

Mentoring Language

Paraphrasing	Clarifying
<p>Paraphrasing communicates that the listener has...</p> <p>Listened carefully, Understood what was said, Extends thinking, and Cares</p> <p>Paraphrasing involves:</p> <ul style="list-style-type: none"> • Restating in your own words • Summarizing • Organizing <p>Possible paraphrasing stems include:</p> <p><i>So, ...</i> <i>In other words, ... It sounds like...</i> <i>There are several key points you're bringing up...</i> <i>From what you're saying, ...</i> <i>You're primarily concerned with...</i></p>	<p>Clarifying communicates that the listener has...</p> <p>Heard what the speaker said, but does not fully understand what was said</p> <p>Clarifying involves asking a question (direct or implied) to:</p> <ul style="list-style-type: none"> • Gather more information • Discover the meaning of the language used • Learn more about the speaker's reasoning • Seek connections between ideas • Develop or maintain a focus <p>Possible clarifying stems include:</p> <p><i>Would you tell me a little more about...?</i> <i>Let me see if I understand...</i> <i>Can you tell me more about ...</i> <i>It would help me understand if you'd give me an example of...</i> <i>So, are you saying/suggesting...?</i> <i>What do you mean by...?</i> <i>How are you feeling about...?</i></p>
Mediational Questions	Non-Judgmental Responses
<p>Mediational questions help bring about a new understanding by posing questions that extend thinking, learning, and planning.</p> <p>Mediational questions help the colleague:</p> <ul style="list-style-type: none"> • Hypothesize what might happen • Analyze what worked or didn't • Imagine possibilities • Compare intended plans and outcomes with what actually happened <p>Possible mediational question stems include:</p> <p><i>What's another way you might...?</i> <i>What would it look like if...?</i> <i>What do you think would happen if...?</i> <i>How was ___ different from (like)...?</i> <i>What sort of an impact do you think...?</i> <i>What criteria do you use to...?</i> <i>When have you done something like ___ before?</i> <i>What do you think about...?</i> <i>How did you decide...? (Come to that conclusion?)</i> <i>What might you see happening in your classroom if...?</i> <i>What might have contributed to...</i> <i>What do you think ___ might have been thinking or feeling?</i></p>	<p>Non-judgmental responses communicate that the listener is open-minded, encouraging, and interested.</p> <p>Non-judgmental responses help to:</p> <ul style="list-style-type: none"> • Build trust • Promote an internal locus of control • Encourage self-assessment • Develop beginning teacher autonomy • Foster risk-taking <p>Possible non-judgmental responses include:</p> <p>Identifying what worked and why <i>I noticed when you ___ the students really ___</i></p> <p>Encouraging <i>It sounds like you have a number of ideas to try out!</i></p> <p>Asking the teacher to self-assess <i>In what ways did the lesson go as you expected?</i> <i>What didn't you expect?</i></p> <p>Asking the teacher to identify her or his role <i>What instructional decisions made the lesson successful?</i></p> <p>Showing enthusiasm for and interest in the teacher's work and thinking <i>I'm interested in learning/hearing more about...</i> <i>I'm really looking forward to...</i></p>

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Suggestions	Suggestion Stems
<p>Suggestions...</p> <ul style="list-style-type: none"> • Are expressed with invitational, positive language and vocal tone • Offer choices to encourage ownership • Are often expressed as a question (or include a “tag question” to invite further thinking and elaboration) • Are achievable—enough to encourage but not to overwhelm • May provide information about the mentor’s thinking and decision-making strategies • That are accompanied by research and/or rationale are more likely to be either accepted or elaborated upon by the teacher 	<p>Express suggestions that represent using strategic practices, embed choices, and encourage thinking/experimentation:</p> <ul style="list-style-type: none"> • Perhaps ____, ____, or ____ might work for... • From our experience, one thing we’ve noticed... • Several/some teachers I know have tried different things in this sort of situation, and maybe one might work for you... • What we know about ____ is... • Based on your question, something/something to keep in mind when dealing with... • There are a number of approaches... <p>Following a suggestion with a question invites the teacher to imagine/hypothesize how the idea might work in his/her context:</p> <ul style="list-style-type: none"> • <i>How might that look in your classroom?</i> • <i>To what extent might that work in your situation/with your students?</i> • <i>What do you imagine might happen if you were to try something like that with your class?</i> • <i>Which of these ideas might work best in your classroom (with your students)?</i>
Teachable Moments	Attitudes for Effective Listening
<p>Teachable moments are spontaneous opportunities that offer the mentor an entry point to:</p> <ul style="list-style-type: none"> • Fill in instructional gaps • Help the teacher make good choices • Encourage the teacher to take “the next step” <p>Taking advantage of a teachable moment involves:</p> <ul style="list-style-type: none"> • Sharing in the spirit of support • Being brief—focus on the essential • Being strategic • Avoiding using jargon or sounding pedantic <p>Possible teaching moment stems include:</p> <p><i>One thing to keep in mind is...</i> <i>If you’re interested in ____, it’s important to...</i> <i>What I know about ____ is...</i> <i>It’s sometimes/usually helpful to ____ when...</i></p>	<p>Effective listening communicates that the listener is...</p> <ul style="list-style-type: none"> • Respectful • Focused on building the relationship • Increasing his/her knowledge and understanding • Encouraging • Trustworthy <p>Effective listening involves:</p> <ul style="list-style-type: none"> • Truly hearing what the other person has to say • Viewing the other person as separate from yourself with alternative ways of seeing what you see • Genuinely being able to accept the other person’s feelings, no matter how different they are from your own • Trusting the other person’s capacity to handle, work through, and find solutions to his/her own problems