"I see what you are telling me."**



# Positive Presuppositions

It's all about how you think!

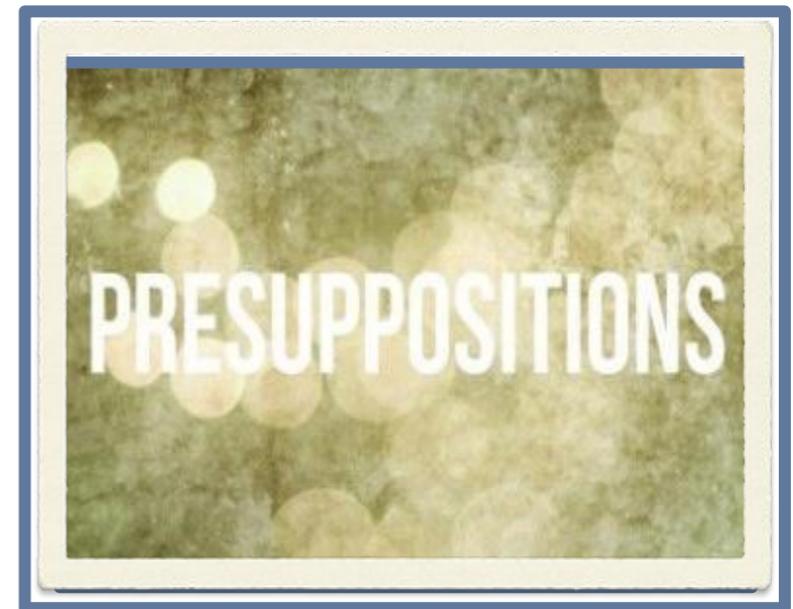
## Presume:

- Capacity
- Positive intentionality
- Prior and ongoing thought



# ...Positive Presuppositions...

- Ask questions framed from a spirit of inquiry
- Seek multiple perspectives rather than single causes
- Show acceptance
- Use a variety of introductory phrases, such as:
  - As you...
  - When you...
  - While you...



# What Kind of Mindset Do You Have?



I can learn anything I want to.  
When I'm frustrated, I persevere.  
I want to challenge myself.  
When I fail, I learn.  
Tell me I try hard.  
If you succeed, I'm inspired.  
My effort and attitude determine everything.

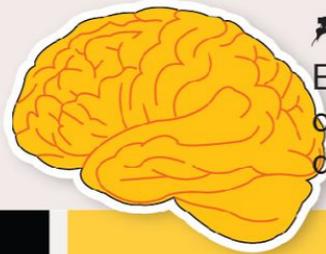


I'm either good at it, or I'm not.  
When I'm frustrated, I give up.  
I don't like to be challenged.  
When I fail, I'm no good.  
Tell me I'm smart.  
If you succeed, I feel threatened.  
My abilities determine everything.

# Changing Our Mindset

Carol Dweck, world-renowned Stanford University psychologist, talks about the power of our mindset or our beliefs (especially around challenge). We can either have a Fixed Mindset where we let failure (or even success) define who we are, or a Growth Mindset where we see setbacks as opportunities to grow and improve ourselves. Just like how we learned how to walk... there are many stumbles along the way, but to reach our potential and live the life we desire, it takes practice and perseverance. We always have a choice about which view we adopt for ourselves... and it's never too late to change. What's your view?

*It's up to you!*



## FIXED MINDSET

Belief that my intelligence, personality and character are carved in stone; my potential is determined at birth



## GROWTH MINDSET

Belief that my intelligence, personality and character can be developed! A person's true potential is unknown (and unknowable).

<b>DESIRE</b>	Look smart in every situation and prove myself over and over again. Never fail!!	Stretch myself, take risks and learn. Bring on the challenges!
<b>EVALUATION OF SITUATIONS</b>	Will I succeed or fail? Will I look smart or dumb?	Will this allow me to grow? Will this help me overcome some of my challenges?
<b>DEALING WITH SETBACKS</b>	"I'm a failure" (identity) "I'm an idiot"	"I failed" (action) "I'll try harder next time"
<b>CHALLENGES</b>	Avoid challenges, get defensive or give up easily.	Embrace challenges, persist in the face of setbacks.
<b>EFFORT</b>	Why bother? It's not going to change anything.	Growth and learning require effort.
<b>CRITICISM</b>	Ignore constructive criticism.	Learn from criticism. How can I improve?
<b>SUCCESS OF OTHERS</b>	Feel threatened by the success of others. If you succeed, then I fail.	Finds lessons & inspiration in other people's success.
<b>RESULT ...</b>	Plateau early, achieve less than my full potential.	Reach ever-higher levels of achievement.

# Question Syntax

Question Posed	Cognitive Demand
How do you think _____ might be different if _____?	Apply Hypothesize
What do you think?	Infer Analyze
Who? When? Where?	Gather and Recall Data

# Paraphrasing

An effective paraphrase expresses empathy by reflecting both the feeling and the content of the message.

Paraphrasing sends three messages:

- I am listening
- I understand (or am trying to)
- I care



Acknowledging is also vital...it can be done by:  
Head nods, Fillers, Echo

# Three Forms of Paraphrasing

<p><b>Simplify/Clarify</b></p> <p>A brief statement reflecting what was said in the listener's words</p>	<p><b>Summarize/Organize</b></p> <p>A statement illuminating themes or containers</p>	<p><b>Synthesize</b></p> <p>A statement reflecting ideas at a logical level different from the speaker's words</p>
<ul style="list-style-type: none"> <li>• You're concerned about _____.</li> <li>• You would like to see _____.</li> <li>• You're pleased with _____.</li> <li>• We're feeling badly about _____.</li> <li>• You're trying to figure out _____.</li> <li>• You know it can be _____.</li> </ul>	<ul style="list-style-type: none"> <li>• You have two goals here; one is _____ and the other is _____.</li> <li>• So, on the one hand _____, on the other hand _____.</li> <li>• There seem to be three themes: 1 _____, 2 _____, and 3 _____.</li> <li>• So, we have a hierarchy of ideas here. It is _____.</li> </ul>	<p>So, a _____ here is _____.</p> <ul style="list-style-type: none"> <li>• So a <i>value</i> here is _____.</li> <li>• So an <i>assumption</i> here is _____.</li> <li>• So a <i>goal</i> here is _____.</li> <li>• So a <i>belief</i> here is _____.</li> <li>• So a <i>concept</i> here is _____.</li> <li>• So an <i>intention</i> here is _____.</li> <li>• So a <i>perspective</i> here is _____.</li> </ul>

