

**Tool:** **Mentoring Moves**

**Timing:** At some appropriate point during mentor training/professional development.

**Purpose:** For mentors, to reinforce and strengthen their mentoring expertise.

**Reference:** Feiman-Nemser, S. (2001). Helping novices learn to teach: Lessons from an exemplary support teacher. *Journal of Teacher Education*, 52(1), 17-30.

**Through this research study, one exemplary support teacher, Pete Frazer, was identified as a Master Mentor. The article describes how he defines and enacts his role with beginning teachers. To become familiar with Frazer's strategies and expertise, jigsaw his "mentor moves."**

1. **Modeling *wondering* about teaching**
2. **Giving a living example of teaching**
3. **Finding openings**
4. **Pinpointing problems**
5. **Reinforcing theory**
6. **Probing the novice's thinking**
7. **Noticing signs of growth**
8. **Focusing on students' sense making**

### **Mentoring Moves** **Expert Group Discussion Guide**

- **Identify the specifics of how Frazer enacts this mentor move.**
- **In what ways is this similar or different from you own experiences or those of mentors in your school?**
- **Identify any challenges (or barriers) you perceive related to accomplishing this "move."**