

Session 2 Agenda

Before the meeting

- Student to student conversations recorded and transcribed
- District generated list of students and assessment data created

During the meeting

- Select time keeper, note taker. UCLA provide facilitation.
- Student conversation transcripts group scored and discussed. (5 minutes)
- Team examines current performance of students for grade and time of year (15 minutes)
 - *Let's analyze how our students are doing on conversational skills*
 - *Let's analyze how our students are doing on other assessments. Are there related patterns?*
- Students are identified as *low risk or at benchmark, some risk or strategic, high risk or intensive*
- Team set goals for next review point (10 minutes)
 - *What goal should we aim for, and by when?*
- Team selects instructional strategies (discourse tools) and reviews (10 minutes)
 - *Let's list some effective strategies that will help our students meet these goals.*
 - *Do they have a research base?*
 - *Are they practical?*
 - *What materials do we need? Or have available?*
- Team agrees to implementation schedule and follow up activities (5 minutes)
 - *Choose a conversation skill, implement and complete reflection sheet*
- Next meeting date

Bring copies of:

- Student assessment listing
- CAT Analysis Tool
- Highlighters in pink, yellow and green
- Conversation skills scaffolding materials

UCLA Center X: ECSDM

Students need to think beyond the mentality of providing as many correct answers as they can.

Constructive Conversation Skills Poster

Negotiate

Prompt queries:
 What is your opinion?
 Where do you disagree?
 How might we take the best from both ideas?
 How can we decide which is the more... idea?
 How does evidence for your argument compare to mine?
 How do the two ideas: similar and different?
 Which has the strongest evidence?

Response queries:
 I use it a different way, on the other hand...
 A point of disagreement that I have is...
 Even though it seems that... that is a valid point, but...
 I think the negatives/ positives of... outweigh the positives of...
 Strong supporting evidence is...

Create

Prompt queries:
 What is your idea?
 How can we combine these ideas?
 What do we need to do?
 What are other points of view?
 Why...How...I wonder...?

Response queries:
 One idea could be... My hypothesis is... That reminds me of... I noticed the pattern of... I think it depends on...
 Goal: Students independently build up ideas (knowledge, agreement, solution) using these skills.

Clarify

Prompt queries:
 Can you elaborate on the...?
 What does that mean?
 What do you mean by...?
 Can you clarify the part about...?
 Say more about... Why... How... What... When...
 How is that important?
 How does it support your point that...
 I understood the part about... but I want to know... Can you be more specific?
 Is what I just said clear?
 Does that make sense?
 Do you know what I mean?
 What do you think?
 I'm not sure if I was clear.

Response queries:
 I think it means... In other words, more specifically, it is... because... the analogy might be... It is important because... Let me see if I heard you right... To paraphrase what you just said, you... In other words, you are saying that... What I understood was... It sounds like you think that... It all boils down to... A different way to say it...

Fortify

Prompt queries:
 Can you give an example from the text?
 Where does it say that?
 What are examples from other texts?
 What is a real world example?
 Are there any cases of that in real life?
 Can you give an example from your life?
 What is the strongest support for...?

Response queries:
 For example, in the text it said that... Remember in the other story we read that... An example from my life is... One case that illustrates this is... Strong supporting evidence is...

BUILD IDEA

© Zwaan, O'Hara, & Pritchard (2014)
 Common Core Standards in diverse classrooms:
 Essential practices for developing academic
 language and disciplinary literacy
 Stenhouse Publishers | AL120004000100

UCLA Center X: ECSDM

Four Foundational Skills to BUILD IDEAS

- Students must learn how to create useful ideas ... and we need to teach and scaffold those skills intentionally.
 - Create
 - Clarify
 - Fortify
 - Negotiate
- English learners need to learn, *and practice*, the language needed to create useful ideas.

UCLA Center X: ECSDM

- Creating ideas – some have too many ideas and cannot choose or express them; some have too few ideas. We need to help students identify and describe ideas that are useful to learning.
- Clarify ideas -- and language by defining terms, explaining terms, using analogies and examples.
- Fortify ideas – by using examples and evidence from text, from media, from the world, from their own lives.
- Negotiate ideas – and value their worth using evidence.

