











Paraphrasing & Strategies for Learning Focused Conversation

START 	1 Engagement & Management	2 PARAPHRASE	3 Question	4 PROMPT
END 	 <u>PARAPHRASING</u>			5 PARAPHRASE
18 PARAPHRASE	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <u>Acknowledge & Clarify</u> </div> <div style="text-align: center;"> <u>Summarize & Organize</u> </div> </div> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p><i>-So, you're feeling....</i></p> <p><i>-You're seeing that...</i></p> <p><i>-In other words...</i></p> <p><i>-You're suggesting that....</i></p> </div> <div style="width: 45%;"> <p><i>-So, there seems to be 2 key issues here__ and __.</i></p> <p><i>-On one hand there is __ & on the other hand there is __.</i></p> <p><i>-For you then, several themes are emerging; __.</i></p> <p><i>-It seems you are considering a sequence or hierarchy here; __.</i></p> </div> </div>			6 Engagement & Management
21 RETURN TO START 				7 Question
20 Engagement & Management	 			8 Engagement & Management
19 PARAPHRASE				9 PARAPHRASE
18 PARAPHRASE	 			10 Question
17 RETURN TO START				11 PROMPT
OPEN 16 You talk about a recent challenge or success in your classroom 	GO BACK to the CLASSROOM. 15	14 PARAPHRASE	13 Question	CLASSROOM  12

PARAPHRASE Prompts

Acknowledge & Clarify

Teacher: This concept is really tough to teach to sophomores. It requires a degree of intellectual development that I don't think kids have at 15.

Summarize & Organize

Teacher: What a day I've had! The kids were all wound up by the change in the schedule. I hope that settles down soon. And on top of that, the network went down today and I had to scramble to complete my lesson without internet access. It's really frustrating when you take time to plan for technology integration and there are so many student and technical variables.

Acknowledge & Clarify

Teacher: I don't know how I'll get all of this work done. I've got a final exam to correct, end of term grades and my midterm reflection for TALENTeD!

Summarize & Organize

Teacher: Chloe's mom is coming to see me in the morning and I am really worried. She's basically a good kid, she she's slacking off and not paying attention during class. I need to figure out what's going for him but I'm not sure his mother and I are seeing things the same way.

Acknowledge & Clarify

Teacher: I have a kid in my 3rd period class that is really getting to me. I think he stays up at night thinking of ways to provoke me. He knows he gets to me and that upsets me even more.

Summarize & Organize

I finally figured out how to teach a lab on density in a way that helps kids get the concept and not get lost in all the math and measurements. But, wow does it take time to do it right. Now I'm behind in the curriculum with kids who are finally more confident as science learners.

Acknowledge & Clarify

Teacher: Today's lesson really went well. It was the first time that the cooperative groups worked well together both socially and academically. I hope we have more days like today.

Summarize & Organize

Developing good formative assessments sure takes time both in their creation and then in their scoring. I think it's ultimately going to be worth it in terms of student learning but there sure is a lot of upfront work.

Engagement & Management

<p style="text-align: center;"><u>Engagement</u></p> <p>“Given your concerns about student participation here are some tools to consider....”</p> <p>Provide examples of tools or techniques you use in your classroom to increase or insure student engagement (participation).</p>	<p style="text-align: center;"><u>Management</u></p> <p>Research has shown that routines and procedures reduce transition time and increase instructional time. For example, a daily warm up provides students time to review and pre-view instruction while the teacher takes role and prepares for the lesson.</p> <p>Give examples of routines in your classroom which you believe reduce behavioral distractions.</p>
<p style="text-align: center;"><u>Engagement</u></p> <p>“When I have a student who is reluctant to participate I sometimes I...”</p> <p>Provide examples of ways you have solved this problem for individual or multiple students.</p>	<p style="text-align: center;"><u>Management</u></p> <p>Failure to understand to the difference between procedures and rules can lead to problems with classroom management. There should be few rules and efficient, rehearsed procedures.</p> <p>Provide examples of the procedures in your classroom that increase participation and decrease distractions.</p> <p style="text-align: center;">Or</p> <p>What are the rules in your classroom? Could you have fewer?</p>
<p style="text-align: center;"><u>Engagement</u></p> <p>“Here is a strategy for increasing participation...”</p> <p>Share your favorite technique with your colleagues.</p>	<p style="text-align: center;"><u>Management</u></p> <p>First teach students the procedure, and then rehearse it. Continue to practice procedures and re-teach as necessary throughout the school year.</p> <p>What procedures do you reinforce regularly? Why are they important to you?</p>

