



**JUNE 17-20, 2018**

**AUSTIN, TEXAS**

# LET THEM TALK!

Build a Culture of Classroom Discourse to turn your students into effective learners

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**#NCSC18**

**A Quick Poll**

**Post your answer at**

**[www.pollev.com/letstalk](http://www.pollev.com/letstalk)**

**or**

**Text LETSTALK to 2233**

# What is your current position?

Teacher

Curriculum Coordinator

Specialist

Counselor

Principal/Assistant Principal

Superintendent/Asst.Superintendent

Board Member

Educational Consultant

Working in a non-education field

# Which state are you from? (Please click on the picture)

AK

HI



# **OBJECTIVE**

We will be able to build productive classroom talk culture by using Accountable Talk.

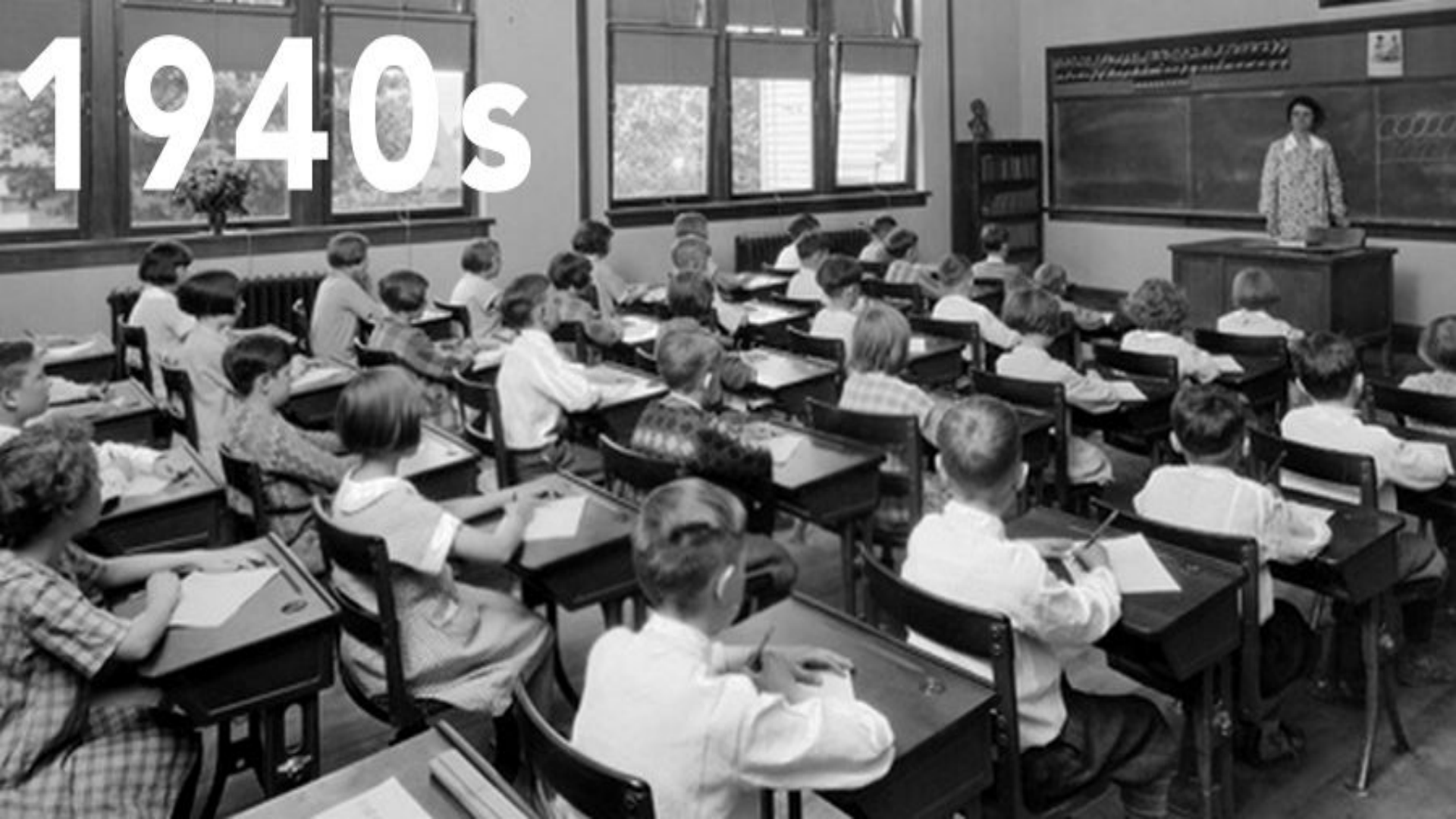
# WHY DO WE NEED ACADEMICALLY PRODUCTIVE TALK IN OUR CLASSROOMS?