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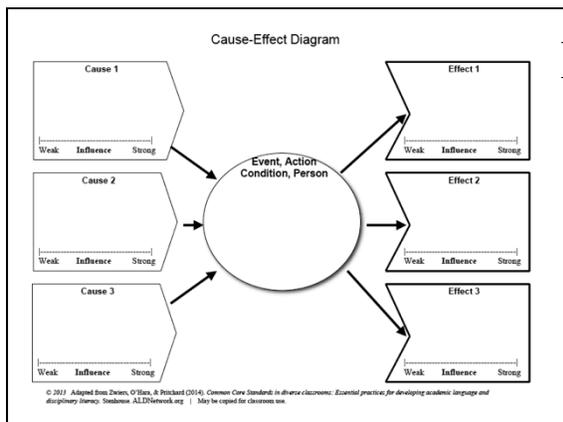
- A: What do firefighters need?
- B: Good clothes.
- A: Can you give me an example?
- B: Helmets, and boots, and coats.
- A: And air on their backs and water.
- B: Why air?
- A: I think cuz of smoke.
- B: Why?
- A: When they go in burned buildings. Smoke kills so they need air. Air is most important.
- B: I think they need water most.
- A: Why?
- B: They need it to put out the fire. That's what they do.
- A: But they can't use the water if they die from the smoke.

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Scaffolding: Supporting Conversations

- Use a visual organizer (ie, cause-effect diagram) to brainstorm ideas
- Have students work in pairs to help choose the most valuable, conversation worthy topics
- Have student pairs have a conversation using the visual organizer as a reference
- Have students find new partners and have the same conversation without the visual organizer

▪ Be explicit and targeted about the skill(s) you would like students to practice during the conversation



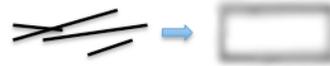
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Expectations

- Complete 3-4 student discourse analyses to help guide your selection of skills to focus on
- Create explicit opportunities for conversations and scaffold them
 - For example, you might explain to students that they will go beyond just sharing ideas with a partner in think-pair-share and instead have a different type of conversation that helps to clarify one another's ideas
- Take notes on what you do (and why) and pay attention to student growth in response to your teaching.
 - A reflection guide is provided to help you capture your experience.
- We will compile these and make them available to all as a guide for instructional practice.

Constructive Conversation Skills Poster

Create

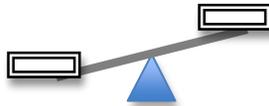


Prompt starters:
 What is your idea?
 How can we combine these ideas?
 What do we need to do?
 What are other points of view?
 What do you think about...?
 Why...How...I wonder...

Response starters:
 One idea could be ...
 My hypothesis is...
 That reminds me of...
 I noticed the pattern of...
 I think it depends on...

Goal: Students independently build up ideas (knowledge, agreement, solution) using these skills.

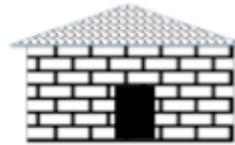
Negotiate



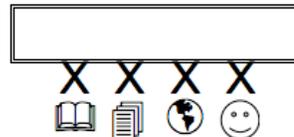
Prompt starters:
 What is your opinion?
 Where do you disagree?
 How might we take the best from both ideas?
 How can we decide which is the more ___ idea?
 How does evidence for your argument compare to mine?
 How do the two ideas similar and different?
 Which has the strongest evidence?

Response starters:
 I see it a different way,
 On the other hand, ...
 A point of disagreement that I have is...
 Even though it seems that ..., That is a valid point, but...
 I think the negatives of... outweigh the positives of ...

BUILD IDEA



Fortify



Prompt starters:
 Can you give an example from the text?
 Where does it say that?
 What are examples from other texts?
 What is a real world example?
 Are there any cases of that in real life?
 Can you give an example from your life?
 What is the strongest support for...?

Response starters:
 For example,
 In the text it said that...
 Remember in the other story we read that...
 An example from my life is
 One case that illustrates this is...
 Strong supporting evidence is

Clarify



Prompt starters:
 Can you elaborate on the...?
 What does that mean?
 What do you mean by...?
 Can you clarify the part about...?
 Say more about...
 Why.. How... What...When...
 How is that important?
 How does it support your point that...
 I understand the part about..., but I want to know...
 Can you be more specific?
 Is what I just said clear?
 Does that make sense?
 Do you know what I mean?
 What do you think?
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Response starters:
 I think it means...
 In other words,
 More specifically, it is ... because...
 An analogy might be...
 It is important because...
 Let me see if I heard you right...
 To paraphrase what you just said, you...
 In other words, you are saying that...
 What I understood was...
 It sounds like you think that...
 It all boils down to...
 A different way to say it..

Math Constructive Conversation Skills Poster

Clarify Problem and Ideas for Solving It



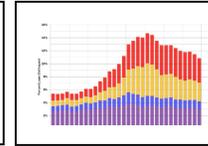
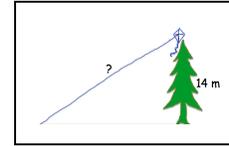
Prompt starters:

- What are we trying to do?
- What is the problem asking?
- How does the problem begin?
- What happens in the problem?
- What do we need to know?
- How can we break this down?
- What type of problem is this?
- What patterns do we notice?
- What's a possible plan for solving it?
- What is your estimate for the answer?
- Why are you doing that?
- Where did that number come from?

