

# ANALYZING STUDENT-LED DISCUSSION

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## Today's Objective:

- To analyze student-led discussion to ensure equity of student voice, empowerment, and student engagement through theory, video analysis and classroom examples,

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## CONVERSATIONAL DISCOURSE

- The use of language for extended, back-and-forth, and purposeful communication among people.
- Language is a dynamic and evolving mix of resources and flexible tools used to communicate, build, and choose ideas at any given moment.
  - Create and clarify knowledge and ideas, not just transmit it.
  - Explicit teaching around how much they need to share, how to use evidence to shore up their ideas, what it means to be clear to different conversation partners, how conversations work.
- "Think together" (Mercer, 2000) - To build or negotiate ideas with others. (Clash with previous theories.)
- "Given and the new" (Halliday & Matthiessen, 2013)
  - Given = Familiar information
  - New = New information that is usually connected to the purpose of a conversation and is vital for the building of ideas.
- Some conversational moves have more potential than others to realize their academic purposes, foster disciplinary thinking, and cultivate language.
- Students' language, literacy, thinking, and content understanding and skills develop as a result of academically rich conversations.



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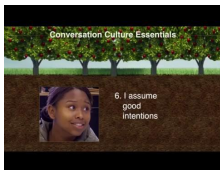
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## THE WHY



### Conversation Culture Essentials - Student Beliefs and Attitudes:

- I belong.
- Sharing my thinking helps all of use learn.
- I can learn by listening to others.
- I learn by building up and arguing ideas with others.
- I push myself and others to be as clear as possible.
- I assume good intentions.
- I feel safe taking risks when I use language and share ideas.
- We are scholars. (Working together)

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Something must change in a conversation; an idea gets stronger, an opinion shifts a bit, a concept is clarified, and so on.

Conversational Discourse by Jeff Zwiers and Ivannia Soto Pg. 50

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HOW DO WE ENSURE EQUITY,  
EMPOWERMENT, AND STUDENT  
ENGAGEMENT?

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### HOW DO WE SUPPORT DISCUSSION DURING READ ALOUDS?

- Read aloud the text to them.
- Build the language and expectations around conversation:
  - Sit in a circle
  - Conversational moves
- Serve as a facilitator
  - Use the book to answer questions
  - Let some questions be unanswered
- Use specific language to support conversational discourse:
  - Co-construct meaning
  - Negotiate
  - Building off of
  - Growing
- Analyze the conversation to ensure equity, empowerment, and student engagement

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# HOW DO WE ANALYZE IT?

Create a group of 4 with the people around you. Assign a role to each person. You will watch the video with that lens.



<p><b>Role 1:</b> Scribe everything that the teacher says during the discussion (include expectations, prompts, sentence frames).</p>	<p><b>Role 2:</b> Tally how many times each student participates.</p>
<p><b>Role 3:</b> Record/tally every time a student makes a connection or adds on to the conversation. What language do they use when they add on to the conversation? (Make a list.)</p>	<p><b>Role 4:</b> What are the nonverbal cues the students and teacher give throughout the lesson?</p>

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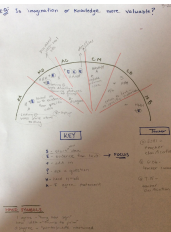
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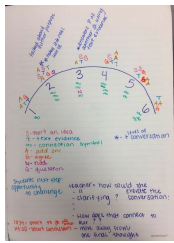
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# DISCUSSION



What is the teacher's role?  
 What is the student's role?  
 How does this support our "why" of conversational discourse?




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# CASE STUDIES

**Bethesda 2018-2019**  
**Theory of Action**

If we work towards building teacher efficacy to provide teacher support to general education classroom teachers...

Then teachers' Academic Language Proficiency (ALP) will be engaged and will be used to...

Then the instructional team will use data and classroom strategies to provide differentiated instruction to meet the needs of all learners.

Then all Bethesda students will receive a gamified and personalized learning experience that will demonstrate academic growth.



**Les Paul Middle School**  
**2018-2019 Theory of Action**

If we use our community voice to share belief that all students will achieve and our culture of learning to support student success...

Then students will be empowered to engage in learning at high levels to achieve achievement gaps and demonstrate increased success.

Achievement For All at Les Paul



**Bethesda Adult Learning Framework**

Intention	Implementation	Measurement
<p>Teachers will create a safe and supportive learning environment for all learners.</p> <p>Teachers will use differentiated instruction to meet the needs of all learners.</p> <p>Teachers will use data to inform instruction and to assess student learning.</p> <p>Teachers will use formative assessment to provide feedback to students and to adjust instruction.</p> <p>Teachers will use summative assessment to evaluate student learning and to inform instruction.</p>	<p>Teachers will use a variety of instructional strategies to engage all learners.</p> <p>Teachers will use a variety of assessment strategies to assess student learning.</p> <p>Teachers will use a variety of data sources to inform instruction.</p> <p>Teachers will use a variety of feedback strategies to support student learning.</p> <p>Teachers will use a variety of professional learning strategies to grow as educators.</p>	<p>Teachers will demonstrate high levels of student engagement and achievement.</p> <p>Teachers will demonstrate high levels of student learning and growth.</p> <p>Teachers will demonstrate high levels of student participation and collaboration.</p> <p>Teachers will demonstrate high levels of student leadership and responsibility.</p> <p>Teachers will demonstrate high levels of student self-reflection and growth.</p>

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# PROGRESSION OF ANALYZING CONVERSATIONAL DISCOURSE

## Component 3b of the Danielson Framework

Teacher talk vs. Student talk

Are ALL students talking?