Post your answer at  
[www.pollev.com/letstalk](http://www.pollev.com/letstalk) or Text **LETSTALK** to **2233**



# 1940s







# Why do we need Academically productive talk in our Classrooms?

If you want them to HEAR it, you talk. If you want them to LEARN it, they TALK.

-Spencer Kagan

One study found that in high-achieving classrooms, teachers talked about 55 percent of the time; but in classrooms in which students were identified as low-achieving, teacher talk consumed a whopping 80 percent of the instructional minutes (Flanders, 1970).

# Imagine a classroom where students ...

STATE NEW IDEAS,  
AGREE, DISAGREE,  
AND ADD ON TO  
EACH OTHER'S IDEAS  
RESPECTFULLY

LISTEN TO  
UNDERSTAND  
EACH OTHER AND  
TAKE RISKS TO  
OPEN THEIR IDEAS

SUPPORT THEIR  
ANSWERS WITH  
EVIDENCE, MAKE  
MISTAKES, AND  
CHALLENGE IDEAS

ASK QUESTIONS  
AND RECONSIDER  
THEIR THINKING

**BUILD THIS CULTURE BY USING ACCOUNTABLE TALK**

# WHAT ACCOUNTABLE TALK DOES:

## PROVIDES A FRAMEWORK TO BUILD PRODUCTIVE CLASSROOM TALK CULTURE...

### CLASSROOM TALK NORMS

- 1) LISTEN CAREFULLY WITH RESPECT AND EMPATHY  
All Ideas are serious!



- 2) PARTICIPATE BY USING ACCOUNTABLE TALK STEMS

State a new Idea, Agree-Disagree-Add on Ask for Clarification, Rephrase / Restate



- 3) SUPPORT YOUR ANSWER WITH EVIDENCE  
Text-to-Text, Text-to-World, or Text-to-Self

**EVIDENCE**

- 4) COLLABORATE DON'T COMPETE  
We are expected to find an answer as a team



**1) CLASSROOM TALK NORMS:**  
**Guidelines** and **"Ground Rules"** for student interaction. It clarifies expectations and fosters an environment of mutual respect.

### ACCOUNTABLE TALK STEMS

#### STATE A NEW OPINION

- I think/believe that ...
- In my opinion ...
- From my perspective ...
- Based on ..., it seems that
- After reading ..., I conclude that

#### ASK FOR CLARIFICATION

- What do you mean by ...?
- Why do you think that?
- Will you explain that again?
- I have a question about ...
- I don't quite understand. Can you explain it little bit more?

