

Do Now
Quick Write

What is IFL?

As you enter, please answer
this question on the post-its
provided.




What is IFL?

The Institute for Learning

A non-profit Learning Research and Development Center out of the University of Pittsburgh that serves large percentages of impoverished and language-diverse students.

Nine Principles of Learning

1. Organizing for Effort
 2. Clear Expectations
 3. Fair and Credible Evaluations
 4. Recognition of Accomplishment
 5. Academic Rigor in a Thinking Curriculum
 6. Socializing Intelligence
 7. Self-Management of Learning
 8. Learning as Apprenticeship
 9. Accountable Talk...
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Accountable Talk

Objective: I will define and identify the key components of Accountable Talk and analyze its features.

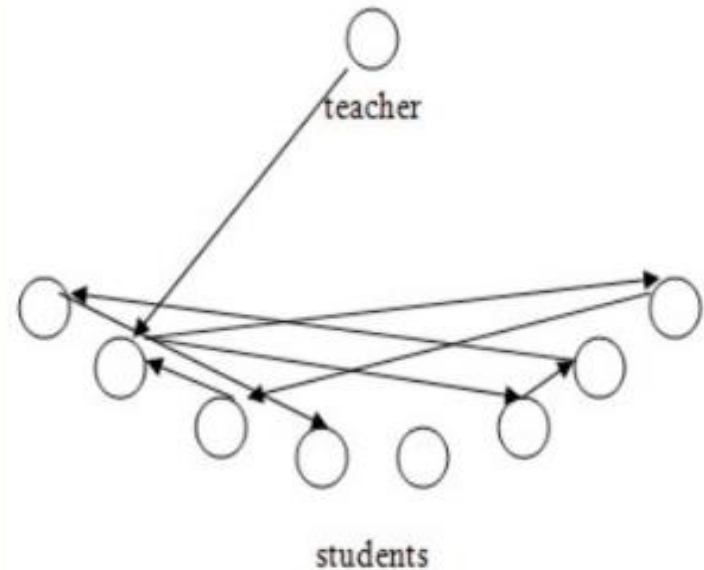
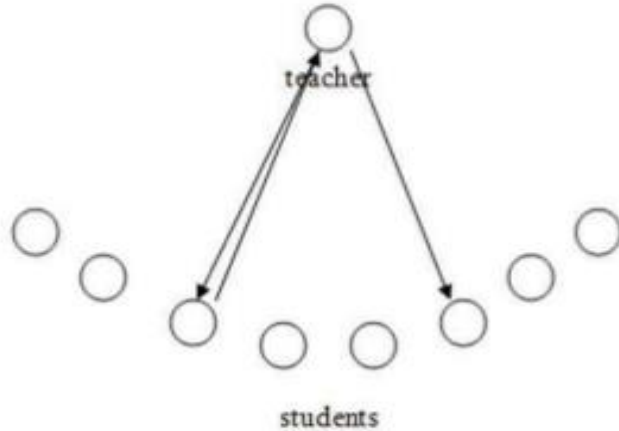
DOL

Given the information presented today, accurately explain what an Accountable Talk classroom looks like in 2–3 sentences.

Think About It

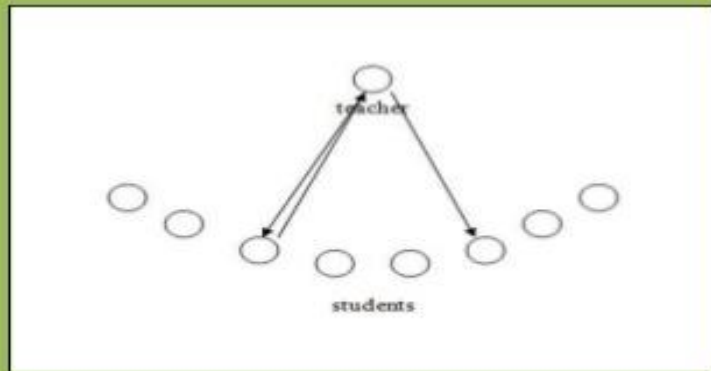
Think-Pair-Share

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?

