

00:00:00.000 --> 00:00:05.000

They want us to get out there.

00:00:05.000 --> 00:00:09.159

I feel like, at the same time, I wasn't unorganized because I knew what I was talking about.

00:00:09.159 --> 00:00:11.399

They know that they're just naive.

00:00:11.399 --> 00:00:14.520

The students want to know how to have conversations.

00:00:14.520 --> 00:00:24.360

They want to know practical ways to speak to get what they need.

00:00:24.360 --> 00:00:28.520

First thing I would like for you to do, turn towards your partner and discuss your answer

00:00:28.520 --> 00:00:29.520

right now.

00:00:29.520 --> 00:00:30.520

Okay?

00:00:30.520 --> 00:00:30.520

00:00:30.000 --> 00:00:32.299

is about academic discussion.

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It is about teachers trying out a set of strategies

00:00:37.599 --> 00:00:44.000

to create classrooms where rich academic discussion happens.

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It's about paying attention to what the other is talking about

00:00:48.459 --> 00:00:52.500

and then contributing, building on their ideas

00:00:52.500 --> 00:00:56.040

or agreeing with their ideas or disagreeing.

00:00:56.040 --> 00:00:59.000

Take a look at the targets for today, please.

00:00:59.000 --> 00:01:00.000

Okay.

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and engage in academic discourse.

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This series is about valuing oral language

00:01:08.359 --> 00:01:11.479

and valuing student communication,

00:01:11.479 --> 00:01:13.960  
particularly student-to-student communication.

00:01:13.960 --> 00:01:14.800  
Jillian.

00:01:14.800 --> 00:01:17.760  
I actively listen to other speakers.

00:01:17.760 --> 00:01:19.639  
All right, I'm glad you said that.

00:01:19.639 --> 00:01:22.799  
Every single teacher needs to be thinking about,

00:01:22.799 --> 00:01:26.159  
how do I help the English language learner

00:01:26.159 --> 00:01:29.399  
in my core academic class gain access

00:01:29.399 --> 00:01:30.399  
to the curriculum?

00:01:30.000 --> 00:01:35.000  
negotiate ideas, make sense, and participate

00:01:35.000 --> 00:01:38.000  
in the discussions of this classroom.

00:01:38.000 --> 00:01:40.000  
I like that everyone's sharing their ideas,

00:01:40.000 --> 00:01:43.000  
but make sure, like how Michael responded to someone else,

00:01:43.000 --> 00:01:46.000  
I want to hear talk moves too, okay?

00:01:46.000 --> 00:01:51.000  
The three teachers have determined also

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specific language development targets

00:01:54.000 --> 00:01:58.000  
as well as content targets that they have for their classroom.

00:01:58.000 --> 00:02:00.000  
And they're very clear.

00:02:00.000 --> 00:02:02.799  
with their students as to what those are.

00:02:02.799 --> 00:02:06.639  
Teachers in this series are learning new practices.

00:02:06.639 --> 00:02:10.319  
They're experimenting with new practices. The common core

00:02:10.319 --> 00:02:17.360  
is new. For the district, the focus for the year was on academic discussion,

00:02:17.360 --> 00:02:23.680  
reading complex text, writing using evidence. The environment within the

00:02:23.680 --> 00:02:27.360  
district was to encourage teachers to experiment,

00:02:27.360 --> 00:02:32.000  
to try, to learn new practices.

00:02:30.000 --> 00:02:35.000  
and to bring those into the classroom.

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You guys have already been doing this a little bit so far,

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just in the do now, right, using evidence and examples.

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I wrote a book called Academic Conversations,

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in which we found the skills that people need

00:02:46.000 --> 00:02:50.000  
to carry on a productive and constructive conversation.

00:02:50.000 --> 00:02:53.000  
The current skills that we're working on

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in different classrooms are creating an idea

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and then clarifying the idea,

00:02:58.000 --> 00:03:00.000  
and that can include paraphrasing.

00:03:00.000 --> 00:03:01.639  
and asking for elaboration.

00:03:01.639 --> 00:03:04.360  
And then fortifying an idea, which also includes

00:03:04.360 --> 00:03:06.320  
supporting an idea with evidence.