#### AGREE, DISAGREE, OR ADD ON

- I agree with you because ...
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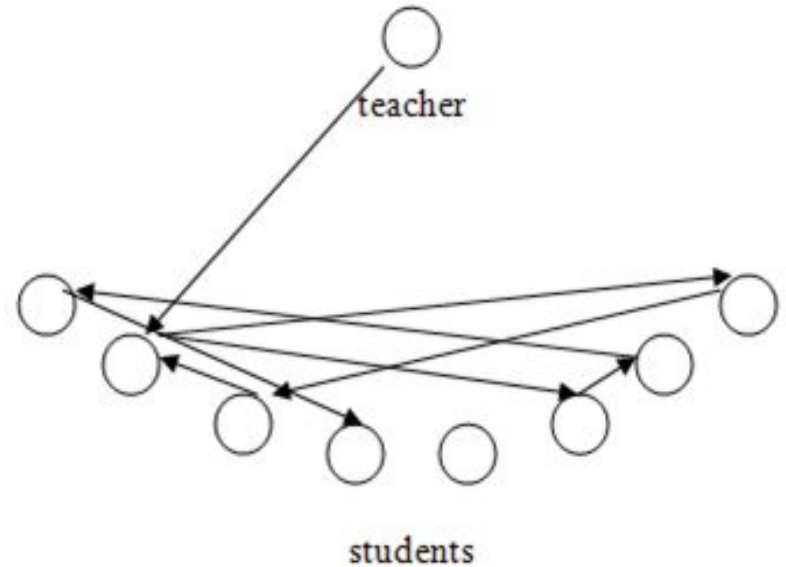
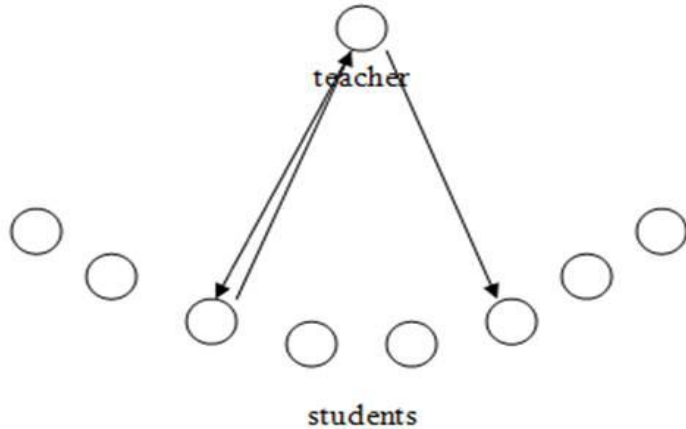
#### PARAPHRASE OR RESTATE YOUR OPINION

- So what you are saying is that ...
- In other words, you think ...
- I noticed that ...
- If I understand you correctly, your opinion is that ...

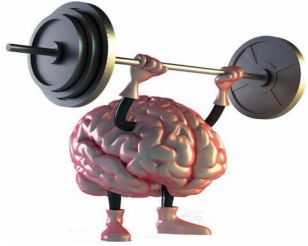
**2) TALK STEMS:**  
**Language tools** necessary to build productive **Academic Discussions**. It helps students better communicate and learn using Academic Language to express concepts and their thinkings.

# Turn and Talk

Compare and contrast these diagrams of classroom interaction. Which do you think shows more engaging and academically productive talk and promotes learning? Why?



# ACCOUNTABLE TALK



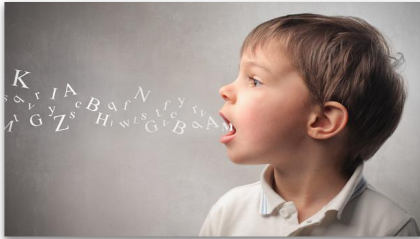
*Promotes learning and strengthens memory*



*Builds a positive classroom culture and a safe environment*



*Makes thinking audible*



*Supports the development of academic language*



*Exercises critical thinking skills and improves reasoning ability*



# GRADE 8 - WORLD HISTORY

WHAT EVENT OR UNIT IN OUR CLASS HAS THE BIGGEST IMPACT ON THE WORLD? DEFEND YOUR ANSWER.



**TURN AND TALK**

**WHAT DID YOU NOTICE?**

**HOW DO I BUILD THIS POSITIVE  
CULTURE IN MY CLASSROOM?**

# PREPARATION

**Discuss the definition of Accountable Talk in your classroom and show how it looks like.**

- 1. Establish the Talk Norms with your class.**
- 2. Present Accountable Talk Stems and model how to use them.**
- 3. Explain the Rubric and Make Accountable Talk Stems and Talk Norms visible.**





**Establish the CLASSROOM TALK  
NORMS**

# What makes you feel uncomfortable to share your ideas, open your thinking, ask questions, and participate in a discussion? (One word that comes to your mind...)