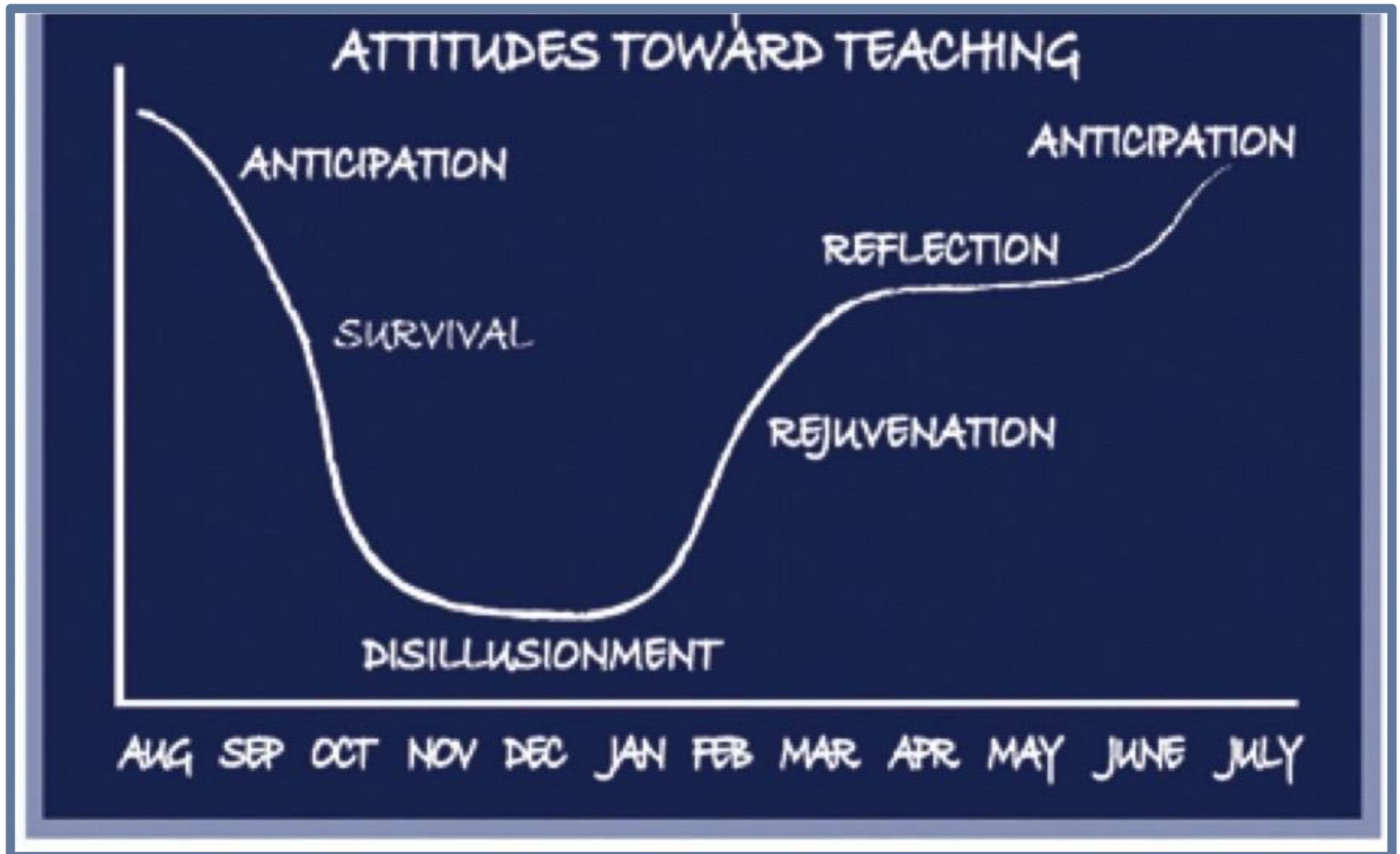
# Creating a Collaborative Culture

- Build collegiality with peers
- Establish good working relationships with other staff
- Create a partnership with community or clients through communication and conferring
- Promote understanding and implementation of the organization's philosophy

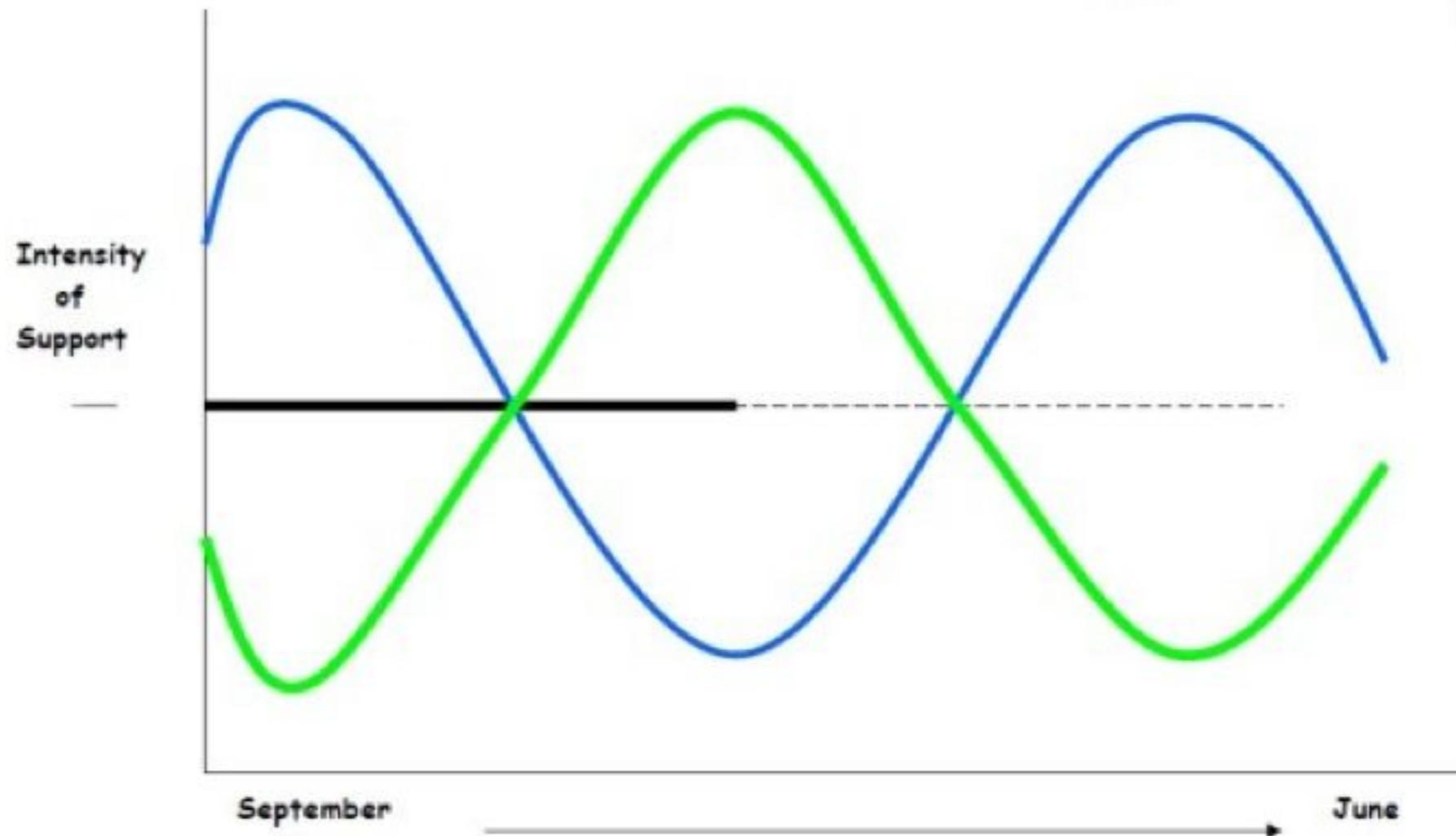
# Perceptions that Promote Defensive or Supportive Climates

