

Mentoring Language

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 communicates that the listener has...

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?*

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:

- Would you tell me a little more about...? 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...?*

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...*



Suggestions...

FORMATIVE ASSESSMENT AND SUPPORT RE

SO U R C E Mentoring Language

- 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 strategic practices, embed choices, and encourage thinking/experimentation:
 - *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/some thing to keep in mind when dealing with...*
 - *There are a number of approaches...*

Express

suggestions that represent using

- 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

Following a suggestion with a question 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 are spontaneous opportunities that offer the mentor an entry point to:

- Fill in instructional gaps
- Help the teacher make good choices
- Encourage the teacher to take "the next step"

Taking advantage of a teachable moment involves:

Sharing in the spirit of support

- Being brief—focus on the essential
- Being strategic
- Avoiding using jargon or sounding pedantic

Possible teaching moment stems include:

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...

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Effective listening communicates that the listener is...

- Respectful
 - Focused on building the relationship
 - Increasing his/her knowledge and understanding
- Encouraging
 - Trustworthy

Effective listening involves:

- 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