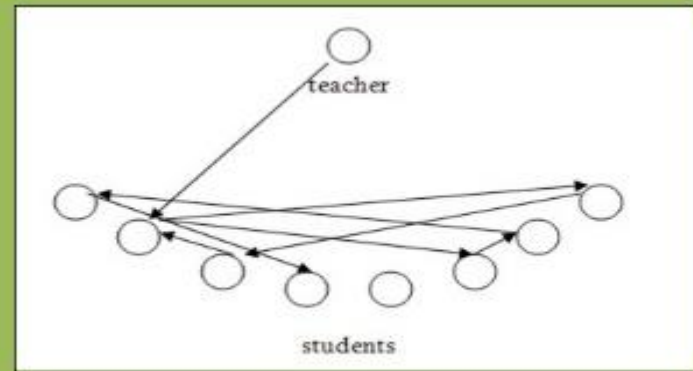


Now which picture do you think shows a class using Accountable Talk?

This one



Teacher-Centered Discussion::
Here the teacher can evaluate the understanding of only one child at a time. Students are likely to become disengaged because they do not have the constant opportunity to actively participate. They may not retain new information for an extended period without the chance to discuss it actively.



Student-Centered Discussion:
Students are engaged because they are allowed to use their natural inclination to talk to each other. They will process lesson material more deeply through the active discussion and defense of their ideas and opinions. The teacher is able to assess every student through his or her participation in the conversation.


What is Accountable Talk?

- ▶ Accountable Talk is one of the Institute For Learning's (IFL) nine Principles of Learning.
- ▶ Talking with others about ideas and work is fundamental to learning. 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.

<p>Accountable to the Learning Community</p>	<p>Listen Pay attention to the statements of others.</p> 	<p>Summarize Restate the ideas of a previous speaker in new language.</p> 	<p>Build Add to the statement of a previous speaker.</p> 	<p>Mark Direct attention to the importance of another's statement.</p> 
<p>Accountable to the Knowledge</p>	<p>Verify Check your understanding of previous statements & knowledge.</p> 	<p>Unpack Explain how you arrived at your answer.</p> 	<p>Support Give examples & evidence to support your answer.</p> 	<p>Link Point out the relationships among previous statements & knowledge.</p> 
<p>Accountable to Rigorous Thinking</p>	<p>Defend Defend your reasoning against a different point of view.</p> 	<p>Challenge Ask a previous speaker to explain & provide evidence for a statement.</p> 	<p>Combine Incorporate knowledge from multiple resources to form your ideas.</p> 	<p>Predict Draw conclusions about what might happen next, or as a result of ideas.</p> 

Accountable Talk

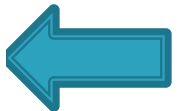
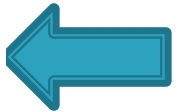
Accountable Talk...

- ▶ students **respond to** and **further develop** what others in the group have said
 - ▶ **accurate and relevant** knowledge to the topic under discussion
 - ▶ requires **active/attentive** listening
 - ▶ requires **the use of evidence**
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The Common Core State Standards

- ▶ How does Accountable Talk fit in?
 - addresses the Speaking and Listening standards
 - not to be used as a posted objective or DOL
 - infused within daily instruction
 - part of your walkthroughs and summative teacher evaluation


