

Supporting Resources for New Teacher Mentor 101 Workshop
Mentoring Language Chart

Paraphrasing	Clarifying	Mediational Questions
<p>Paraphrasing communicates that the listener has...</p> <p>HEARD what the speaker said UNDERSTOOD what was said CARES</p> <p>Paraphrasing involves either: RESTATING in your own words SUMMARIZING</p> <p><u>Some possible paraphrasing stems include the following:</u> So, ...</p> <p>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, ...</p>	<p>NOTE: WHY tends to elicit a defensive response</p> <p>Clarifying communicates that the listener has... HEARD what the speaker said BUT does NOT fully UNDERSTAND what was said</p> <p>Clarifying involves ASKING A QUESTION to: Gather more information Discover the meaning of the language used Get clarity about the speaker's reasoning Seek connections between ideas Develop or maintain focus</p> <p><u>Some possible clarifying stems include the following:</u> 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 how that ideas is like (different from) To what extent ...? I'm curious to know more about ... I'm intrigued by .../I'm interested in.../I wonder...</p>	<p>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</p> <p><u>Some Mediational question stems include:</u> 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 ...?</p>

Suggestions	Teachable Moments	Non-Judgmental Responses
<p>“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</p> <p><u>Suggestion Stems:</u> 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</p> <p>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 ...</p> <p><i>Try following suggestion with a question that invites the teacher to imagine/hypothesize how the idea might work in his/her context.</i> How might this 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?</p>	<p><i>Teachable moments are spontaneous opportunities that offer the mentor a chance to:</i> Fill in instructional gaps Help the teacher make good choices/decisions Help the teacher to take “the next step”</p> <p><i>When taking advantage of a teachable moment, it’s important to:</i> Share in the spirit of support Be brief: focus on the essential Be strategic Avoid using jargon or sounding pedantic (not talking down to them)</p> <p><u>Some possible stems include the following:</u> 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 ...</p>	<p><i>Non-Judgmental Responses help to:</i> Build trust Promote an internal locus of control Encourage self-assessment Develop beginning teacher autonomy Foster risk-taking</p> <p><u>Possible examples:</u> Identify what worked and why <i>I noticed how when you _____ the students really _____</i></p> <p>Encourage <i>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!</i></p> <p>Ask the teacher to self-assess How do you think the lesson went and why?</p> <p>Ask the teacher to identify her/his role <i>What did you do to make the lesson so successful?</i></p> <p>Listen Ask sincere questions Show enthusiasm for and interest in the teacher’s work and thinking <i>I’m interested in learning/hearing more about ...</i> <i>I’m really looking forward to ...</i></p> <p><u>DANGER: Too much praise is detrimental</u></p>