

The 20-Minute Meeting

What's Working? How Do You Know?

Directions: Ask your mentee to list five things that are working for him. Discuss how he knows they are working. The purpose of this discussion is to actually encourage the mentee (with you) to look at the “evidence” that demonstrates what is going smoothly.

You could also do this process in reverse. What is NOT working? How do you know? Then you could complete a Problem to Possibilities process to brainstorm options for making the situation work.

Examples of what might be working:

What's Working?	How Do You Know?
1. My students are on time for class.	I take attendance and they are here.
2. I taught a great science lesson today.	The students were engaged, I had no discipline problems, and they passed the quiz at the end of the class.
3. My students were well behaved in music.	The music teacher gave them a compliment.
4. I integrated my new student who doesn't speak English into the classroom successfully.	I gave her a partner, and they played together and worked together all day.
5. I made time for myself last night at home.	I didn't bring any schoolwork home; instead, I did some exercise and read a personal book. I feel great today.

Complete this table with your mentee. You could also use this process with a group of novice teachers as part of one of a group mentoring meeting agenda.

What's Working?	How Do You Know?