<i>3c. Engages students in learning.</i>				
	UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY
Active Engagement	<input type="checkbox"/> Allows learning in the classroom to be passive rather than active. Lecture and/or busy work characterize the learning experiences.	<input type="checkbox"/> Although learning experiences are primarily teacher-directed, the teacher experiments with engagement strategies.	<input type="checkbox"/> Creates an expectation around engagement that learning is an active process. Facilitates learning experiences that promote collaboration.	<input type="checkbox"/> Creates an expectation that learning is active not passive. Facilitates challenging learning experiences that promote collaboration, independent learning and choice for all students.
Multiple Response Techniques	<input type="checkbox"/> Calls on one student at a time to respond.	<input type="checkbox"/> Frequently attributes the correct responses of a few students to the entire class.	<input type="checkbox"/> Solicits responses from all students (e.g. to write a response, to give a thumbs up or down, to ask questions, to hold up an answer on a dry erase desk board) to show they are understanding.	<input type="checkbox"/> Expects thoughtful responses from all students (e.g. to write a response, to give a thumbs up or down, to ask questions, to hold up an answer on a dry erase desk board) that show they are deepening their understanding of the lesson.
Class Discussions	<input type="checkbox"/> The teacher monopolizes class discussions.	<input type="checkbox"/> The teacher has limited success in engaging all students in class discussions and/or a few students dominate discussions.	<input type="checkbox"/> The teacher successfully engages all students in class discussions. Students are provided with opportunities to practice discussion skills.	<input type="checkbox"/> The teacher organizes the classroom and skillfully prepares students to effectively contribute to class discussions. In addition, students are taught to take an active role to ensure that all voices have an opportunity to be heard in discussions.



What does Accountable Talk Look Like?

- ▶ In classrooms where high levels of student engagement and Accountable Talk are prevalent:
 - Students are able to **explain** the relationship between the discussion and the stated learning objectives
 - The teacher and students **ask questions** that require higher order thinking (synthesis, analysis, evaluation, problem solving, application of learning)
 - Students return to the text and other data sources to **support their positions** or **challenge the positions** taken by others in the discussion
 - All students take an **active role** in the discussion using agreed upon norms
 - Anchor charts that outline norms for discussion and specific group discussion strategies are displayed

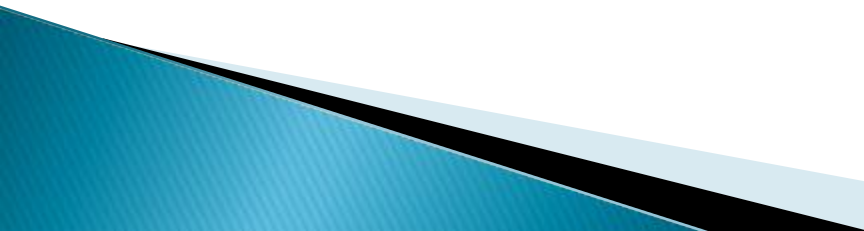
- ▶ The teacher utilizes various discussion strategies and routines (pairs, small group, full class, turn and talk, think–pair–share, fishbowl, inside/outside circles, jigsaw) appropriate to the lesson’s learning objective and the learning needs of the students.
- ▶ **As you watch the video, take note of the roles of the teacher and students during the discussion.**
 - <http://www.engageny.org/resource/a-protocol-for-citing-evidence-from-informational-text-from-expeditionary-learning>

- ▶ The teacher models these strategies and routines with students. Over time, s/he gradually releases the responsibility of leading the discussion to the students.
 - ▶ During the release of responsibility, the teacher periodically acts as a participant or facilitator, especially when marking key points made by those in the group. The teacher challenges the group by redirecting a question back to a person, when recapping what was said in a discussion, and when pressing for accuracy.
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Talk Moves for the Teacher

- ▶ **Revoicing:** “So let me see if I’ve got your thinking right. You’re saying XXX?”
- ▶ **Asking students to restate someone else’s reasoning:** “Can you repeat what ___ said in your own words?”
- ▶ **Asking students to apply their own reasoning to that of a peer:** “Do you agree or disagree with ___ and why?”
- ▶ **Prompting for further participation:** “Would someone like to add on to what has been said?”
- ▶ **Asking students to explain their reasoning:** “Why do you think that?” or “How did you arrive at that answer?” or “Can you say more about that?”
- ▶ **Challenge students:** “Is this always true?” or “Can you think of any examples that would not work?”