Defensive Climate	Supportive Climate
Judgmental language	Descriptive language
Controlling messages	Problem-solving messages
Manipulation	Candor
Indifference to others	Showing concern for others
Attitude of superiority	Attitude of equality
Arrogance	Open-minded listening

# The Five Phases Experienced by First Year Teachers



# Evaluation of Mentor Support



## Key to Types of Support

Survival 

Teaching 

Moral Support 

Collegial Interaction 

# Dealing with Stress

Brainstorm with table partners through a round table writing structure, healthy ways to deal with stress.

# Menu of Trust Builders

- Ensure and keep confidentiality
- Clarify expectations
- Discuss expectations
- Negotiate expectations
- Be congruent. Walk the talk.
- Create multidirectional communications
- Respect and honor each individual's style
- Confront conflicts directly and resolve them with care and respect
- Focus on gains, not losses
- Describe, don't evaluate
- Delegate power and authority
- Admit your mistakes and vulnerability
- Be a risk taker when it comes to trusting others
- Create interactions
- Share feelings as well as thoughts
- Accept that we all get frustrated
- Encourage balance and renewal for the team and for the individual
- Practice openness
- Play, laugh, use humor with love and respect
- Listen actively

Review Problems  
Confronting Beginning  
Educators

*Johari's Window of Intentionality*

Don't Know

Know

Can't Do

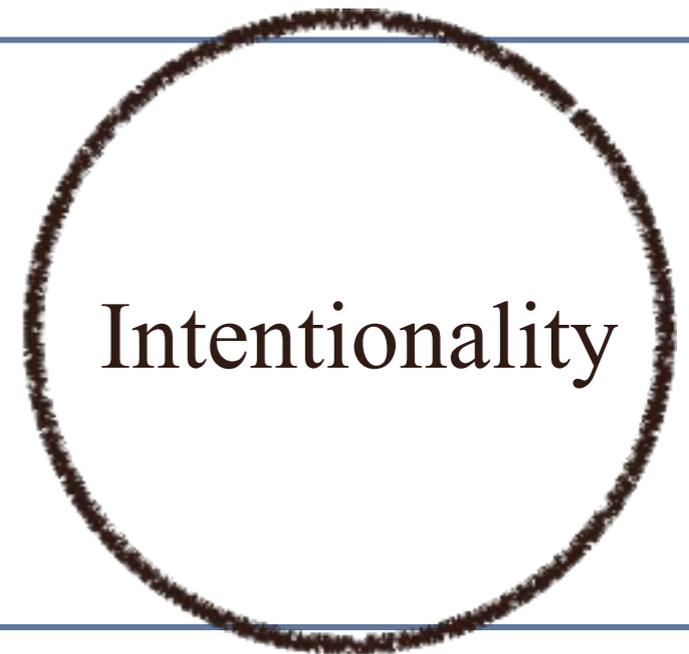
Miracle

Theory

Can Do

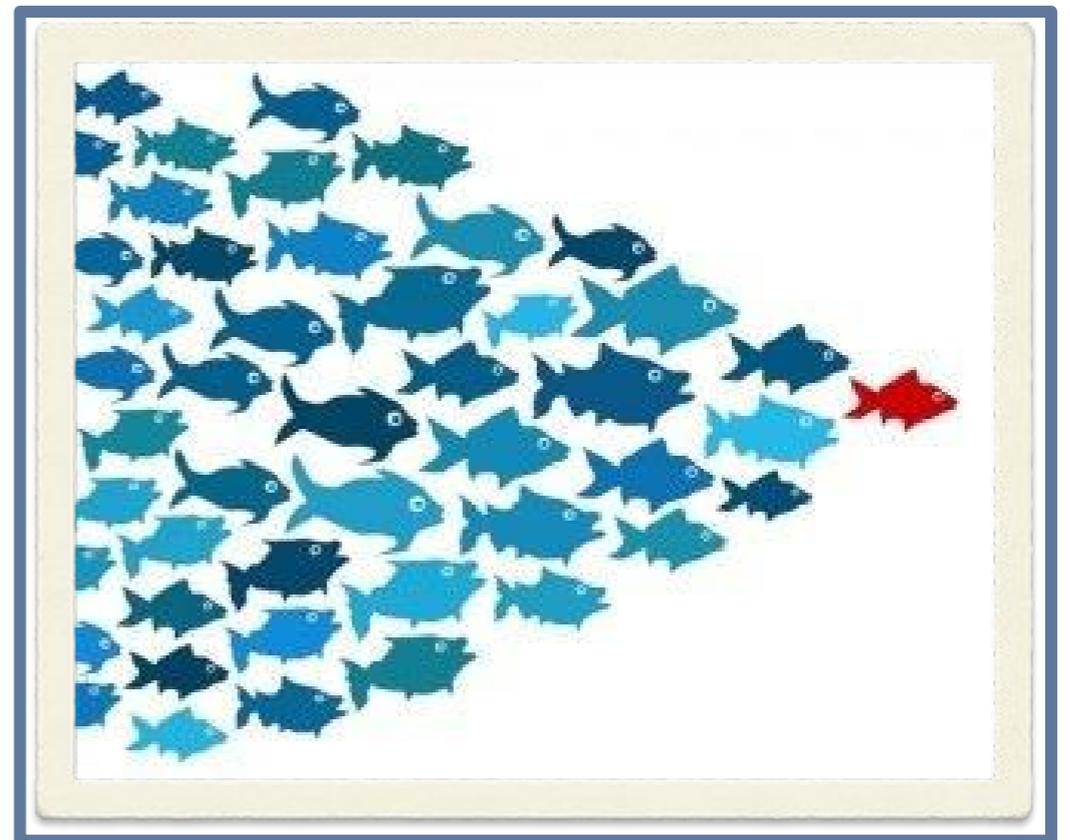
Magic

Intentionality

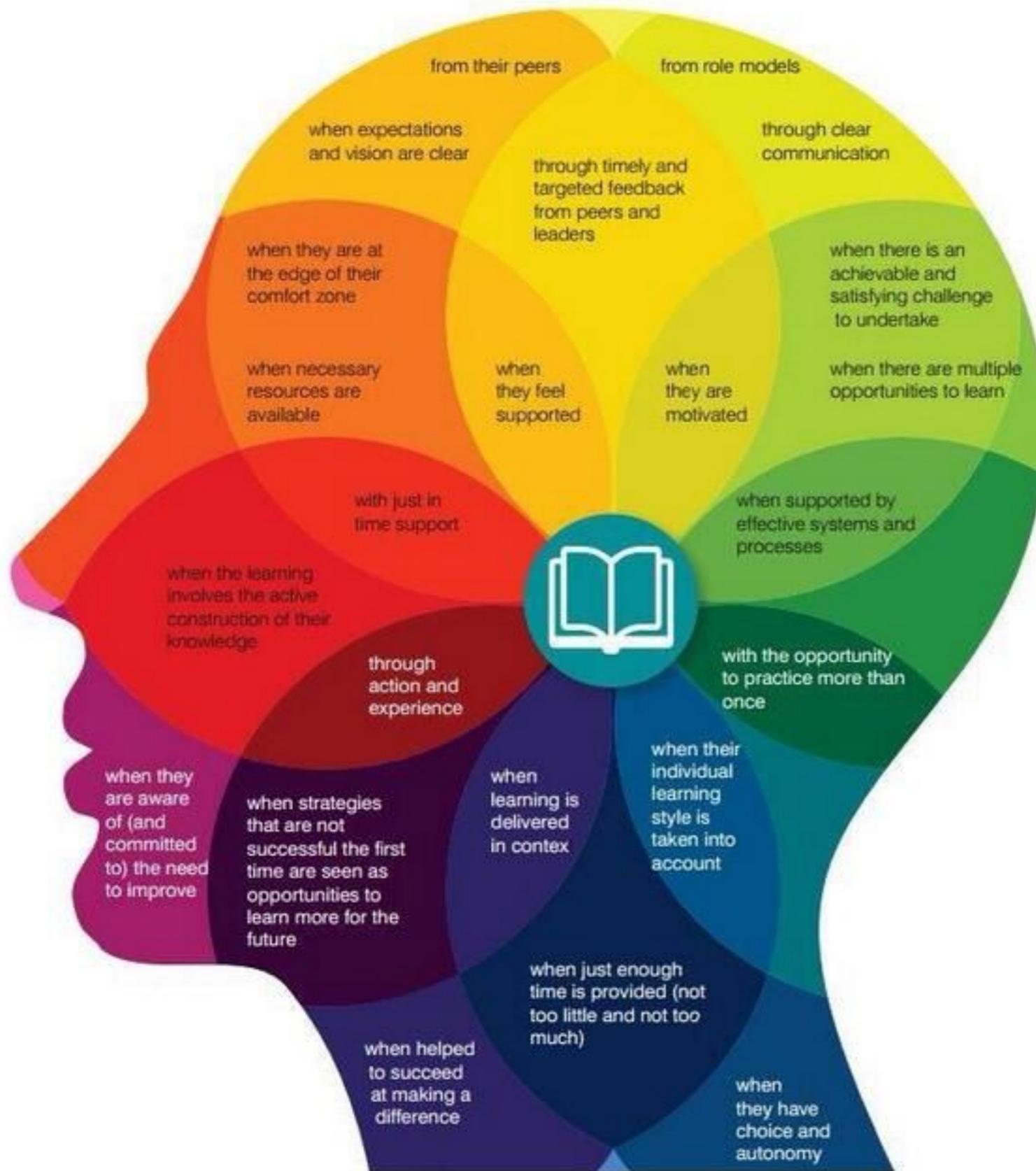


# Leadership Approaches

- Non-directive
- Collaborative
- Directive-Informational
- Directive-Control



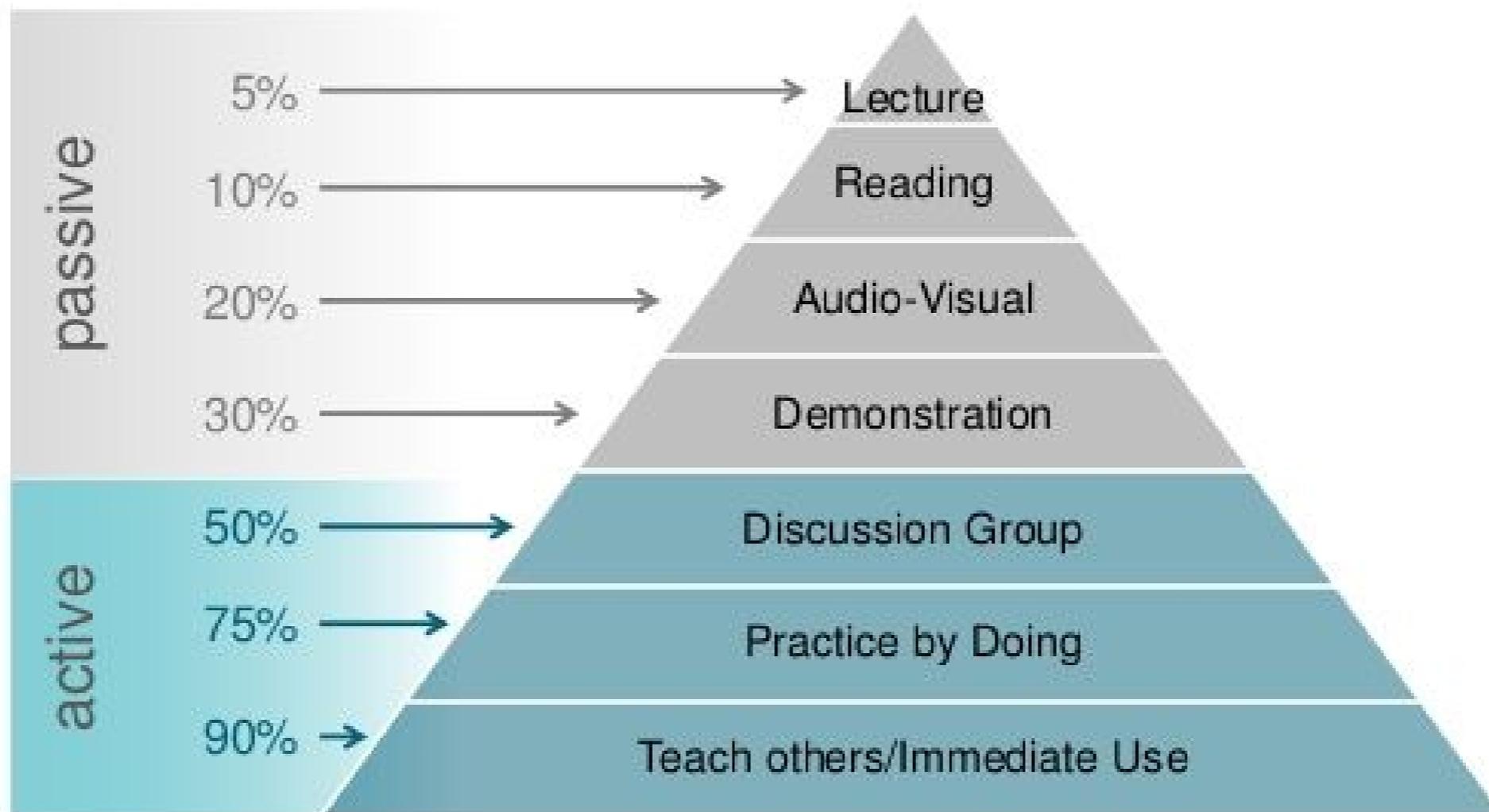
## Adults learn best ...



# Needs of Adult Learners

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# from pedagogy to andragogy



