



September 17, 2015

Accountable Talk

Today's Objective:

We will define and identify key components of Accountable Talk, and analyze its features for our students and our classrooms.





Bell- Ringer

- On a post-it note, estimate how many minutes you, the teacher spends talking...
- How much time do students spend talking?



Teacher Rubric

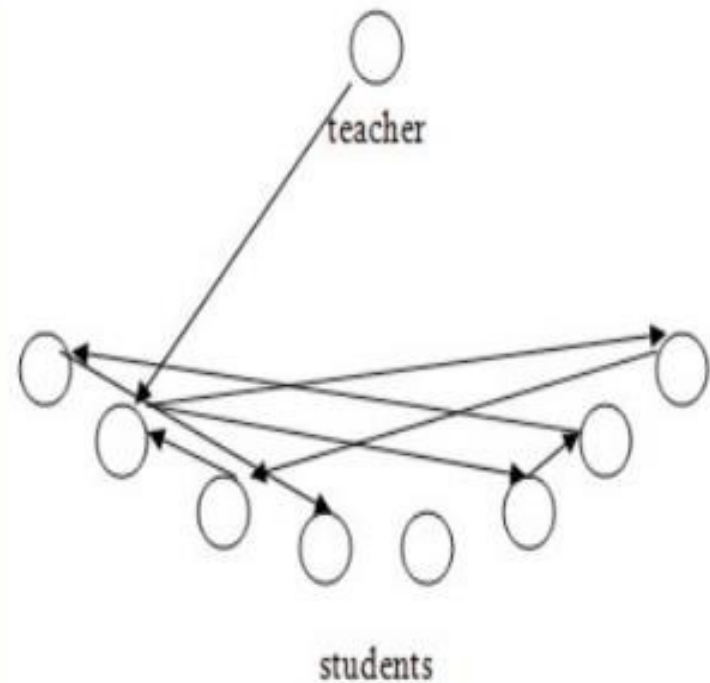
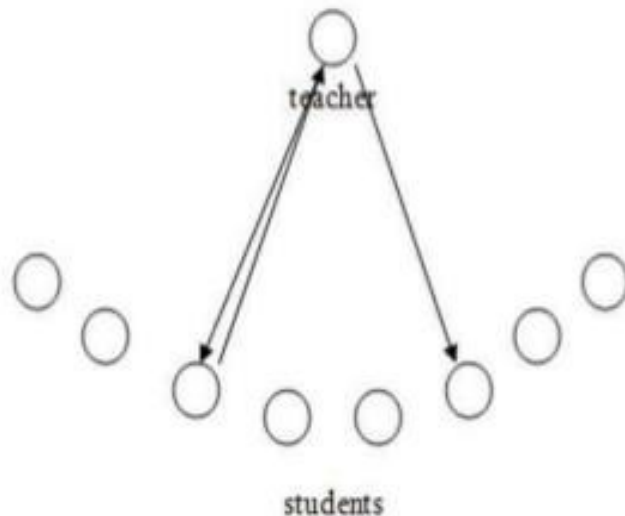
- Take a look at indicators that support this learning.....

Indicators 4, 7, 8, 11, and 12 all relate to having students “take ownership” of their learning, related to the standards.

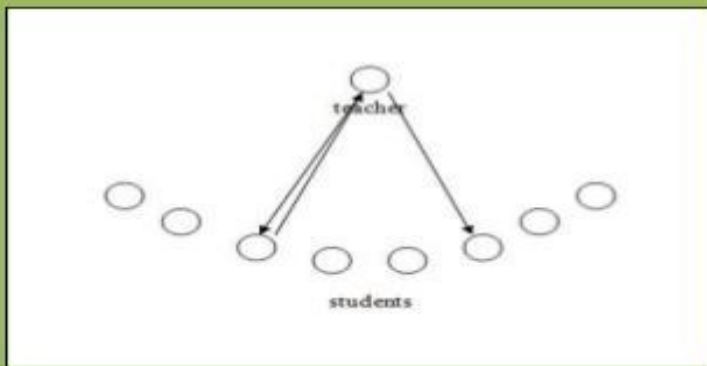
Teaching students how to hold ‘accountable’ conversations, and then having them participate in these conversations **often** is a direct way to meet these indicators.

