ACADEMIC TALK

HOW TO GET YOUR STUDENTS REALLY TALKING ABOUT YOUR COURSE CONTENT

MONDAY, JANUARY 16, 2017

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SHANNA MCCRACKEN - DISTRICT CURRICULUM COORDINATOR

THE SIGN-IN SHEET IS ON THE TABLE BY THE DOOR
Welcome

Dayton ISD appreciates your commitment to professional growth and learning. In order to respect every attendee’s time and contributions, we will follow these expectations during today’s meeting:

- Be Attentive - participate, contribute, collaborate
- Be Prepared - we will begin on time & follow the agenda
- Be Polite - silence phones, limit messages, take calls outside
- Be Open-Minded - thinking is student centered & solution driven
- Be Present - avoid sidebar conversations & multi-tasking
- Be Professional - respect others’ opinions and perspectives
What is Academic Talk?

Talking with others about ideas and work is fundamental to learning. However, not all talk sustains learning. In order for classroom talk to promote learning, it must be accountable – to the learning community, to accurate and appropriate knowledge, and to rigorous thinking.
How to Elevate Academic Talk in Your Classroom

Teacher Modeling
Activate prior knowledge and model using academic vocabulary.

Guided Practice
Use questions, prompts and cues to determine what students know.

Collaborative Practice
Students work in small groups as teacher facilitates the process.
LET'S GET THEM READY TO LEARN...
Today’s Objectives

Content Objective:
I will learn and practice six new methods for incorporating Academic Talk in my classroom.

Language Objective:
I will share & express opinions, ideas and feelings in collaborative groups (3C & 3G).

Partially funded by Title III
RELATE TO A SONG
LISTEN TO EACH MUSIC CLIP, THEN DISCUSS WITH YOUR ELBOW PARTNER WHICH SONG LYRICS ARE CLOSEST TO DESCRIBING YOUR PERCEPTIONS OR EXPERIENCES WITH CLASSROOM ACADEMIC TALK?

THE COASTERS - "Yakety Yak"

More than Words..

You make me want to shout!

Give 'em something to talk about..
RELATE TO A SONG

WHICH SONG LYRICS ARE CLOSEST TO DESCRIBING YOUR PERCEPTIONS OR EXPERIENCES WITH CLASSROOM ACADEMIC TALK?

ELBOW PARTNERS
Compare & contrast these diagrams of classroom interaction. Which design do you think probably fosters the most successful students? Why? Which one looks like your typical class?
ROADBLOCKS TO SUCCESSFUL ACADEMIC TALK

Some students say too much...they hog all of the air time.

Some students don’t say anything...they never engage or share.

Some students go off-topic...they derail your objective & intent.

Some students interrupt before others can finish...they are impatient or disrespectful.

Some students become too intense or emotional...they may become hostile or aggressive.
<table>
<thead>
<tr>
<th>Accountable to the Learning Community</th>
<th>LISTEN</th>
<th>Summarize</th>
<th>Build</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pay attention to the statements of others</td>
<td>Restate the ideas of a previous speaker in your own words or way</td>
<td>Add to the statement of a previous speaker</td>
<td>Direct attention to the importance of another’s statement</td>
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</tbody>
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<tr>
<th>Accountable to the Knowledge</th>
<th>VERIFY</th>
<th>UNPACK</th>
<th>SUPPORT</th>
<th>LINK</th>
</tr>
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<td></td>
<td>Check your understanding of previous statements</td>
<td>Explain how you arrived at your answer</td>
<td>Give examples &amp; evidence to support your answer</td>
<td>Point out the relationships among previous statements &amp; knowledge</td>
</tr>
</tbody>
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<thead>
<tr>
<th>Accountable to Rigorous Thinking</th>
<th>DEFEND</th>
<th>CHALLENGE</th>
<th>COMBINE</th>
<th>PREDICT</th>
</tr>
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<td></td>
<td>Defend your reasoning against a different point of view</td>
<td>Ask a previous speaker to explain &amp; provide evidence for a statement</td>
<td>Incorporate knowledge from multiple resources to form an idea</td>
<td>Draw conclusions about what might happen next, or as a result of ideas.</td>
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ACCOUNTABLE TALK DISCUSSION MENU PROTOCOL

With your table group, one person responds the question/prompt given by the teacher. Then, group members continue the discussion using the Accountable Talk Menu as a scaffold for responding. Group members track the types of responses given by their peers and try to ensure all varieties of responses are included in the conversation.
One instructional strategy or practice that has worked well for me this year is.....
ACCOUNTABLE TALK DISCUSSION MENU PROTOCOL
YOUR TURN: TAMING THE TEXT

DISCUSSION PROTOCOL

Purpose: Help students analyze complex text
Partner Up - Choose an A and B
1. Choose one quote
2. Take one minute to silently read & think about your quote and how it relates to us professionally.
3. One minute - A shares his/her quote & thinking while B listens without responding
4. One minute - B shares their quote & thinking while A listens without responding
5. 30 Seconds - discuss how hard it was to listen closely, even for a very short period of time.
TAMING THE TEXT
DISCUSSION PROTOCOL
INTerview With A Word

Discussion Protocol

Purpose: Identify key attributes of a concept using academic language.