\*Adapted from National Training Laboratories. Bethel, Maine

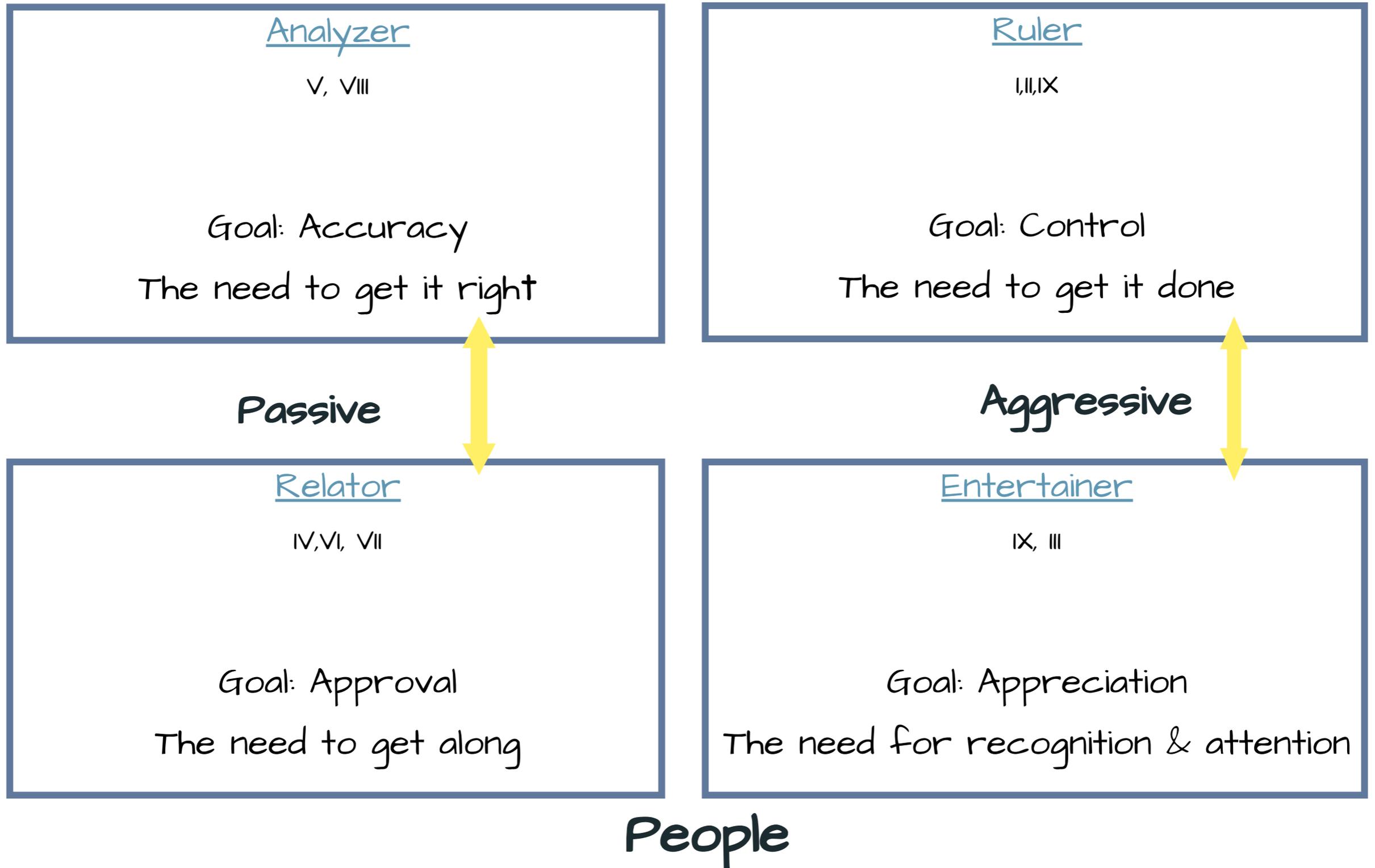
# Conflict Resolution

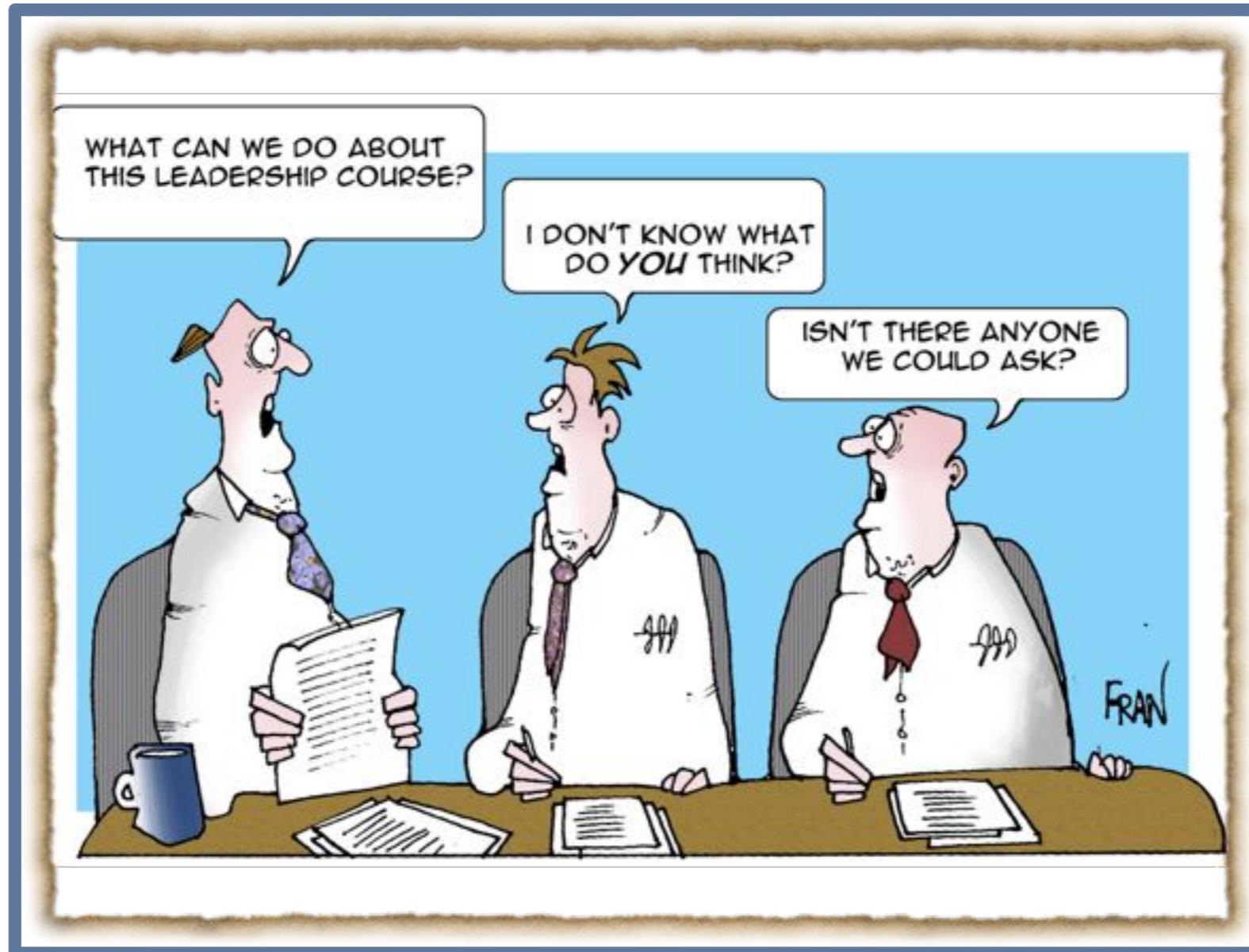


# Assumptions about Learning to Work with Those Who Challenge Us

1. There is no simple, foolproof way to work with people when they present a challenge to us; humans are more complex than all the theories of human development
2. Although conflict is not acceptable in some cultures, change cannot occur without some conflict
3. We identify people as being difficult because such people block us from what we want
4. Labeling a behavior as difficult helps us identify and choose strategies; it is not useful for building long-term relationships
5. Personality strengths can be masked by challenging behaviors
6. Learning to work with people who present a challenge to us is an opportunity to learn about ourselves
7. The only person I can change is myself; by changing my behavior, I can change how others deal with me

# Behavior Motivation Task





In Coping with Difficult People

# Type I

- . This person is abrupt, intimidating, and overwhelming.
- . He/she is arbitrary and often arrogant in tone.
- . When criticizing something you have said or done, he/she seems to attack not just the particular behavior, but you, and does it in an accusing way.

## Type 2

- This person uses innuendos, sotto voce remarks, not too subtle digs, non-playful teasing, and the like.

## Type 3

- . This person uses frequent verbal attacks.

# Type 4

- This person stalls major decisions until the decision is made for him/her.
- The person is inclined to postpone decisions that might create conflict.

# Type 5

- This person self righteously blames and accuses.
- This person finds fault with almost everything.
- When pointing out real problems, it is done in a manner that causes others to placate or to be defensive.

# Type 6

- This person responds to every question you might have or every plea for help you make with a "Yep," "Nope," or with a grunt.

# Type 7

- This person is always reasonable, sincere, and supportive in your presence. However, he/she doesn't produce what he/she says or acts contrary to the way the person has led you to expect.

# Type 8

- . This person is bound to object to any project with "it won't work" or "it's impossible."

# Type 9

- . This person may be a know it all expert who believes that he/she knows everything that there is to know about anything worth knowing.
- . This person may be condescending, imposing, pompous, and may make you feel inferior.

# Questions to Ask Yourself When Dealing with People Posing a Challenge to Us

1. What is it worth to me to get involved?
2. Am I clear about my goal?
3. How is this an opportunity for me?
4. How flexible am I willing to be?
5. What's really going on here?
6. Do I think I can make progress?
7. Am I prepared for setbacks?
8. Others?



