

Presuppositions

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Have you been able to come up with an objective for this lesson?

X (Is this too challenging for you to do alone?)

This question belittles the teacher's feelings. It also implies that they are unable to think this through on their own.

✓ Positive: What lesson objectives are you considering?

Why will you teach that?

X (Is this educationally necessary?)

This questions the teacher's ability to plan lessons. The teacher might think that their planning strategies are being questioned.

✓ Positive: What do you want the students to learn?

How did your failure to model contribute to the learner's failure?

X (You did a poor job of letting the learner know what they needed to do.)

This question will make the teacher feel like a failure; they would probably not be open to any help after such a comment.

✓ Positive: Reflecting on today's lesson, what changes might you make next time to help students meet the objectives?

These teachers are hard for you to handle. How do you plan to keep them involved during this lesson?

X (Your lesson is boring and you do not have good management skills.)

The teacher would feel demeaned and could feel unwilling to listen or engage in further discussion.

✓ Positive: As you observed teachers during the lesson, what did you notice?

How many minutes do you think teachers actually paid attention?

X (Your lesson wasn't worth listening to so basically, it stunk.)

The teacher would feel unworthy and embarrassed. S/he may clam up not want to talk about what happened with the mentor.

✓ Positive: How did the teachers' behaviors differ or meet your expectations?

Why do you think so many teachers were lost during your explanation?

X (You are not organized in your presentation and you can't communicate very well either.)

This inquiry would make the teacher feel like giving up. S/he might be vulnerable and follow someone's bad advice.

✓ Positive: What teacher behaviors did you observe that showed your lesson was successful?

A teacher who is really a professional wouldn't put up with that kind of behavior. What do you plan to do?

X (You're not acting as a professional. You need your mentor's approval before you do something stupid again.)

The teacher would feel belittled or angry at such a statement.

✓ Positive: As you look back on their behavior, what do you think might have been the causal factors?

What could you have done to make the lesson more interesting?

X (Your lesson was boring.)

This would make the teacher feel like her lesson was not very interesting and that it did not keep your interest.

✓ Positive: As you reflect on your lesson what do you think that you might do differently next time?

Why don't you ever try testing them on the films you show?

X (You are not making worthwhile connections between learning and activities)

The teacher would feel like they did not put enough preparation into the lesson and that their lesson was not good enough.

✓ Positive: What might you do to insure there is a correlation between the learning and the activities?

What can I do to help make you a better teacher?

X (You need help! You are a lousy teacher!)

The teacher would feel like a complete loser. They are a terrible teacher and might as well quit.

✓ Positive: What can I do to help you achieve your goals?