

	CONSULTING	
Offer a menu	If one idea is useful, several are even more effective (at least three). Providing multiple options leaves responsibility with the mentee.	Given the situation,... Given your goal...
Think aloud	Share thinking to provide insight, perspective, or connect to a leadership principle. *NO ADVICE*	In this situation, I ask myself.... When faced with a similar dilemma, I often start by....
Share what, why, how	Relates the “what and how” to underlying principles of practice that drive choices.	This might work here because... One way might be to (what) in order to (why) and take these steps (how)....
Connect to a principle of practice, research data or a leadership standard	Help the mentee internalize big ideas as organizers	Standard 5, Element 5.4 specifies.... We have lots of data to show....
Name causal factors	Offer several factors that might be producing the problem	Several things might typically produce that behavior... What often occurs is....
Reframe	Novel approaches to problem definition release new energy and ideas and often lead to a more effective solution.	Another way to think about this might be.... There are several ways to approach....

	COLLABORATING	
Brainstorm	Mutual generation of information is the most fundamental collaborative action. Generate possible reasons or causes for a particular situation, a variety of ideas or strategies, potential solutions to a problem or intervention that might be productive.	
Co-plan	Work together to create a communication effort, marketing video, Board retreat or Legislative visit. Keep in mind the mentee should be a full partner in planning and executing a collaborative effort.	
Become study buddies	Learn together about a new instructional strategy, a new technology, a new approach to building calibration among district evaluators.	

	COACHING	
Paraphrase and inquire	Acknowledging the mentee's perspective with a paraphrase establishes readiness for thinking that provides emotional support balanced with cognitive challenge.	So you are finding that..... what pattern do you see
Refer to a goal and inquire	Keep the conversation focused on goals in order to facilitate the mentee's professional vision and reinforce continuous learning.	Given your goal for, what are some indications about your progress?
Present data and inquire or invite	Reinforce leadership standards and build capacity for self-assessment	As you compare these data, what do you think about..... Looking at the rubric, what evidence supports....
Use a standard as third point, calibrate to the rubric descriptions and then shift to a coaching stance and inquire	Clarify the standard with specific examples, then inquire to expand thinking	This standard specifies in order to help leaders In your context, what are some ways you
Ask a coaching question	The right question can increase awareness of the need to anticipate, to focus, to increase the repertoire of options, and to reflect.	Who else could contribute perspective to this issue? Where might you need a Plan B? What evidence of success do you expect? What might you do differently next time?