# Five Steps for Getting Past NO

## 1. Don't React

"Speak when you are angry, and you make the best speech you will ever regret." Ambrose Bierce

## 2. Disarm Them

"One must know how to sail with a contrary wind and to tack until one meets a wind in the right direction." Fortune DeFelice

## 3. Don't Reject...Reframe

"Craft against vice I will apply." William Shakespeare

## 4. Build Them A Golden Bridge

"Build your adversary a golden bridge to retreat across." Sun Tau

## 5. Make It Hard to Say No

"The best general is the one who never fights." Sun Tao

# Don't React

- Know your hot buttons...avoid hitting them
- Buy time to think...pause and gather your thoughts before making a decision or taking a position



# Disarm Them

- Listen actively...ask questions, and paraphrase
- Acknowledge their point...agree whenever you can
- Acknowledge the person...show respect and avoid hostile bargaining
- Express your views without provoking...try not to use the word "but"



# Don't Reject...Reframe

- Ask for their advice-few can resist opening up
- Ask problem-solving questions...such as "why not this?" or "what if?"
- Deflect attacks...focus on the problem, and the person is not the problem
- Expose tricks...ask for clarification; make reasonable requests
- Negotiate the rules of the game...call the person on his/her behavior

# Build Them a Golden Bridge

- Involve the other side...don't sell your ideas but engage them in joint problem-solving
- Satisfy unmet interests...ask what is important to them
- Help them save face..."do unto others..."
- Don't rush...especially at the end, this could unravel the deal

# Make It Hard to Say NO

- Let them know the consequences... don't be threatening or aggressive but realistic and sincere
- Discuss alternatives to resolution...diffuse their reaction
- Forge a lasting agreement...coercion or misunderstanding will undo what you thought was done
- Aim for mutual satisfaction, not victory...seek what you need and not necessarily what you want

# How Do You Deal with Conflict?

Try this Adult Personal Conflict Style Inventory:

[http://icresolution.com/  
how-do-you-deal-with-conflict/](http://icresolution.com/how-do-you-deal-with-conflict/)

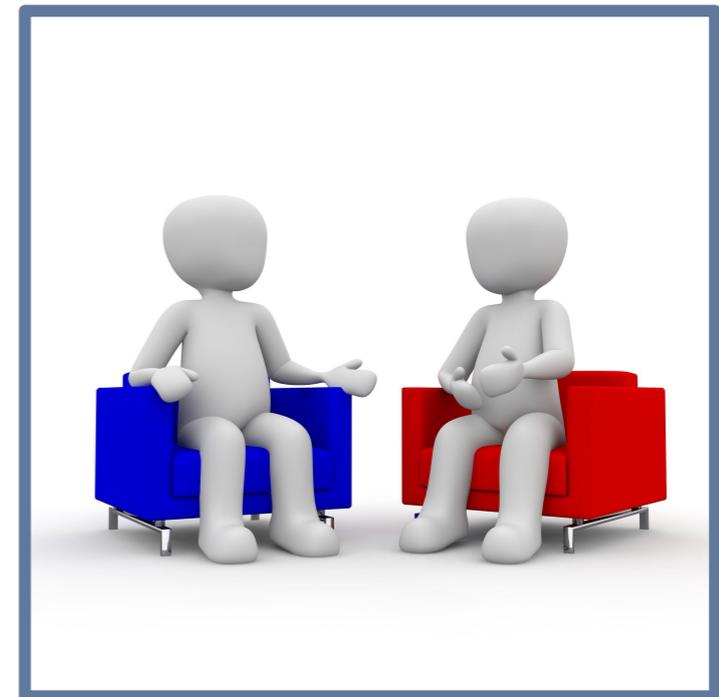
## The Beginning Educator:

1. has difficulty with classroom management, allows students to break school rules.
2. feels frustrated with the lack of respect from students, colleagues, and/or from parents.
3. lessons are not well planned or executed.
4. is not motivated and has a poor work ethic.
5. gossips and puts down colleague, and/or in general, lacks social skills.
6. dresses inappropriately for work.
7. lacks content knowledge and is struggling to learn the content\_himself/herself.
8. does not believe in differentiation and feels that teaching to the middle is sufficient.
9. receives no support from team or management.
10. wants to read a controversial book with her students.
11. has no patience when working with students with special needs.
12. assigns too much homework.
13. is ignoring the district curriculum, and teaching what he/she considers to be fun.
14. does not set appropriate boundaries with his/her students and/or colleagues.
15. fails to keep appropriate records of grades, is unprepared to report grades.
16. is disorganized, janitors have started to complain about the mess in the classroom.
17. takes all challenges to heart, is unable to separate work from personal life/feelings.
18. is over confident and is reluctant to make any improvements.

