How can I be a better educator tomorrow than I was today and lead others to do the same?

<table>
<thead>
<tr>
<th>Paraphrasing</th>
<th>Clarifying</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paraphrasing communicates that the listener has...</td>
<td>Clarifying communicates that the listener has...</td>
</tr>
<tr>
<td>Listened carefully,</td>
<td>Heard what the speaker said, but does not fully understand what was said</td>
</tr>
<tr>
<td>Understood what was said,</td>
<td></td>
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<tr>
<td>Extends thinking, and</td>
<td></td>
</tr>
<tr>
<td>Cares</td>
<td></td>
</tr>
<tr>
<td>Paraphrasing involves:</td>
<td>Clarifying involves asking a question (direct or implied) to:</td>
</tr>
<tr>
<td>• Restating in your own words</td>
<td>• Gather more information</td>
</tr>
<tr>
<td>• Summarizing</td>
<td>• Discover the meaning of the language used</td>
</tr>
<tr>
<td>• Organizing</td>
<td>• Learn more about the speaker’s reasoning</td>
</tr>
<tr>
<td>Possible paraphrasing stems include:</td>
<td>• Seek connections between ideas</td>
</tr>
<tr>
<td>So,...</td>
<td>• Develop or maintain a focus</td>
</tr>
<tr>
<td>In other words,...</td>
<td></td>
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<tr>
<td>It sounds like...</td>
<td></td>
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<tr>
<td>There are several key points you’re bringing up...</td>
<td></td>
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<tr>
<td>From what you’re saying,...</td>
<td></td>
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<tr>
<td>You’re primarily concerned with...</td>
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### 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...
How can I be a better educator tomorrow than I was today and lead others to do the same?

<table>
<thead>
<tr>
<th>Suggestions</th>
<th>Suggestion Stems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggestions...</td>
<td>Express suggestions that represent using strategic practices, embed choices, and encourage thinking/experimentation:</td>
</tr>
<tr>
<td>• Are expressed with invitational, positive language and vocal tone</td>
<td>• Perhaps __, __, or ___ might work for...</td>
</tr>
<tr>
<td>• Offer choices to encourage ownership</td>
<td>• From our experience, one thing we’ve noticed...</td>
</tr>
<tr>
<td>• Are often expressed as a question (or include a “tag question” to invite further thinking and elaboration)</td>
<td>• Several/some teachers I know have tried different things in this sort of situation, and maybe one might work for you...</td>
</tr>
<tr>
<td>• Are achievable—enough to encourage but not to overwhelm</td>
<td>• What we know about __ is...</td>
</tr>
<tr>
<td>• May provide information about the mentor’s thinking and decision-making strategies</td>
<td>• Based on your question, something/some thing to keep in mind when dealing with...</td>
</tr>
<tr>
<td>• That are accompanied by research and/or rationale are more likely to be either accepted or elaborated upon by the teacher</td>
<td>• There are a number of approaches...</td>
</tr>
</tbody>
</table>

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)?**

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### 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