






TYPES OF MENTORING

There are several approaches that facilitate high-quality mentoring relationships. Selecting a specific approach is dependent upon the goals of the mentoring session and the mentee's needs.

TYPE:	 REFLECTIVE	 DIRECT	 COLLABORATIVE
Description	Also termed cognitive coaching, reflective mentoring helps mentees reflect on their teaching strategies and develop and improve instruction.	Mentors act as problem solvers and models for mentees.	Also termed instructional coaching, in collaborative mentoring, mentors and mentees form partnerships.
Goals	To critically think about teaching practices and lesson plans and develop a deeper understanding of the learning process.	To provide modeling and strategies for mentees.	To use open dialogue between mentors and mentees to facilitate partnerships in improving instruction.
High Leverage Practice (HLP) Examples	HLP 8 & HLP 22 <i>"What are some of the ways you provided specific feedback?"</i> <i>"Is there anything you could have changed or improved with providing feedback?"</i>	HLP 8 & HLP 22 <i>"One way I might have provided corrective feedback to Sam is to help him identify where he made the calculation problem and show him how to check his work for his next trial."</i>	HLP 8 & HLP 22 <i>"Let's talk together about how we could provide Sam with specific feedback on his calculation error."</i>
Advantages	Helps mentees develop critical thinking skills and efficacy and allows them to take ownership of mentoring sessions.	Provides mentees with problem-solving techniques; mentees do not need to develop their own solutions.	Encourages problem-solving dialogues among colleagues and allows mentors and mentees to contribute.
Disadvantages	May not work well with mentees who are still in survival mode or who cannot identify their areas of weakness.	Does not allow mentees to identify their problem-solving strategies.	May not be appropriate for all mentees. Some mentees may be more reflective, and other may require higher levels of support.
When to Use	Works well with mentees who have acquired basic pedagogical skills, who can identify successful and unsuccessful teaching strategies, and who strive to improve.	Works well with mentees who are not yet confident in their skills, are stuck on dilemmas, or do not have the knowledge base to identify and implement solutions.	Serves as a bridge between direct mentoring and reflective mentoring.

Note. Reprinted with permission from author from Kamman, M., Zimmerman, K., Israel, M., Billingsley, B., McCray, E., Brownell, M., . . . Park, Y. (2012). *Mentor Handbook: Supporting Beginning Special Educators* (NCIPP Document No. IT-1). Retrieved from University of Florida, National Center to Inform Policy and Practice in Special Education Professional Development website: <http://ncipp.education.ufl.edu/reports.php>, pp. 28-29.

