

## 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's another way you might...?*

*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...*