

Paraphrasing

Paraphrasing communicates that the listener has...

HEARD what the speaker said,
UNDERSTOOD what was said, and
CARES

Paraphrasing involves either:

RESTATING in your own words, or
SUMMARIZING

Some possible paraphrasing stems include the following:

So, ...
In other words, ...
What I'm hearing then, ...
What I hear you saying, ...
From what I hear you say, ...
I'm hearing many things, ...
As I listen to you I'm hearing, ...

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

1. Gather more information
2. Discover the meaning of the language used
3. Get clarity about the speaker's reasoning
4. Seek connections between ideas
5. Develop or maintain a focus

Some possible clarifying stems include the following:

Would you tell me a little more about...?
Let me see if I understand...
I'd be interested in hearing more about...
It'd help me understand if you'd give me an example of...
So, are you saying/suggesting...?
Tell me what you mean when you...
Tell me how that idea is like (different from)...
To what extent...?
I'm curious to know more about...
I'm intrigued by... / I'm interested in... / I wonder...

NOTE: "Why" tends to elicit a defensive response.

Mediational Questions

Mediational questions help the colleague

HYPOTHESIZE what might happen,
ANALYZE what worked or didn't
IMAGINE possibilities
COMPARE & CONTRAST what was planned
with what ensued

Some 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...?
How did you decide...(come to that conclusion?)
What might you see happening in your classroom if...?

Non-Judgmental Responses

Non-judgmental responses help to...

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

Possible examples:

- Identify what worked and why
I noticed how when you __ the students really __
- Encourage
It sounds like you have a number of ideas to try out!
It'll be exciting/interesting/great to see which works best for you!
- Ask the teacher to self-assess
How do you think the lesson went and why?
- Ask the teacher to identify her or his role
What did you do to make the lesson so successful?
- Listen
- Ask sincere questions
- Show 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...

Suggestions

“OPEN” suggestions...

- Are expressed with invitational, positive language and voice tone
- Offer choices to encourage ownership
- Are often expressed as a question [or include a “tag question”] to invite further thinking
- Are achievable—enough to encourage, but not to overwhelm
- May provide information about the mentor’s thinking and decision-making

Suggestion Stems

One thing I’ve learned/noticed is...

A couple of things to keep in mind...

From our experience, one thing we’ve noticed...

Several/some teachers I know have tried a couple of different things in this sort of situation and maybe one might work for you...

What I know about ___ is...

Something/some things to keep in mind when dealing with...

Something you might consider trying is...

There are a number of approaches...

Sometimes it’s helpful if...

Try following a suggestion with a question that invites the teacher to imagine/hypothesize how the idea might work in his/her context.

How might that look in your classroom?

To what extent might that work in your situation/with your students?

What do you imagine might happen if you were to try something like that with your class?

Which of these ideas might work best in your classroom (with your students)?

Teachable Moments

- Teachable moments are spontaneous opportunities that offer the mentor a chance to:
 - fill in instructional gaps
 - help the teacher make good choices
 - help the teacher to take “the next step”
- When taking advantage of a teachable moment, it’s important to:
 - share in the spirit of support
 - be brief—focus on the essential
 - be strategic
 - avoid using jargon or sounding pedantic
- Some possible stems include the following:
 - *One thing to keep in mind is...*
 - *If you’re interested in ___, it’s important to...*
 - *What I know about ___ is...*
 - *It’s sometimes/usually helpful to ___ when...*

Attitudes for Effective Listening

- You must truly want to hear what the other person has to say.
- You must view the other person as separate from yourself with alternative ways of seeing the world.
- You must genuinely be able to accept the other person’s feelings, no matter how different they are from your own.
- You must trust the other person’s capacity to handle, work through, and find solutions to his/her own problems.