When poll is active, respond at [PollEv.com/tarkantopcuo493](https://PollEv.com/tarkantopcuo493)  Text **TARKANTOPCUO493** to **22333** once to join

# Why Establish Norms



- **Most people will not discuss their thinking, their questions, their ideas, if they are afraid that someone will laugh at them or criticize them**
- **If students don't participate because of fear or disrespect, you cannot achieve your academic goals for those students**

# Establish Norms

- Establish respectful discourse
- All ideas are serious
- No insults
- No ridiculing
- No put-downs
- No one ignored
- No one brow-beaten





# HCSS CLASSROOM TALK NORMS

## 1) LISTEN CAREFULLY WITH RESPECT AND EMPATHY

All Ideas are serious!



## 2) PARTICIPATE BY USING ACCOUNTABLE TALK STEMS

State a new Idea, Agree-Disagree-Add on, Ask for Clarification, Rephrase / Restate



## 3) SUPPORT YOUR ANSWER WITH EVIDENCE

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**EVIDENCE**

## 4) COLLABORATE DON'T COMPETE

We are expected to find an answer as a team





**Use Accountable Talk Stems and model  
how to participate**

# ACCOUNTABLE TALK STEMS

## STATE A NEW OPINION

- I think/believe that ...
- In my opinion ...
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## ASK FOR CLARIFICATION

- What do you mean by ...?
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## PARAPHRASE OR RESTATE YOUR OPINION






- So what you are saying is that ...
- In other words, you think ...
- I noticed that ...
- If I understand you correctly, your opinion is that ...



**Explain the Rubric and Make Accountable**

**Talk Stems and Talk Norms visible**

# A SIMPLE SELF-EVALUATION RUBRIC

GROUP DISCUSSION RUBRIC	Not Yet 	Sometimes 	Usually 	Mostly 	Always 
<b>Everyone</b> has participated in a meaningful and substantive way and, more or less, equally.					
<b>Everyone</b> listened carefully and respectfully to one another.					
<b>Everyone</b> tried to support their answers with evidence.					
<b>Everyone</b> used Accountable Talk Stems.					
There was a <b>team effort</b> . Students took risks and dug for deep meaning.					

# A SIMPLE GRADING RUBRIC

## **EXPECTATIONS**

- Participated in a meaningful and substantive way and, more or less, equally.
- Listened carefully and respectfully to one another.
- Tried to support the answers with evidence.
- Used Accountable Talk Stems.
- Took risks and dug for deep meaning.





## **GRADING**

- (5) Met all of the expectations
- (4) Met most of the expectations
- (3) Met some of the expectations
- (2) Met one or two expectations
- (1) Didn't meet the expectations

# SAMPLE WEEKLY GRADING TABLE

WEEKLY PARTICIPATION GRADE						
Class: <u>SCI-7B</u>	Week: <u>Oct 7-11</u>					
Name	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	OVERALL
J.D	4		3			4
B.T	3		2			3
T.T	3		2			3
<del>A.T</del>	3		4			4
L.M	1		4			3
T.O	1		1			1
Z.O	4		5			5
T.B	4		4			4
B.O	3		5			4
K.L	3		3			3
M.N	2		4			3
T.D	2		4			3
B.C	1		4			2
K.L	1		5			3
M.M	2		3			3
D.J	3		2			3
T.R	4		1			3
R.R	4		5			4
T.B	1		4			3
<b>EXPECTATIONS</b>						
<ul style="list-style-type: none"> <li>• Participated in a meaningful and substantive way and, more or less, equally.</li> <li>• Listened carefully and respectfully to one another.</li> <li>• Tried to support the answers with evidence.</li> <li>• Used Accountable Talk Stems.</li> <li>• Took risks and dug for deep meaning.</li> </ul>		(5) Met all of the expectations (4) Met most of the expectations (3) Met some of the expectations (2) Met one or two expectations (1) Didn't meet the expectations				

