**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:
- 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…*
### Suggestions

**Suggestions...**
- Are expressed with invitational, positive language and 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
- May provide information about the mentor’s thinking and decision-making strategies
- Accompanied by research and/or rationale are more likely to be either accepted or elaborated upon by the teacher

### Suggestion Stems

Express *suggestions* that represent using 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...*

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

**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...*

### Attitudes for Effective Listening

**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