Activity
Support and Assessment Strategies
A Conceptual Framework for Effective Support
Cues, Clues, & Circumstances

Presenter Notes

Left: The mentor would select more directive strategies if s/he observed/heard:

hesitancy and uncertainty
illness
missed meetings
lots of questions
“I don’t know what to do.”
Emergency/safety/danger situation—A child is missing from the classroom.
tears
irritability
don’t know the questions to ask
“I don’t...”
“I can’t....”
“Everything is fine.”
repeated use of “they”—blaming others
hanging on/getting by day-by-day
isolation—not joining colleagues in room at lunch, etc.
lot of complaints
“I need help!”
“I can’t find it.”
doesn’t see/understand issues/events that need attention
a dramatic shift in behavior or attitude
quiet and withdrawn behavior
look of wonder and amazement—“deer in the headlights”
feeling victimized
fear
external pressures
impulsive behavior
rigid behavior or attitude
Center: The mentor would assume a more collaborative role if s/he heard or observed:

more long-term planning and thinking
reflection
“Let’s... .”
out of survival mode
can see bigger picture
can review and assess data with help
wanting to come to work
wanting to go beyond
asking more and deeper questions
trying new things and wanting input
“I am having this problem... . What should I do?”
moving forward but still hesitant
asking for a bridge from support to risk-taking
“Am I doing this right?”
wanting to co-teach
forming new collegial contacts
equal contribution between mentor and new teacher in a conversation
focus on student data

Right: The mentor would become more of a facilitator when s/he observed or heard:

“Let me show you... .”
“I want feedback on... .”
“I get it!”
ability to narrow focus on what needs to be done
confidence to proceed—less hesitancy
more general awareness of school and community
“Come on in!”
“I’ve been thinking... .”
“I’ve noticed... .”
sharing of resources with mentor and/or colleagues
taking time to celebrate
taking on additional responsibilities
asking for input on the portfolio he/she is developing
problem-solving