Suggested Prompts / Conversation Stems (*posted Anchor Chart*)

- ▶ I wonder why...
 - ▶ I have a question about...
 - ▶ I agree/disagree with...because...
 - ▶ That reminds me of...
 - ▶ I don't understand...
 - ▶ I predict...
 - ▶ On page ____ it says_____ so I think...
 - ▶ ____ could you please clarify what you mean when you said_____
 - ▶ I would like to add to what ___ was saying
 - ▶ I had a different opinion to what ___ was saying because I thought _____
 - ▶ I came to the conclusion ____ because
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Another Inside Look

- ▶ What to watch for...
 - What evidence of Accountable Talk do you see in this video?
 - How might the classroom conversation seen here help students become better readers?
 - <http://vimeo.com/55950928>

Let's have our own Accountable Talk discussion!

- Read the following article, The School-to-Prison Pipeline.
- Think about the following while reading:
 - Do you agree or disagree with the author of this article?**
 - Be prepared to support your reasoning with evidence from the text.

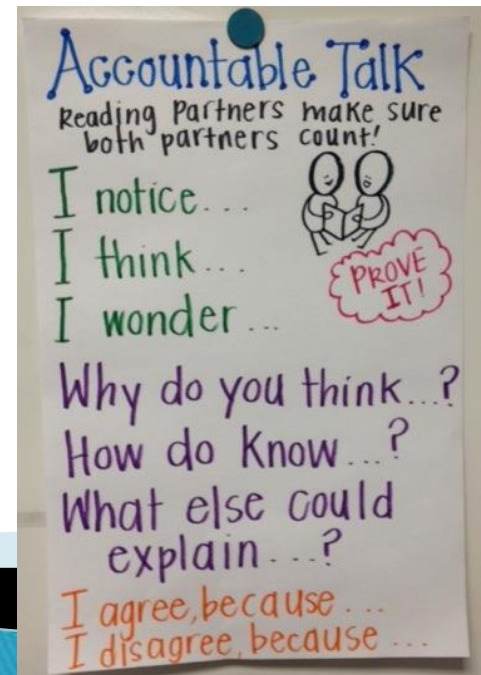
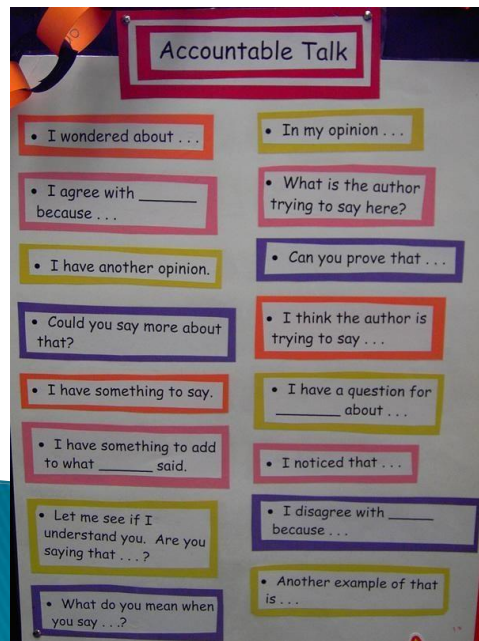


DOL

- ▶ Given the information presented today, accurately explain what an Accountable Talk classroom looks like in 2–3 sentences.

Make and Take Time

Anchor Charts or talking stem posters to hang in your room



Additional Videos

- ▶ Additional videos and resources to help get started using Accountable Talk in classrooms can be found on the Institute for Learning Website
 - To access the website
 - Go to www.instituteforlearning.org
 - Click on the LOGIN link at the upper-left corner of the screen above the IFL logo
 - Click on the MEMBER DISTRICT SITES in the left sidebar
 - Scroll down the list of districts and click on
 - There are multiple sections that can be accessed, each with its own username and password
 - Leadership section:
Username: ifl-paterson Password: ifl-paterson-2011
 - Disciplinary Literacy section:
Username: dl-paterson Password: dl-paterson-2011

References

- ▶ Principles of Learning: Study Tools for Educators. University of Pittsburgh.
- ▶ www.teacherparentresources.com
- ▶ www.engageny.com

Start small, think BIG!!!!
Start now, don't wait until January!