Questions

Hint: *I enter the questions and answers into Quizlet. Then I print them as flashcards. That way you have the question on one side and the answer on the other!!*

Question 1: What are the 2 primary goals of a professional conversation between POINT teachers and their peers?

Goals:

- Hold meaningful conversation fluidity and clarity in 20 minutes or less.
- Support colleagues in building instructional practices that benefit student learning.

Question 2: What is meant by fluidity, clarity and efficiency in professional conversation?

Fluidity: A continuum of interactions built upon trust and attending fully to the meaning of the conversation.

Clarity: The comments and questions invite thinking, include pauses and employ skillful use of paraphrasing.

Efficiency: The conversation is completed in sixteen to twenty minutes using a template.

Question 3: Where are most teachers on the continuum of learning focused professional conversation?

Most teachers are at the collaborating or coaching end of the spectrum.

Collaborating

Characteristics of the teacher: This teacher is effective or highly effective, self-reflective, responsive to student outcomes and capable of analyzing their own instruction.

Role of the POINT teacher: The professional conversation is a shared platform for co-construction of improved student outcomes through improved instruction. Either the teacher or the POINT can offer analysis or solutions to problems identified by the teacher and seen in the observation.

Coaching

Characteristics of the teacher: This teacher can manage their own professional learning.

Role of the POINT teacher: To facilitate dialogue and ask questions.

Question 4: What are the two types of paraphrasing employed in professional conversation?

Acknowledge & Clarify: Purpose is to communicate our desire to understand and our value for the person and what s/he is saying or feeling. Emotions and content are identified and directly reflected.

Summarize & Organize: Purpose is to summarize and organize themes which shape a long stream of language when a great deal has been said. Key elements are identified so that the speaker can react. Organizing topics may include: categories, compare/contrast, large themes or a sequence or hierarchy.

Board Game: Pair Discussion Structure

Purpose: To engage students in content or text through a board game this requires them to respond to three types of prompts. This game can be adapted to any subject. The prompts should vary from easy (vocabulary or simple definitions) to application (short answer questions, higher level thinking). In mathematics this may take the form of operations and problem solving. In social studies it could range from key terms and people to essential questions.

Example 1: Paraphrasing & Strategies for Learning Focused Conversation: Here a skill is practiced (paraphrasing), and a text is reviewed (Questions) and discussion is generated (Engagement and Management Strategies).

Example 2: Frida Kahlo Unit: Here students prepare for a writing prompt, "Write about Frida Kahlo. Include details about her life and art and express opinions." Prompts include vocabulary, discreet questions, and short speaking prompts.

Materials: 1 di (dice)

Photocopy of Game Board

2 game pieces (buttons, nuts, pepples)

Scissors (1 or 2)

Players: 2 players is ideal.

If there are an odd number of students there will be a group of 3.

(By limiting the players to 2 it forces the students to speak more often and listen to each other more attentively.)

Procedures:

Pairs cut out prompts and create 3 piles (Paraphrase, Engagement and Management and Questions). I recommend color coding each page so it is easy for them to identify the prompts.

Game Rules:

Students role di to determine how many spaces to move. They chose a card corresponding to the spot they land on. If they are unable to answer the question they go back one space. When there is a winner s/he receive a prize (usually candy) and the game starts over. This game holds student attention for approximately 20 to 30 minutes. (*Note: students do not have to role the exact number needed to cross the finish line. That would waste time.*)