What are students saying?

Student initiated discussion informs next steps

Quantity

Quality

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What is the subject?

Student + Participation

2ND GRADE - LEONIE

KINDER DUAL - VANI KEMPEN

1ST GRADE - SCHMIDT

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Oracy Measurement Form

Student + Participation

Student	Engage	Respond	Ask	Initiate	Monitor
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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EXAMPLES

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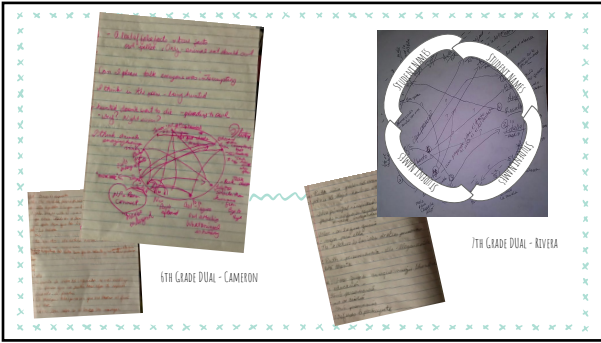
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WHAT SCAFFOLDS CAN WE PUT IN PLACE?

What scaffolds do you put in place to ensure the success of **ALL** students in discussion?

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WHAT SCAFFOLDS CAN WE PUT IN PLACE?

- Sentence frames
- Turn and Talk
- Think-Frame-Pair-Share
- Think-Frame-Square
- Parallel Lines
- Stronger, Clearer
- Confering
- Rereading of text
- Equity of voice with reflection time
- 3-inger rule
- Popsicle sticks
- Initiating a leadstart student
- Visual supports
- "Cheerleader"
- Previewing a text and the discussion
- Visible conversational moves
- Preteaching
- Small group discussion to prepare for LW
- Parking lot for things that weren't shared
- Copilot - talking to their co-pilot who can help them when needed (partnering up with strengths)
- Word bank to support vocabulary

**Sentence Frames**

Sentence frames can be good and bad. They can, when used strategically, sparingly, and optionally, help develop students' academic language as they use language to communicate. They can also hamper, hinder, and halt the flow of conversations so students look at a paper or the wall for the "right way to say" what they want to say. At best, they are minor and temporary supports for helping students communicate more clearly with language that is more academic than what tends to result in normal speech. Just remember in which students want to have messy conversations and need to clarify, support, negotiate, think critically, and so on. Most of the time, language development will come from the many messy back-and-forth turns in which students listen and speak to co-construct meaningful ideas over time.

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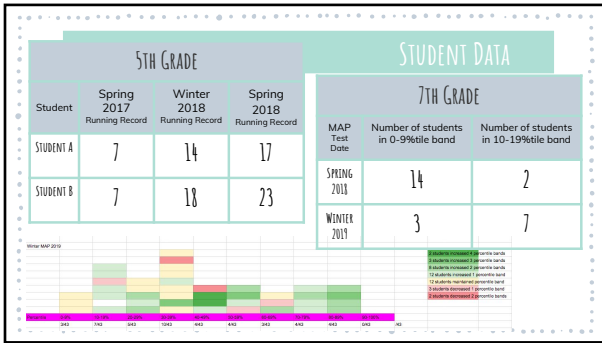
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**OTHER TOOLS:**

[COAT](#)

[Conversational Analysis Tool](#)

[CAT Tool](#)

[Jeff Zwiers Website](#)

**Sample Conversation Assessment Tool for Second Grade**

Students:

- Stick to the prompt
- Listen and build on ideas of partners
- Take equitable turns
- Clarify ideas by asking for elaboration and by paraphrasing
- Support ideas with examples from the text
- Work with partners, not against, even if they disagree at times
- Use facial expressions, posture, and gestures
- Understand the target concept(s) of the lesson/unit

**Sample Conversation Assessment Tool for Second-Grade History**

Students ...	Strengths	Needs
Stick to the prompt		
Clearly explain, paraphrase, or define, and accept partner for clarification		
Support ideas with evidence from source material		
Normalize and challenge ideas		
Build on partner turns		
Try to be clear as they talk		
Remain open to learning new ideas and having ideas change during conversation		

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**YOUR HOMEWORK:**

- LEAD A DISCUSSION IN A CIRCLE
- RECORD STUDENT PARTICIPATION
- STUDY MORE DEVELOPING CONVERSATIONAL SKILL OR CONVERSATIONAL DISCOURSE
- STUDY THE LITERATURE
- RECORD A LESSON AND TRANSCRIBE IT

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