# Posters and Handouts

ACCOUNTABLE TALK STEMS	
	<b>A) STATE A NEW OPINION</b> <ul style="list-style-type: none"> <li>I think/believe that ...</li> <li>In my opinion ...</li> <li>From my perspective ...</li> <li>Based on ..., it seems that</li> <li>After reading ..., I conclude that</li> </ul>
	<b>B) AGREE, DIASGREE, OR ADD ON</b> <ul style="list-style-type: none"> <li>I agree with you because ...</li> <li>That answer makes sense because ...</li> <li>I respectfully disagree with you because ...</li> <li>I have a different point of view ...</li> <li>I would like to add on ...</li> <li>To expand on what .... said, ...</li> <li>This reminds me of ...</li> <li>To piggyback on what .... said</li> </ul>
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## CLASSROOM TALK NORMS


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All Ideas are serious!

**2) PARTICIPATE BY USING ACCOUNTABLE TALK STEMS**  
State a new Idea, Agree-Disagree-Add on Ask for Clarification, Rephrase / Restate

**3) SUPPORT YOUR ANSWER WITH EVIDENCE**  
Text-to-Text, Text-to-World, or Text-to-Self

**4) COLLABORATE DON'T COMPETE**  
We are expected to find an answer as a team

**EVIDENCE**



**AGREE, DISAGREE, OR ADD ON**

- I AGREE WITH YOU BECAUSE ...
- THAT ANSWER MAKES SENSE BECAUSE ...
- I RESPECTFULLY DISAGREE WITH YOU BECAUSE ...
- I HAVE A DIFFERENT POINT OF VIEW ...
- I WOULD LIKE TO ADD ON ...
- TO EXPAND ON WHAT .... SAID, ...
- THIS REMINDS ME OF ...
- TO PIGGYBACK ON WHA...

ACCOUNTABLE TALK STEMS
<b>A) STATE A NEW OPINION</b> <ul style="list-style-type: none"> <li>I think/believe that ...</li> <li>In my opinion ...</li> <li>From my perspective ...</li> <li>Based on ..., it seems that</li> <li>After reading ..., I conclude that</li> </ul>
<b>B) AGREE, DISAGREE, OR ADD ON</b> <ul style="list-style-type: none"> <li>I agree with you because ...</li> <li>That answer makes sense because..</li> <li>I respectfully disagree with you because ...</li> <li>I have a different point of view ...</li> <li>I would like to add on ...</li> <li>To expand on what .... said, ...</li> <li>This reminds me of ...</li> <li>To piggyback on what .... Said</li> </ul>
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**ASK FOR CLARIFICATION**

- WHAT DO YOU MEAN BY ...?
- WHY DO YOU THINK THAT?
- WILL YOU EXPLAIN THAT AGAIN?
- I HAVE A QUESTION ABOUT ...
- I DON'T QUITE UNDERSTAND. CAN YOU EXPLAIN IT LITTLE BIT MORE?

**PARAPHRASE OR RESTATE YOUR OPINION**

- SO WHAT YOU ARE SAYING IS THAT ...
- IN OTHER WORDS, YOU THINK ...
- I NOTICED THAT ...
- IF I UNDERSTAND YOU CORRECTLY, YOUR OPINION IS THAT ...

**STATE A NEW OPINION**

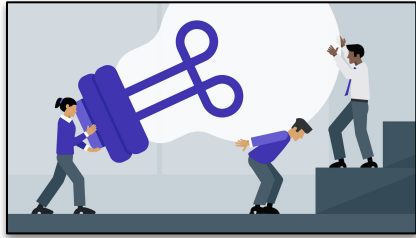
- I THINK/BELIEVE THAT ...
- IN MY OPINION ...
- FROM MY PERSPECTIVE ...
- BASED ON ..., IT SEEMS THAT
- AFTER READING ..., I CONCLUDE THAT



**YOUR FIRST DAY ...**

# YOUR ROLE AS A TEACHER...

1. Craft a HOTS (Higher Order Thinking Skill) question, an open-ended question, or a statement that requires critical thinking and explanation.