00:03:06.320 --> 00:03:08.079  
And then finally, negotiating an idea,

00:03:08.079 --> 00:03:11.560  
which means if you have another idea, negotiating two ideas.

00:03:11.560 --> 00:03:16.280  
All of those skills focus on building something

00:03:16.280 --> 00:03:17.479  
that wasn't there before.

00:03:17.479 --> 00:03:19.799

You're going to want to talk about the whole process.

00:03:19.799 --> 00:03:20.840

That's the goal.

00:03:20.840 --> 00:03:23.239

But I want you also to talk about your own individual

00:03:23.239 --> 00:03:24.000

process.

00:03:24.000 --> 00:03:26.180

In Joanna's class, what was exciting

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was to see the level of engagement of the students.

00:03:28.879 --> 00:03:31.420

They were talking about.

00:03:30.000 --> 00:03:34.119

some of the scores and evaluations that they had had from their

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senior project. And they were talking at a high level and it had been well set up

00:03:39.479 --> 00:03:44.800

by the teacher. Because they chose these type of issues, it made them harder

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for themselves. Her use of video and also transcribing, even a little bit of

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transcribing, can be a powerful way to both understand how students are

00:03:55.959 --> 00:03:59.959

thinking and then also to show students, you know, some

00:04:00.000 --> 00:04:03.960

powerful thinking by students and also some next steps. I think the third trip was

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important. ELLs need that extra time and extra support to be successful. We also

00:04:12.239 --> 00:04:18.719

want the ELLs to have practice in environments where they're coached and

00:04:18.719 --> 00:04:23.479

they're supported and celebrated. You guys are still doing excellent job and I

00:04:23.479 --> 00:04:26.200

love how we all have our ideas out on our paper.

00:04:26.200 --> 00:04:31.760

Tameka gives lots of positive reinforcement.

00:04:30.000 --> 00:04:37.639

Helping kids take risks. She also acknowledges how difficult it is for them and celebrates that

00:04:37.679 --> 00:04:41.399

It's hard to explain my response. Yeah, I'm sure it is

00:04:41.399 --> 00:04:46.680

I want you to think about who Delphine is as a character. In Viet Le's class

00:04:46.680 --> 00:04:52.520

She emphasized the the power of the prompt and I think that's something that needs to be thought about more as you know

00:04:52.559 --> 00:04:57.200

It's not just the first thing that comes to my mind that I think kids might answer. It's not just a question

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It's a prompt that you think will garner

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different perspectives, different, more complex answers, not just one-word answers.

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Another thing I noticed was the whole group modeling.

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When they started going to the center, they started learning more.

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There was a class discussion, but she was modeling some of the moves

00:05:14.000 --> 00:05:19.000

and some of the conversation skills as the whole group was talking and sharing.

00:05:19.000 --> 00:05:23.000

It debates whether or not Delphine and her sister should go.

00:05:23.000 --> 00:05:26.000

If we don't start in kindergarten, they're going to get behind.

00:05:26.000 --> 00:05:29.000

And so every year we need to think about how do we articulate,

00:05:29.000 --> 00:05:30.000

how do we, you know...

00:05:30.000 --> 00:05:36.199

build their skills for conversing with one another every year in school, both for content

00:05:36.199 --> 00:05:42.560

purposes, you know, for standards purposes, but also for their life purposes.

00:05:42.560 --> 00:05:47.840

Why do you think I showed you random and anonymous feedback before I give you all of your individual?

00:05:47.840 --> 00:05:54.879

Children want to learn, and when we design the learning experiences for them to learn,

00:05:54.879 --> 00:05:57.079

they're with us all the way.

00:05:57.079 --> 00:06:00.280

I can set goals and repeat on my own.

00:06:00.000 --> 00:06:01.000

Education.

00:06:01.000 --> 00:06:02.000

Academic.

00:06:02.000 --> 00:06:03.000

Academic.

00:06:03.000 --> 00:06:04.000

Discussions.

00:06:04.000 --> 00:06:05.000

Participation.

00:06:05.000 --> 00:06:06.000

One, two, three.

00:06:06.000 --> 00:06:06.500

Yes!