



## Purposeful Paraphrasing

Demonstrating uses of *paraphrasing* in an effective mentoring conversation.

### Key Method

The mentor uses *paraphrasing* intentionally to build trust, demonstrate understanding, and extend or deepen thinking.

### Method Components

*As a mentor works with the mentee, the mentor uses and identifies the three key purposes of paraphrasing in a mentoring conversation. The strategies employed by the mentor will be captured on video and reflected upon.*

#### What is paraphrasing?

Paraphrasing is a conversation skill (oral or written) that is used to engage a mentee in collaborative problem solving and reflective thinking by restating and/or reframing the mentee's words. The flow of information should come from the mentee. Purposeful paraphrasing can help a mentor build trust and maintain focus on a mentee's needs and ideas, while also building the mentee's capacity for more effective thinking about practice.

#### Three key purposes for paraphrasing in a mentoring conversation

1. To build trust by:
  - Acknowledging feelings based on mentee's statements
  - Empathizing with mentee's situation
  - Explicitly naming mentee's previously unstated emotions
2. To demonstrate understanding of what the mentee is thinking and saying by:
  - Communicating understanding by restating mentee's thinking
  - Separating complex issues that mentee has surfaced
  - Summarizing multiple mentee ideas into a broad theme
3. To support the mentee in extending or deepening his or her thinking and practice by:
  - Organizing mentee's ideas
  - Synthesizing mentee's thinking
  - Naming mentee's ideas using academic or technical language of educational pedagogy
  - Broadening, narrowing, or otherwise shifting mentee's understanding

### Supporting Research

- Jenny Edwards. 2014. *Cognitive Coaching<sup>SM</sup>: A Synthesis of the Research*, 9th ed. January. <http://www.thinkingcollaborative.com/cognitive-coachingsm-synthesis-research/>  
This 45-page report includes research on the Cognitive Coaching framework, which includes paraphrasing. You can search the PDF specifically for "paraphrasing" research references.
- National Teacher Center. 2014. "Mentoring for Social and Emotional Learning." NTC Practice Brief, March 6. <http://www.newteachercenter.org/products-and-resources/practice-briefs/mentoring-social-and-emotional-learning>  
This NTC Practice Brief offers a framework for the importance of using mentoring language and

protocols (such as paraphrasing) to support key components of social and emotional learning.

- Elena Aguilar. 2011. "How Teachers Can Build Emotional Resilience." *Education Week*, January 5. [http://www.edweek.org/tm/articles/2011/01/05/tln\\_resilience.html](http://www.edweek.org/tm/articles/2011/01/05/tln_resilience.html)  
This *EdWeek* article highlights research on the importance of building trust and resiliency among educators.

## Resources

- **NTC Paraphrasing Stems.**  
Some possible paraphrasing stems include:
  - "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 . . . "
  - "If I'm hearing you correctly . . . "
- Robert J. Garmston. 2008. "Collaborative Culture: Raise the Level of Conversation by Using Paraphrasing as a Listening Skill." *JSD* 29(2), Spring. <http://learningforward.org/docs/jsd-spring-2008/garmston292.pdf?sfvrsn=2>
- Natalie Irons. 2012. "Three Types of Paraphrasing—Teacher Leadership Resource Tool." UCLA Center X. <http://centerx.gseis.ucla.edu/xchange/teacher-leadership/teacher-workroom/three-types-of-paraphrasing>
- Resource PDF [https://docs.google.com/a/newteachercenter.org/document/d/1qT\\_5Z9Qcnu-Blvd-Z08\\_TCLjEh20K8VEpcu9J75RYzQ/edit?usp=sharing](https://docs.google.com/a/newteachercenter.org/document/d/1qT_5Z9Qcnu-Blvd-Z08_TCLjEh20K8VEpcu9J75RYzQ/edit?usp=sharing)

## Submission Guidelines & Evaluation Criteria

*Following are the items you must submit to earn this micro-credential and the criteria by which they will be evaluated. To earn the micro-credential, you must receive a passing evaluation for Parts 1 and 3 and a "Yes" for Part 2.*

### Part 1. Overview questions

(200-word limit for each response)

#### Activity Description:

- Provide a short, contextual description of the mentoring conversation recorded in the video or audio (e.g., background information about mentor and mentee; time of year).
- Include the intended goal(s) of the conversation.
  - **Passing:** Activity description provides sufficient contextual details to make the goals and objectives of the conversation clear.

### Part 2. Evidence/artifacts

Submit one video or audio recording of a mentoring conversation that demonstrates your competence in paraphrasing. Your video or audio submission will be assessed based on the following rubric. You must earn a "Yes" on this portion of the submission in order to earn the micro-credential.

(Video/audio should not exceed seven minutes total and may be comprised of up to three edited clips.)

"Yes"	"Almost"	"Not Yet"
<p>Mentor demonstrates a minimum of 3 examples of <i>paraphrasing</i> that achieve at least 2 of the 3 purposes:</p> <ul style="list-style-type: none"> <li>- Building trust</li> <li>- Demonstrating understanding of ideas</li> <li>- Extending or deepening thinking and practice.</li> </ul>	<p>Mentor demonstrates fewer than 3 examples of <i>paraphrasing</i> or only 1 of the 3 purposes.</p> <p>Mentor's <i>paraphrasing</i> is forced or interrupts the conversational flow.</p>	<p>Mentor demonstrates fewer than 3 examples of <i>paraphrasing</i> and only 1 of the 3 purposes.</p> <p>Mentor's use of <i>paraphrasing</i> interrupts the natural conversational flow and/or does not lead to increased mutual understanding and/or <i>paraphrasing</i> focuses on mentor's ideas instead of mentee's.</p>

### Part 3. Mentor reflection

Submit a reflection on the use of paraphrasing in the mentoring conversation shown in the recording. Use the following prompts as a guide:

- Identity three specific examples of paraphrasing in your video/audio evidence and identify which of the three purposes they served. Include time stamps from the video where paraphrasing statement(s) begin.
- Analyze how the examples furthered the conversation or affected the mentee's thinking or feelings. Refer to specific mentee language or reactions as evidence of effects. How did your use of paraphrasing affect the mentoring conversation?
  - **Passing:** Mentor provides analysis and reflection of the effectiveness of paraphrasing during the conversation, clearly identifies three examples of paraphrasing, and connects the evidence with impact on mentee's thinking or feelings.