Think About It....

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?

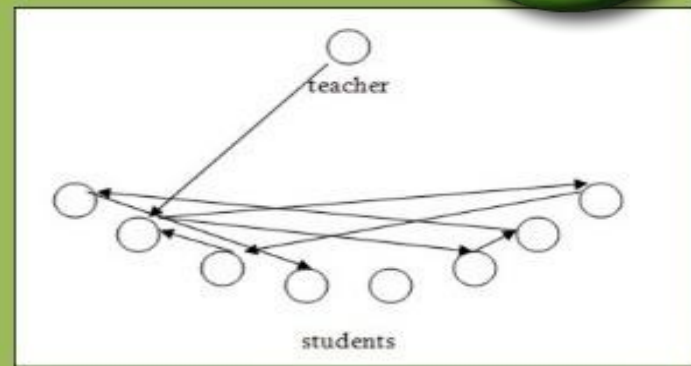


This is Accountable Talk



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.






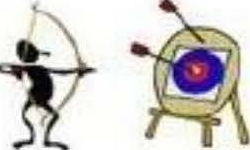


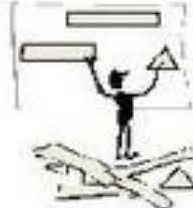



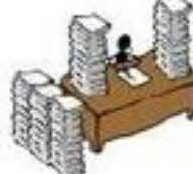

Student-Centered Discussion:

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?

- 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
 - 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....

- Is students responding to and further developing what others in the group have said
- Is knowledge that is accurate and relevant to the topic under discussion
- Requires active and attentive listening
- Requires the use of evidence

Accountable Talk Look- Fors...

- In classrooms where high levels of student engagement and accountable talk are prevalent:
 - Teacher and student ask questions that require higher order thinking (synthesis, analysis, evaluation, problem solving, application of learning)
 - Students are able to explain the relationships between the discussion and stated learning objectives.
 - Students are returning to the text and other data sources to support their positions or challenge positions taken by others in the classroom.
 - 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.

Instructional Strategies to Support Accountable Talk

- Some Discussion strategies and routines-
 - Pairs
 - Small group
 - Full class
 - Kagan and Avid Structures
 - Think-pair-share/ Mix-pair-share
 - Inside/outside circles
 - Turn and talk
 - Fishbowl
 - Jigsaw

Let's see a Non-Example...

A Classroom with NO Accountable Talk is
_____!

<https://youtu.be/dxPVyieptwA>

Let's see Accountable Talk in action....

5th grade

<https://www.youtube.com/watch?v=dD7T9gAIWRw>

4th grade

<http://www.engageny.org/resource/grade-4-ela-making-inferences-using-details-and-main-idea-ri41>

K-2

<https://vimeo.com/55950928>



To facilitate Accountable Talk the Teacher can...

Ask students to restate someone else's reasoning:
“Can you repeat what ___ said in your own words?”

Ask students to apply their own reasoning to that of a peer:

“Do you agree or disagree with ___ and why?”

Revoice: So Let me see if I've got your thinking right. You are saying XXX?”

Suggested Prompts/Conversation Stems (posted on Anchor Charts)

- I wonder why....
- I have a question about...
- I agree or 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 say.....
- You said.....
- I would like to add to what was saying... because I thought.....
- I came to the conclusion..... because.....

The Teacher Toolkit

- <http://www.theteachertoolkit.com/index.php/search/results/search&keywords=accountable+talk/>





Evaluation

- <https://goo.gl/yPvgsJ>