Stand Up, Hand Up, Partner Up – Choose an A and a B

1. Choose one ½ page from your table—do NOT share your word with your partner.
2. “B” will “become” their word.
3. “A” will act as an interviewer and ask questions until he/she is able to correctly figure out the word.
4. Important: Questions should NOT require yes or no answers. This is an interview format where open-ended questions and elaboration are allowed and encouraged. Avoid questions like, what letter do you begin with? How are you spelled? etc..
5. Switch roles & repeat.
SAMPLE INTERVIEW QUESTIONS....

- **TELL ME A LITTLE BIT ABOUT YOURSELF.**
- **DESCRIBE WHAT MAKES YOU MOST SATISFIED? MOST UPSET?**
- **WHO ARE YOU RELATED TO (SYNONYMS)?**
- **HOW WOULD YOU BE VISIBLE IN MY CLASSROOM?**
- **WHY IS IT BENEFICIAL WHEN YOU ARE PRESENT IN MY CLASSROOM?**
Intensity
Relevance
Rigor
Listening
Curiosity
Collaboration

Consensus
Learning
Questioning
Reflection
Modeling
Creating
Fortunately, Unfortunately Discussion Protocol

Purpose: Give students opportunities to view information from alternate perspectives.

“Fortunately, students know a lot and can contribute a great deal to an academic conversation…”

**Fortunately...**
Triple Up – groups of three are needed so one person doesn’t always speak from the same perspective.

**Unfortunately...**
Take turns responding to an initial statement generated by the facilitator.

**Fortunately...**
Statements must change perspective for each response.
FORTUNATELY, UNFORTUNATELY DISCUSSION PROTOCOL
A PENNY FOR YOUR THOUGHTS DISCUSSION PROTOCOL

Purpose: To encourage participation and ensure students share equal air time.

Quint Up – get into groups of 4
Each person takes 3 pennies.
Once the discussion prompt is given, group members must invest in the conversation.
Each comment will cost you a penny.
Comments should last no more than 10 -15 seconds.
Each student must invest all of his/her coins.
When students run out of coins, they may not add additional comments.
A PENNY FOR YOUR THOUGHTS

WHAT HAVE YOU PRACTICED TODAY THAT YOU WILL IMPLEMENT IN YOUR OWN CLASSES?
<table>
<thead>
<tr>
<th>TODAY'S ENGAGEMENT STRATEGIES</th>
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<tbody>
<tr>
<td><strong>Choral Reading of Objectives</strong></td>
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<tr>
<td><strong>Elbow Partner / Song Perspective</strong></td>
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<tr>
<td><strong>Discussion Menu / What has worked this year</strong></td>
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<tr>
<td><strong>Taming the Text Protocol / Quotes</strong></td>
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<tr>
<td><strong>Interview with a Word Protocol / Academic Language</strong></td>
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<tr>
<td><strong>Fortunately, Unfortunately Protocol</strong></td>
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<tr>
<td><strong>Penny for Your Thoughts / How can you use these ideas in class?</strong></td>
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</tbody>
</table>
THANKS!

Let us know if we can help get your students talking! We'd love to come to your classroom and assist you in getting the conversations started!

shanna.mccracken@daytonisd.net
suzanne.hicks@saytonisd.net
Take a few seconds to consider and think about your quote.

You will have 1 minute to share and explain the quote to your partner.

You never want to get on a plane where the pilot learned to fly from worksheets.

via @toddwhitaker
Take a few seconds to consider and think about your quote.

You will have 1 minute to share and explain the quote to your partner.

“When teachers are working together, they can do powerful things to improve their own teaching, and in turn, to improve student learning.”

- Robert Meehan
Take a few seconds to consider and think about your quote.

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OUR JOB IS TO CREATE ROOMS FILLED WITH STUDENTS’ VOICES.

NOT TO BE THE MAIN VOICE.

PERNIL LERIPP
Take a few seconds to consider and think about your quote.

You will have 1 minute to share and explain it to your partner.

"Tell me and I forget. Teach me and I remember. Involve me and I learn."
Take a few seconds to consider and think about your quote.

You will have 1 minute to share and explain it to your partner.

I WOULDN'T BE WHERE I AM NOW IF I DIDN'T FAIL ...A LOT. THE GOOD, THE BAD, IT'S ALL PART OF THE SUCCESS EQUATION.

MARK CUBAN
Take a few seconds to consider and think about your quote.

You will have 1 minute to share and explain it to your partner.

Inspire a sense of wonder, ignite passion within students, invigorate a true love of learning.
Take a few seconds to consider and think about your quote.

You will have 1 minute to share and explain it to your partner.

“THE BEST THING ABOUT BEING A TEACHER IS THAT IT MATTERS. THE HARDEST THING ABOUT BEING A TEACHER IS THAT IT MATTERS EVERY DAY.”

-TODD WHITAKER
Intensity
Relevance
Rigor
Listening
Curiosity
Collaboration

Consensus
Learning
Questioning
Reflection
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Creating