CONCEPTUAL FRAMEWORK FOR
DIFFERENTIATED MENTORING

INSTRUCTIVE
Mentor directs interaction based on assessed needs
Mentor provides information about teaching or procedures
Examples:
- Share a process for analyzing student work
- Model an instructional strategy
- Offer a menu of ways to differentiate instruction
- Share thinking that leads to a solution
- Reference current research
- Provide information

COLLABORATIVE
Mentor guides interaction without directing it
Mentor and teacher contribute ideas somewhat equally
Examples:
- Co-develop a lesson or curriculum unit
- Problem solve issues of practice
- Analyze examples of student work together
- Co-observe another teacher; debrief together

FACILITATIVE
Mentor facilitates teacher's thinking and problem-solving
Teacher actively directs the flow of information
Examples:
- Listen as the teacher analyzes observation data
- Pose questions that clarify and deepen the teacher's thinking
- Facilitate a group of teachers as they assess student work

Adapted from the work of Carl Glickman