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Figure 2.5 Categories of Feedback in a Mentoring Partnership

	Characterized by	Purpose
Promote	<ul style="list-style-type: none"> • Listening, questioning, paraphrasing, probing, withholding judgment • Mutual brainstorming, clarifying, deciding, assessing impact on students 	<ul style="list-style-type: none"> • Coach and collaborator • Student-centered decision making (what students currently understand and can do) and promote ongoing reflection in order to expand/sharpen knowledge, skills, and capability • Generate ideas to solve instructional problems, apply and test shared ideas, and learn together through co-planning
Praise	<ul style="list-style-type: none"> • Recognition, encouragement, gratitude 	<ul style="list-style-type: none"> • Increase motivation • Acknowledge results, hard work, and effort in order to motivate and thank
Persuade	<ul style="list-style-type: none"> • Directness • Giving advice or suggestions • Modeling and demonstrating 	<ul style="list-style-type: none"> • Inform about details regarding policies, procedures, content, techniques, and events
Perceive	<ul style="list-style-type: none"> • Observing actions • Judging • Commenting • Measuring 	<ul style="list-style-type: none"> • Evaluate progress and results for significance • Performance-based in the moment