2. Stress the idea that, " We are expected to collaborate to find an answer as a team."

3. Give your students time to think, research, talk to their peers, and/or write notes so they have background information and the confidence to participate.



think≡time™



4. Have your students respond to each other and so lead the conversation.

5. During discussion, be almost invisible. Monitor and track student participation, intervene to repeat talk norms if necessary, invite non-participants to join the conversation, and do the evaluation.



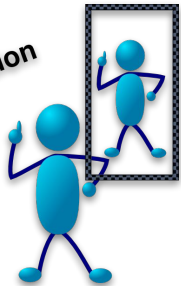
6. Model how to listen actively and how to express ideas respectfully using Accountable Talk Stems.



7. Summarize the ideas and clarify any confusion.



Self-Evaluation



8. Have students do a self-evaluation of their discussion.

# When do we use Accountable Talk?

All the time! Accountable Talk is the culture of classroom discourse.

- Interactive Lecture
- Small Group Discussion
- Whole Class Discussion
- Think-Pair-Share
- Fishbowl
- Socratic Seminar
- Online Discussions
- ...

**LET'S JUST MAKE A SMALL START ...**

**FOR EACH TABLE:**

Group Leader

Group Members

# GROUP LEADERS

- Repeat the task and stress the idea that, “ We are expected to find an answer together”
- Give your members time to think and talk.
- Ask your group members to listen and respond to each other and propel the conversation.
- Remind them to stay on topic and use ACCOUNTABLE TALK STEMS
- During discussion, be almost invisible. Make your observations, but let the members lead the conversation.
- Invite non-participants to join the conversation.
- Summarize and have the members do a self-evaluation of the discussion at the end.

**Note:** It's ok if you have moments when everybody keeps quiet. Be patient! Don't jump into the right answer.



# GROUP MEMBERS

- We are a Team. The Team is expected to focus their minds to find a answer. Don't compete - collaborate!
- All ideas are serious. Listen carefully and respectfully.
- Ever member is expected to participate.
- Use **ACCOUNTABLE TALK STEMS** to state a new idea, agree, disagree, add on to someone's idea, ask a question to clarify, paraphrase or restate your opinion.
- Try to support your answer with evidence.



# 1) SMALL GROUP DISCUSSION

## The New York City SODA BAN.

New York City Mayor Michael  
Bloomberg's ban on big soft  
drinks ...





## Are we for **PROBAN** or **AGAINST THE BAN**? Why?

Each group member will use the **accountable talk stems** to engage in a debate about the pros and cons of banning large soft drinks.

### **VOTE:**

Is your group **PROBAN** or **AGAINST** the ban?



5 minutes...

# Reminder: Group Leaders

1. Remind the expectations for Group Members
2. Summarize your team's strongest claim at the end and vote for PROBAN or AGAINST THE BAN.
3. Have the members do a self-evaluation of the discussion.

## 2) CLASS DISCUSSION

### **A court case:**

I PLAN TO SUE A TV STATION BECAUSE THE WEATHERMAN WRONGLY PREDICTED A NICE DAY.

I ENDED UP GETTING CAUGHT IN THE RAIN, CAUSING ME TO CATCH THE FLU, MISS A WEEK OF WORK, HAVE TO PURCHASE MEDICATION, AND ENDURE ELEVATED STRESS LEVELS. I PLAN TO SUE THE STATION FOR \$1,000,

I NEED YOUR HELP TO FIND EVIDENCE TO DEVELOP MY CASE AND CONVINCE THE JUDGE TO FIND IN MY FAVOR..

I NEED THAT \$1000!