Response starters:

- In order to ____, we need to ...
- In other words,
- More specifically, it is ... because...
- Let's see, it is similar to the problem about ... that we did because...
- It is important to ____ because
- Let's stay focused on
- Let's get back to the idea of...
- In future problems like this one we need to remember to...

Generate & Try Multiple Methods & Representations



$$\int_0^{\infty} \sum_{l=0}^{\infty} \frac{A_l(x)}{2\pi}$$

Prompt starters:

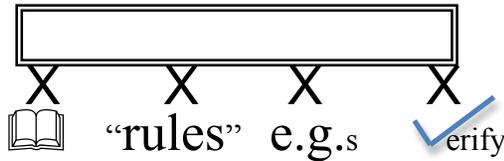
- How else can we show this?
- How can we draw or graph this?
- What symbols can we use?
- How can we explain this to others?
- How can we write what we are thinking/doing?
- How can we translate this into symbols?
- Let's back up and try a different way.
- Which method is most useful? Why?

Response starters:

- Maybe we can use...
- Another way to show this is...
- In math symbols we could write...
- We can draw it like this because it says...
- Let's try to... and see what happens.

Build Math Ideas & Understandings

Explain & Support Reasoning



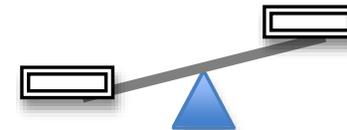
Prompt starters:

- Can you explain why you...?
- What does that mean?
- What are you doing?
- What math rule are you using?
- Can you give an example?
- How does the sample problem help us?
- What are examples of this problem from real life?
- Can you clarify where you...?
- How did you get this answer?

Response starters:

- If we ____, then we need to ____ because...
- A key mathematical principle is making sure that you...
- In real life this is similar to when you want to...
- An example from my life is
- One case that illustrates this is...
- In math, we always need to...
- Let me show you what I mean.
- We can't do that because it...

Negotiate Ideas



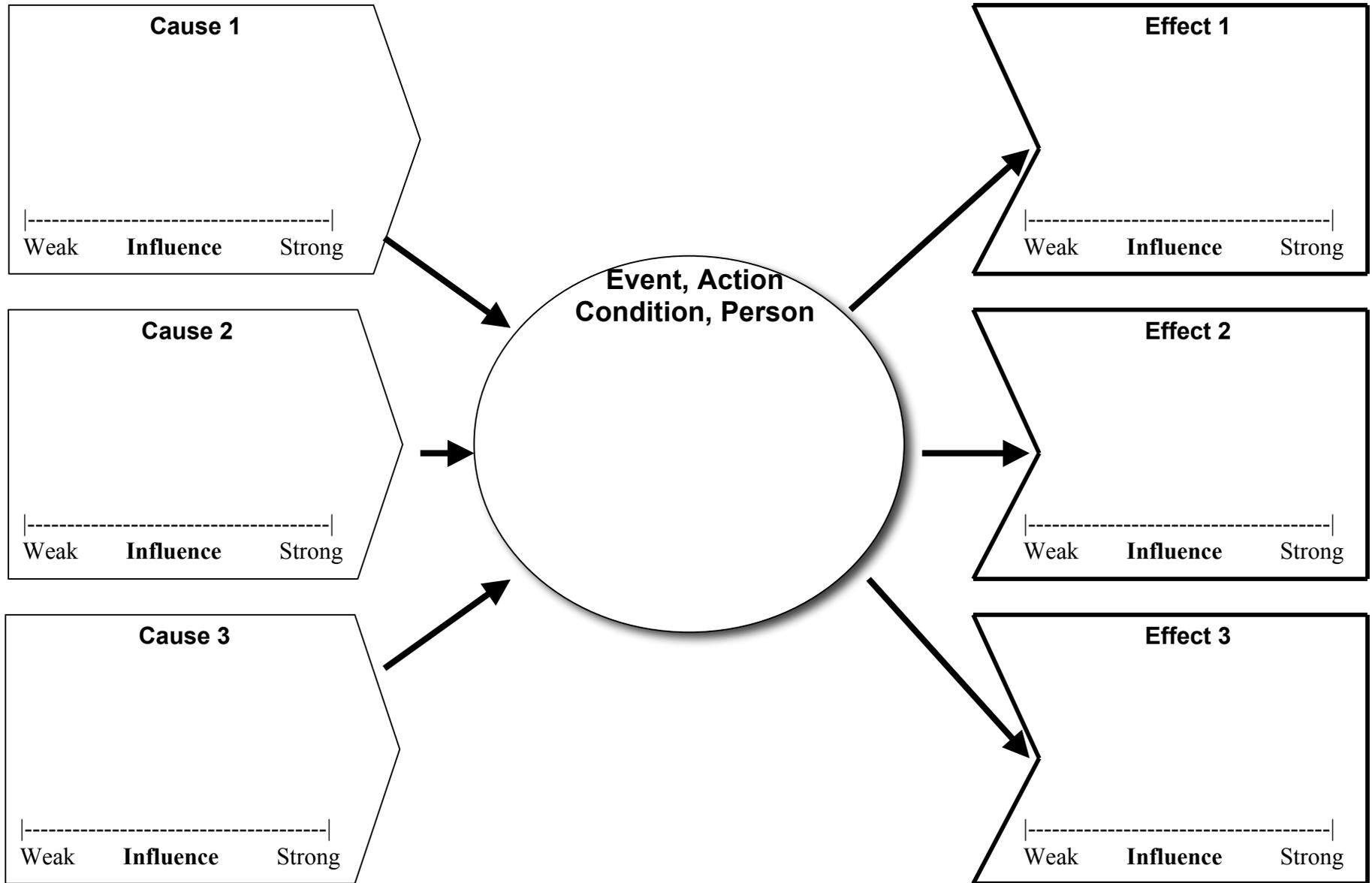
Prompt starters:

- How can we add to the idea of...
- What do you think about this strategy for solving it?
- What else could support this idea?
- Do you agree?
- What contradicts this? What are other points of view?
- What did we learn from doing this problem? How will it help in life?
- Let's create a similar problem.

Response starters:

- That reminds me of...
- I want to add on to your idea of...
- That idea connects to...
- I see it a different way,
- On the other hand, ...
- That makes me think of...
- We can agree that...

Cause-Effect Diagram



CONSTRUCTIVE CLASSROOM CONVERSATIONS

Team EXCEL

REFLECTIONS: CLASSROOM CONVERSATIONS

You are asked to identify a conversation skill that you would like to focus on in your setting, and design and teach a lesson related to this conversation skill. You should take notes on what you observe during the lesson and then reflect on the process as prompted.

1. Identify a small group of English learners you would like to focus on, and complete several conversation recordings and transcript analyses.
2. Write out what you believe would need to happen for your students to go from Point A (i.e. their actual conversation) to Point B (i.e. where you would like them to be). Be sure to include both what the students would need to do and what you, as their teacher, would need to teach, model, or scaffold.
3. Choose a conversation skill (e.g. clarifying, negotiating, listening to partner, etc.) that you believe will help your students get from Point A to Point B.
4. Analyze an upcoming lesson for places in which students can and should converse about the content.
5. Modify and fortify the lesson to insert space and time for students to have at least one substantive partner conversation during the course of the lesson. If you will need to teach anything directly, such as what it means to clarify or negotiate, plan out that aspect of the lesson.
6. Develop an effective prompt(s) for the student-to-student conversations and plan how you would like students to use the prompt.
7. Create a written model that can act as a scaffold to students during the conversation but that does not “give away” ideas that you want students to talk about. You might write out a slightly different prompt, for example. You can also model the interaction live, with you and a student or two students modeling the conversation or pragmatic skills.
8. Teach the lesson and facilitate the conversations with the ideas that you prepared above (prompt, model, etc.) and emphasize to students that you will be listening for the focal skill (e.g., clarifying).
9. Listen to the conversations and take notes on what you hear and observe. How do the students respond to the prompt? Are they using the scaffolds? Providing feedback? You can record and later transcribe the conversations for a deeper analysis.
10. Respond to the submission prompts listed in the following section.

I. Context regarding conversation skill(s), interaction(s), and lesson

In this section you will be asked to provide contextual information about the conversation skill you decided to focus on, the interaction activity that you planned and taught or facilitated, and the lesson in which it was embedded. This context should enable other participants to better understand why you choose a particular conversation skill as well as what you planned and taught or facilitated.

1. Conversation skill focus – What conversation skill did you decide to focus on for this assignment? Provide your rationale for focusing on this conversation skill (e.g. Why did you decide to focus on this particular skill?)

Enter text here ...

2. Specifics of the lesson during which you focused on this skill (e.g. grade level(s) involved, topic, objectives, sequence in a larger unit, etc.)

Enter text here ...

3. Specifics of the conversation or interaction activity (How did you organize and facilitate the conversation activity or activities? At what point in the lesson did these conversation(s) occur? What prompt(s) did you design and how did the student use these? What tools, modeling, and support was given before and during the interaction?)

Enter text here ...

4. Goals and expectations (What were your expectations for what students would say and do during this interaction?)

Enter text here ...

II. Reflection

5. How did students respond to engaging in partner conversations and working on their conversation skills?

Enter text here ...

6. What evidence did you observe of development of the focal conversation or pragmatic skill?

Enter text here ...

7. What more do students need to work on with respect to these or related skills? How do you know?

Enter text here ...

8. What are your next steps? What would help your students further their development in these areas?

Enter text here ...