

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...