

Mentoring Language

Paraphrasing

Paraphrasing communicates that the listener has...

- Listened** carefully,
- Understood** what was said,
- Extends** thinking, and
- Cares**

Paraphrasing involves:

- Restating in your own words
- Summarizing
- Organizing

Possible **paraphrasing** stems include:

- So,...*
- In other words,...*
- It sounds like...*
- There are several key points you're bringing up...*
- From what you're saying,...*
- You're primarily concerned with...*

Clarifying

Clarifying communicates that the listener has...

- Heard** what the speaker said,
- but does not** fully understand what was said

Clarifying involves **asking a question** (direct or implied) to:

- 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

Possible **clarifying stems** include:

- Let me see if I understand...*
- Can you tell me more about...*
- It would help me understand if you'd give me an example of...*
- So, are you saying/suggesting...?*
- What do you mean by...?*
- How are you feeling about...?*

Mediational Questions

Mediational questions help bring about a new **understanding** by posing questions that extend thinking, learning, and planning.

Mediational questions help the colleague:

- Hypothesize what might happen
- Analyze what worked or didn't
- Imagine possibilities
- Compare intended plans and outcomes with what actually happened

Possible **mediational** question stems include:

- What's another way you might...?*
- What would it look like if...?*
- What do you think would happen if...?*
- How was ___ different from (like)...?*
- What sort of an impact do you think...?*
- What criteria do you use to...?*
- When have you done something like ___ before?*
- What do you think about...?*
- How did you decide...? (come to that conclusion?)*
- What might you see happening in your classroom if...?*
- What might have contributed to...*
- What do you think ___ might have been thinking or feeling?*

Non-Judgmental Responses

Non-judgmental responses communicate that the listener is open-minded, encouraging, and interested.

Non-judgmental responses help to:

- Build trust
- Promote an internal locus of control
- Encourage self-assessment
- Develop beginning teacher autonomy
- Foster risk-taking

Possible **non-judgmental responses** include:

- Identifying what worked and why
 - I noticed when you ___: the students really ___*
- Encouraging
 - It sounds like you have a number of ideas to try out!*
- Asking the teacher to self-assess
 - In what ways did the lesson go as you expected?*
 - What didn't you expect?*
- Asking the teacher to identify her or his role
 - What instructional decisions made the lesson successful?*
- Showing enthusiasm for and interest in the teacher's work and thinking
 - I'm interested in learning/hearing more about...*
 - I'm really looking forward to...*