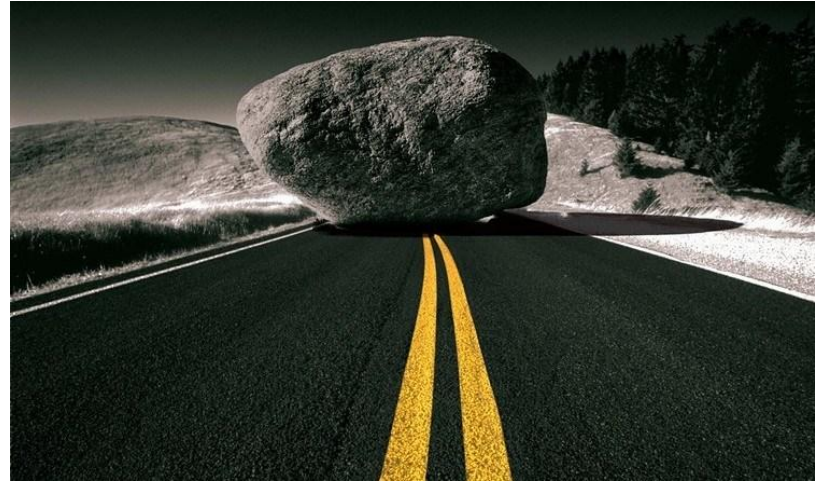
# Reminder: Group Leaders

1. Ask group members to stand and make a circle so everyone can see each other
2. Repeat the task and stress the idea that, “ We are expected to find an unimpeachable claim as a team, to win the plaintiff \$1,000.”
3. Summarize your team’s strongest claim. Have the members do a self-evaluation of the discussion.

# **BARRIERS TO IMPROVING STUDENT DISCUSSION**

## **FOUR MAIN OBSTACLES *and* SOLUTIONS TO BUILDING THE CULTURE OF PRODUCTIVE ACADEMIC DISCUSSION**

- 1- Lack of Ground Rules - Use Talk Norms.**
- 2- Lack of proper questioning - Develop HOTS questions.**
- 3- Lack of sufficient time - Plan!**
- 4- Lack of sufficient background information - Let students prepare.**



# TIPS



1. *Prepare HOTS (Higher Order Thinking Skill) questions.*
2. *Use a classroom seating plan that supports authentic conversation. If desks can't move, move chairs and/or adjust postures so students face one another.*
3. *Let students engage with the content before discussion.*
4. *Model how to participate using accountable talk and remember to engage non-participants.*
5. *It takes time to build this culture. Observe the stages.*
6. *Quiet moments will occur. Don't jump in - be patient. Let the students move the discussion.*
7. *Remember your role as teacher. Intervene only if/when necessary. The students must be at the center of learning.*

# WHAT WILL ACCOUNTABLE TALK LOOK LIKE IN THE CLASSROOM OVER TIME?



In the Beginning.....Accountable Talk

# Use Accountable Talk Everyday!

Accountable Talk is the culture of classroom discourse.

- Interactive Lecture
- Small Group Discussion
- Whole Class Discussion
- Think-Pair-Share
- Fishbowl
- Socratic Seminar
- Online Discussions
- ...



**HOW WILL I BUILD THIS  
CULTURE IN MY SCHOOL?**

AN EXAMPLE THAT YOU DON'T WANT TO SEE IN YOUR CLASS...



# LET'S BUILD THIS CULTURE IN YOUR SCHOOL

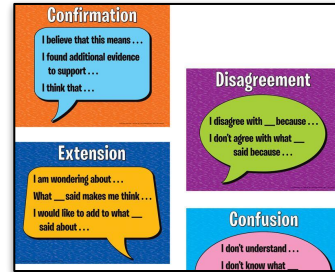
1. Have a mini workshop during one of your PD days, preferably at the beginning of the year.



2. Establish school-wide Talk Norms with your faculty.



3. Make Accountable Talk Stems and Talk Norms posters prominent in each classroom.



4. Ask your colleagues to include Accountable Talk Academic Discussion in their lesson plans and make academic discourse a vital part of their classes.



5. Build this culture among your faculty and change the interaction in workshops and department, grade level, and faculty meetings.



6. Support teachers and follow up. As with all valued skills, building this culture takes time and commitment.

7. Bring the good examples you observe in classes to your faculty meetings. Acknowledge your dedicated educators, determined to “gift” their students the questions and talk time that is *vital* to growing their minds!







*That's all Folks!*

**[HTTPS://PADLET.COM/HCSSEAST/LETSTALK](https://padlet.com/hcsseast/letstalk)**

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