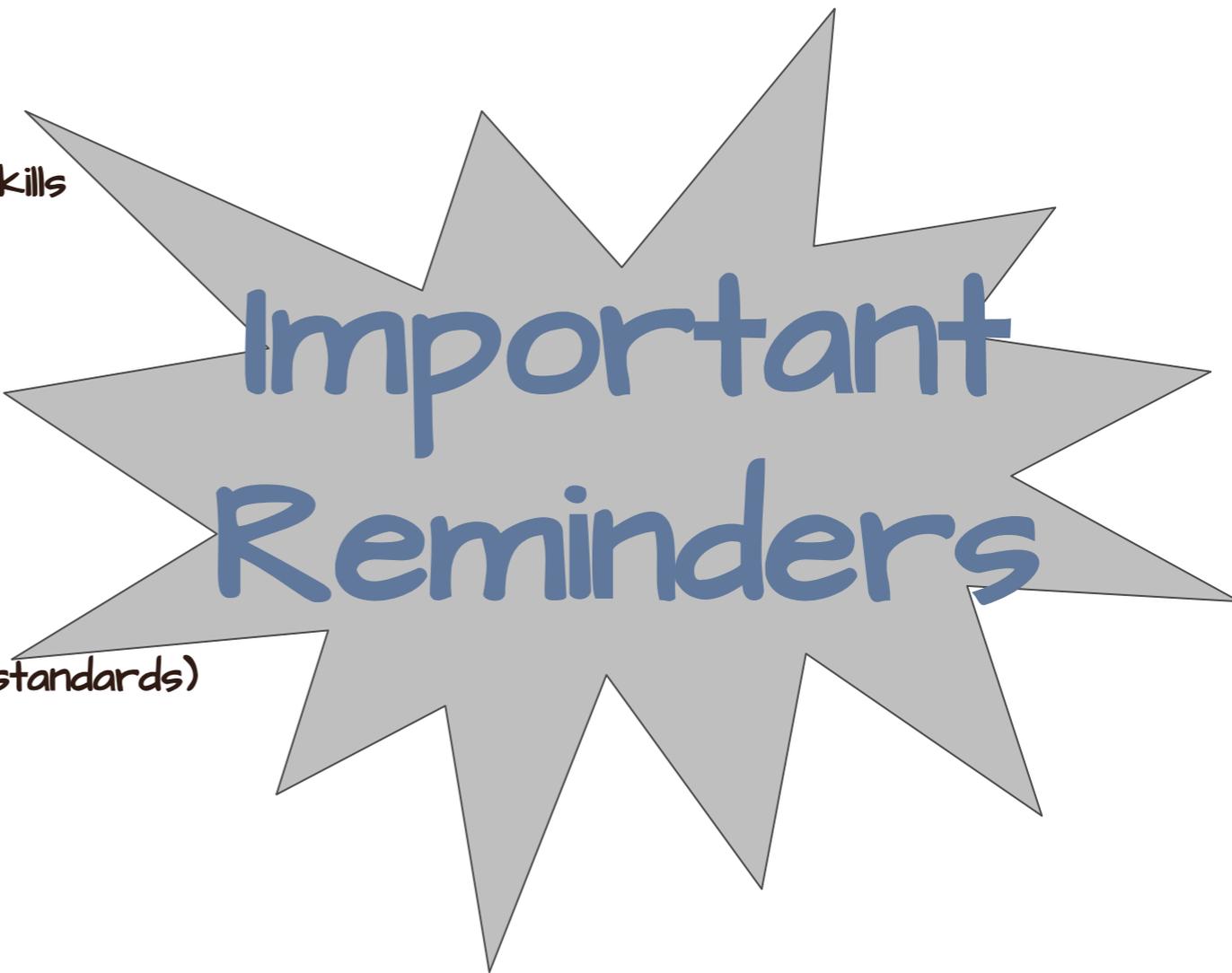
# Regular Mentor Meetings

## Recommended Materials:

- Maine's Initial Teacher Certification Standards
- Curriculum Standards
- Meeting Log
- Local Certification Documents
- School/District Handbook
- Bloom's Taxonomy/DOK/Marzano's Hierarchy, etc.
- Calendars and Planners
- Current Team/Department/Content Area Work

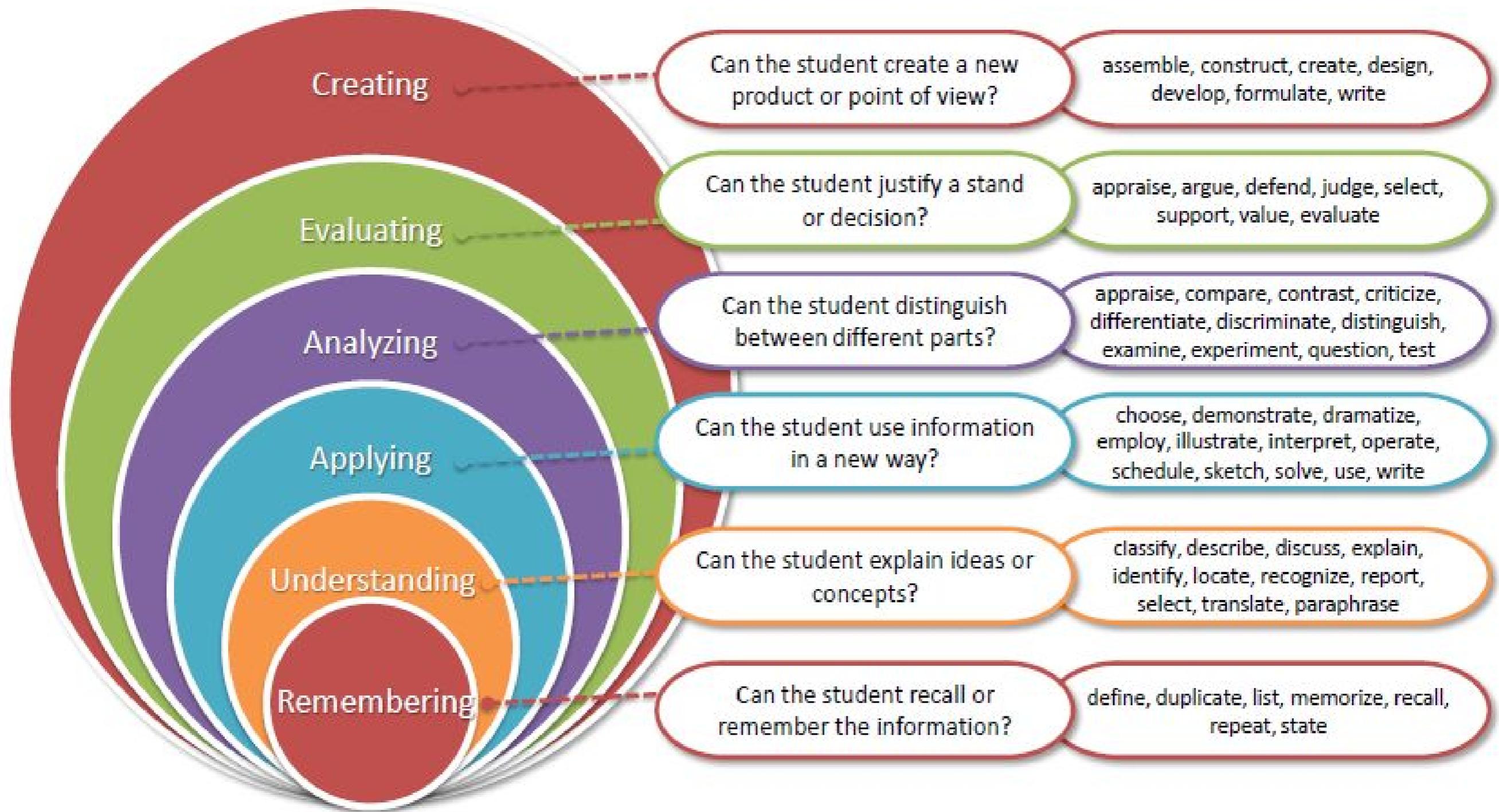


- Regular contact meeting (weekly is recommended, more often when necessary)
- Model professionalism
- Focus on one standard per meeting
- Use your communication, listening/questioning skills
- Check emotions/health of mentee
- Use contact logs to review and plan
- Allow for limited "venting"
- Move the meeting to a higher level (focus on standards)
- Avoid personal stories and biases
- Share professional readings/information
- Have closure...review of progress and date of next meeting
- Provide hope, perspective, and encouragement
- Document your meeting



# Important Reminders

# Bloom's Taxonomy (Revised)



# The Four "T"s

- . Manage **T**ime
- . Take **T**ime
- . Be on **T**ime



- . **T**rust the people, trust the process, trust the chaos, and trust yourself.

# Mentor Training Day 3 Exit Ticket

## Mentor Training Exit Ticket



What is something you understand better as a result of today's training?



What is one question you still have about the content of today's training OR one suggestion you have to improve future sessions?



What is one idea you have about how to incorporate content from today's training into your classroom/school/mentoring experiences?

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