

## Mentor Language

Paraphrasing	Clarifying
<p>Paraphrasing communicates that the listener...</p> <ul style="list-style-type: none"> <li>• Listened carefully</li> <li>• Understood what was said</li> <li>• Cares</li> </ul> <p>Paraphrasing involves:</p> <ul style="list-style-type: none"> <li>• Restating in your own words</li> <li>• Summarizing</li> <li>• Organizing</li> </ul> <p>Possible paraphrasing stems include:</p> <ul style="list-style-type: none"> <li>• So,...</li> <li>• In other words,...</li> <li>• It sounds like...</li> <li>• There are several key points you're bringing up...</li> <li>• From what you're saying,...</li> <li>• You're primarily concerned with...</li> </ul>	<p>Clarifying communicates that the listener has...</p> <ul style="list-style-type: none"> <li>• Heard what the speaker said, but does not fully understand what was said</li> </ul> <p>Clarifying involves asking a question (direct or implied) to:</p> <ul style="list-style-type: none"> <li>• Gather more information</li> <li>• Discover the meaning of the language used</li> <li>• Learn more about the speaker's reasoning</li> <li>• Seek connections between ideas</li> <li>• Develop or maintain a focus</li> </ul> <p>Possible clarifying stems include:</p> <ul style="list-style-type: none"> <li>• Would you tell me a little more about...?</li> <li>• Let me see if I understand...</li> <li>• Can you tell me more about...?</li> <li>• It would help me understand if you'd give me an example of...</li> <li>• So, are you saying/suggesting...?</li> <li>• What do you mean by...?</li> <li>• How are you feeling about...?</li> </ul>

Mediational questions	Non-judgmental
<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"> <li>• Hypothesize what might happen</li> <li>• Analyze what worked or didn't</li> <li>• Imagine possibilities</li> <li>• Compare intended plans and outcomes with what actually happened</li> </ul> <p>Possible mediational question stems include:</p> <ul style="list-style-type: none"> <li>• What's another way you might...?</li> <li>• What would it look like if...?</li> <li>• What do you think would happen if...?</li> <li>• How was different from (like)...?</li> <li>• What sort of an impact do you think...?</li> <li>• What criteria do you use to...?</li> <li>• When have you done something like before?</li> <li>• What do you think about...?</li> <li>• How did you decide...?</li> <li>• How did you come to that conclusion?</li> <li>• What might you see happening in your classroom if...?</li> <li>• What might have contributed to...?</li> <li>• What do you think they might have been thinking or feeling?</li> </ul>	<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"> <li>• Build trust</li> <li>• Promote an internal locus of control</li> <li>• Encourage self-assessment</li> <li>• Develop beginning teacher autonomy</li> <li>• Foster risk-taking</li> </ul> <p>Possible non-judgmental responses include:</p> <ul style="list-style-type: none"> <li>• Identifying what worked and why</li> <li>• Encouraging</li> <li>• "I noticed when you _____ the students really _____."</li> <li>• "It sounds like you have a number of ideas to try out!"</li> <li>• Asking the educator to self-assess</li> <li>• "In what ways did this experience go as you expected? What didn't you expect?"</li> <li>• Asking the educator to identify her or his role</li> <li>• "What instructional decisions made the lesson successful?"</li> <li>• Showing enthusiasm for and interest in the educator's work and thinking</li> <li>• "I'm interested in learning/hearing more about..."</li> <li>• "I'm really looking forward to..."</li> </ul>

Suggestions	Suggestion Stems
<p>Suggestions...</p> <ul style="list-style-type: none"> <li>• Are expressed with invitational, positive language and vocal tone</li> <li>• Offer choices to encourage ownership</li> <li>• Are often expressed as a question (or include a “tag question” to invite further thinking and elaboration)</li> <li>• Are achievable—enough to encourage but not to overwhelm</li> <li>• May provide information about the mentor’s thinking and decision-making strategies</li> <li>• are more likely to be either accepted or elaborated upon by the teacher if they are accompanied by research and/or rationale</li> </ul>	<p>Express suggestions that represent using strategic practices, embed choices, and encourage thinking/experimentation:</p> <ul style="list-style-type: none"> <li>• Perhaps...</li> <li>• From our experience, one thing we’ve noticed...</li> <li>• Several/some teachers I know have tried different things in this sort of situation, and maybe one might work for you...</li> <li>• What we know about is...</li> <li>• Based on your question, something to keep in mind when dealing with...</li> <li>• There are a number of approaches...</li> </ul> <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"> <li>• How might that look in your classroom?</li> <li>• To what extent might that work in your situation/with your students?</li> <li>• What do you imagine might happen if you were to try something like that with your class?</li> <li>• Which of these ideas might work best in your classroom (with your students)?</li> </ul>

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"> <li>• Fill in instructional gaps</li> <li>• Help the teacher make good choices</li> <li>• Encourage the teacher to take “the next step”</li> </ul> <p>Taking advantage of a teachable moment involves:</p> <ul style="list-style-type: none"> <li>• Sharing in the spirit of support</li> <li>• Being brief and focusing on the essential</li> <li>• Being strategic</li> <li>• Avoiding using jargon or sounding pedantic</li> </ul> <p>Possible teaching moment stems include:</p> <ul style="list-style-type: none"> <li>• One thing to keep in mind is...</li> <li>• If you’re interested in _____, it’s important to...</li> <li>• What I know about _____ is...</li> <li>• It’s sometimes/usually helpful to _____ when...</li> </ul>	<p>Effective listening communicates that the listener is...</p> <ul style="list-style-type: none"> <li>• Respectful</li> <li>• Focused on building the relationship</li> <li>• Increasing his/her knowledge and understanding</li> <li>• Encouraging</li> <li>• Trustworthy</li> </ul> <p>Effective listening involves:</p> <ul style="list-style-type: none"> <li>• Truly hearing what the other person has to say</li> <li>• Viewing the other person as separate from yourself with alternative ways of seeing what you see</li> <li>• Genuinely being able to accept the other person’s feelings, no matter how different they are from your own</li> <li>• Trusting the other person’s capacity to handle, work through, and find solutions to his/her own problem</li> </ul>