

# PLC NORMS

**Responsible**

*Actively Participate*

**Respectful**

*No side bar conversations*

**Reliable**

*Start and end meetings on time*

# AGENDA

Faculty Meeting  
February 2010

- I. Literacy Walk Report
- II. January – June 2010 Focus Area  
Purposeful Social Interaction - **Accountable Talk**
- III. Brain Research
- IV. Accountable Talk Research
- V. Accountable Talk Stems
- VI. What can YOU do?

# LITERACY WALK REPORT

JANUARY 2010

Observations / Recommendations

## How do teachers engage students in purposeful, social interaction (Accountable Talk) to challenge students to think critically and extend their learning?

### Observations:

- ❑ Many teachers attempt to relinquish responsibility to small or large groups. However, many discussions are still very teacher-centered and led.
- ❑ Some teachers have structures in place to support purposeful, social interaction (e.g. two cent box, independent thinking time, small group prior to large group, thinking box, graphic organizer). However, few teachers use the structures to effectively facilitate social interaction/discussion/Accountable Talk.
- ❑ Few teachers use deliberate moves/strategies to effectively facilitate some student-centered accountable discussions (student-student interactions).
- ❑ Few teachers clearly define student roles and responsibilities for student-centered accountable discussions.

### Recommendations:

- ❑ *Teams and departments should share, develop, embrace, and apply common structures to support purposeful, student to student social interaction.*

# Brain Research

- ▣ “The brain is social (Sousa 2005); it requires interaction to remember well” (Wormelli 2007).
- ▣ *In most classrooms there is nearly a 1:1 ratio of teacher to student interactions.*
  - The teacher knows the information!
  - For every 2 student questions there are 80 teacher questions...most at level 1 or 2 of Bloom's taxonomy.
  - If we want students to engage in their learning and deepen their understanding we must provide increased opportunity for students to interact with each other.

# ACCOUNTABLE TALK

Talking with others about ideas and work is fundamental to learning. But not all talk sustains learning. For classroom talk to promote learning it must be accountable--to the learning community, to accurate and appropriate knowledge, and to rigorous thinking. Accountable talk seriously responds to and further develops what others in the group have said. It puts forth and demands knowledge that is accurate and relevant to the issue under discussion.

Accountable talk uses evidence appropriate to the discipline (e.g., proofs in mathematics, data from investigations in science, textual details in literature, documentary sources in history) and follows established norms of good reasoning. **Teachers should intentionally create the norms and skills of accountable talk in their classrooms.**

# Accountable Talk Stems

- ▣ I want to add to...
- ▣ I want to build upon...
- ▣ I would like to tie into what ... just said...
- ▣ I want to disagree with...because...
- ▣ I agree with...
- ▣ I can connect this to...
- ▣ I do not understand, could you tell me more about...
- ▣ Could you clarify your statement...
- ▣ My evidence is...
- ▣ On page \_\_\_ it says...

What strategies  
can YOU employ to  
support appropriate  
interactions with kids?



# Claim:

Teams of teachers who regularly have students participate in **Accountable Talk** increase proficiently on standardized testing significantly.