

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...
I'm hearing many things...
As I listen to you I'm hearing...

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 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...?

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 language used
3. Get clarity about the speaker's reasoning
4. See 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/suggestion...?
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.

Non-Judgmental Responses

Non-judgmental responses help to...

- Build trust
- Promote an internal focus of control
- Encourage self-assessment
- Develop participating 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...*