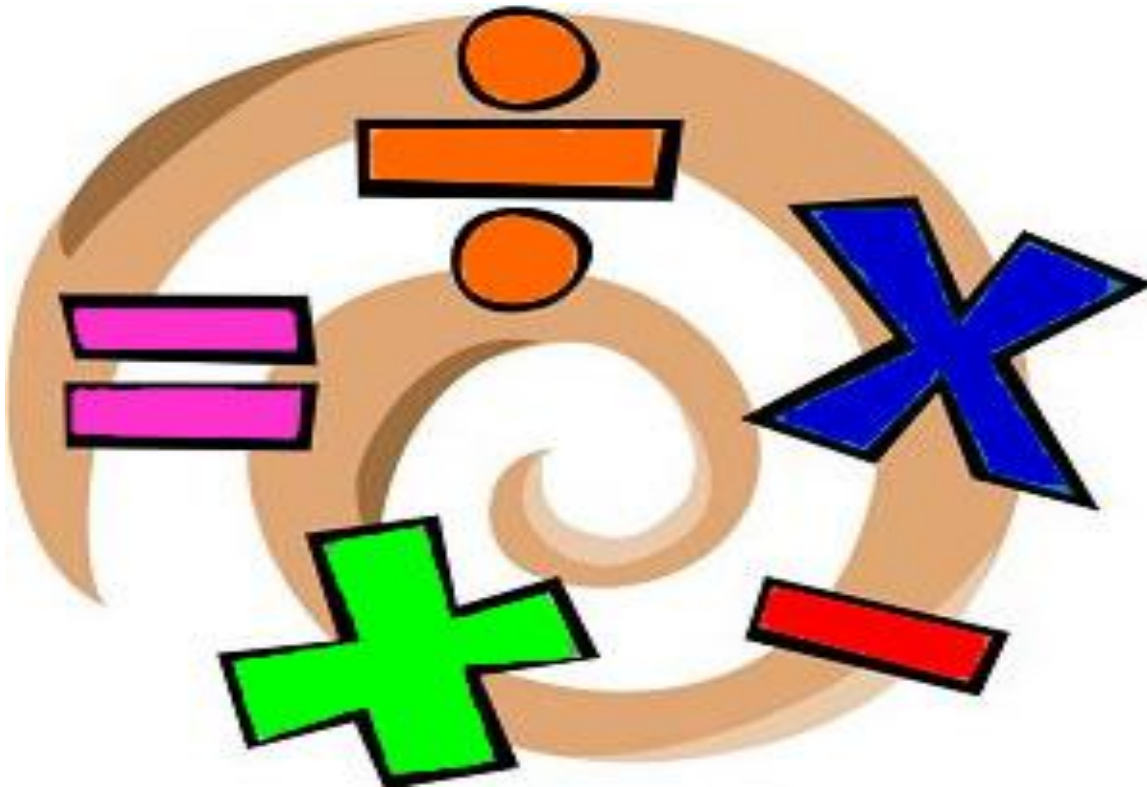


Engaging the Struggling Learner through Discourse, Equity, and Multiple Representations



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What is our purpose?



Ground Rules

- **Have a Beginner's Mindset**
- **Focus on What is Working**
- **Focus on Your Strengths**
- **Be Authentic**
- **Take Care of Yourself**
- **Be Fully Present**

The underlying principle: Know that everyone is doing their best to learn, grow, respect, and follow the standards.

Your Outcomes

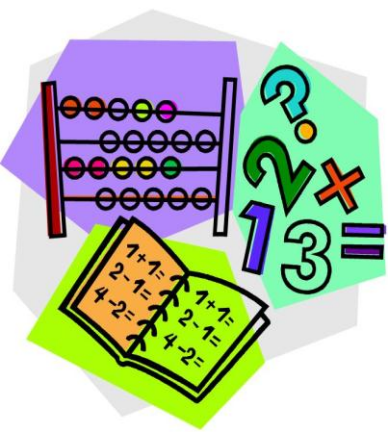
Today you will:

- Decide on ways to implement discourse into daily math instruction.
- Participate in math discourse as “structured math conversation”. It overlaps and spirals.
- Build on strategies to use structured math talk to increase equity in the classroom.

What is Discourse in the math setting?

- Math talk
- Rich
- Focused
- Directed
- Vocabulary rich
- Questioning
- Risk taking
- Noisy
- Guided





“KID WATCH” & LISTENING

Observe your students with a focus in mind. Listen to them. Ask yourself:

- Does the student speak in complete sentences?
- What words (tense, plurals) does the student use?
- What is his oral language like in a casual conversation?
- What is her oral language like in a structured discussion?
- Script /video tape the students or class.

KID WATCH



- *Listen and informally assess the oral language skills of your students.
- *Providing intervention in oral language will remediate some reading and written language needs.
- *Watch with an objective in mind

Explain your role as a teacher

The Action

- Respond to the students in a “real” way.
- Create a universal design for learning. (Fair and equal access for all learners.)
- The expectations are clear. We know what we are learning.

The Setting

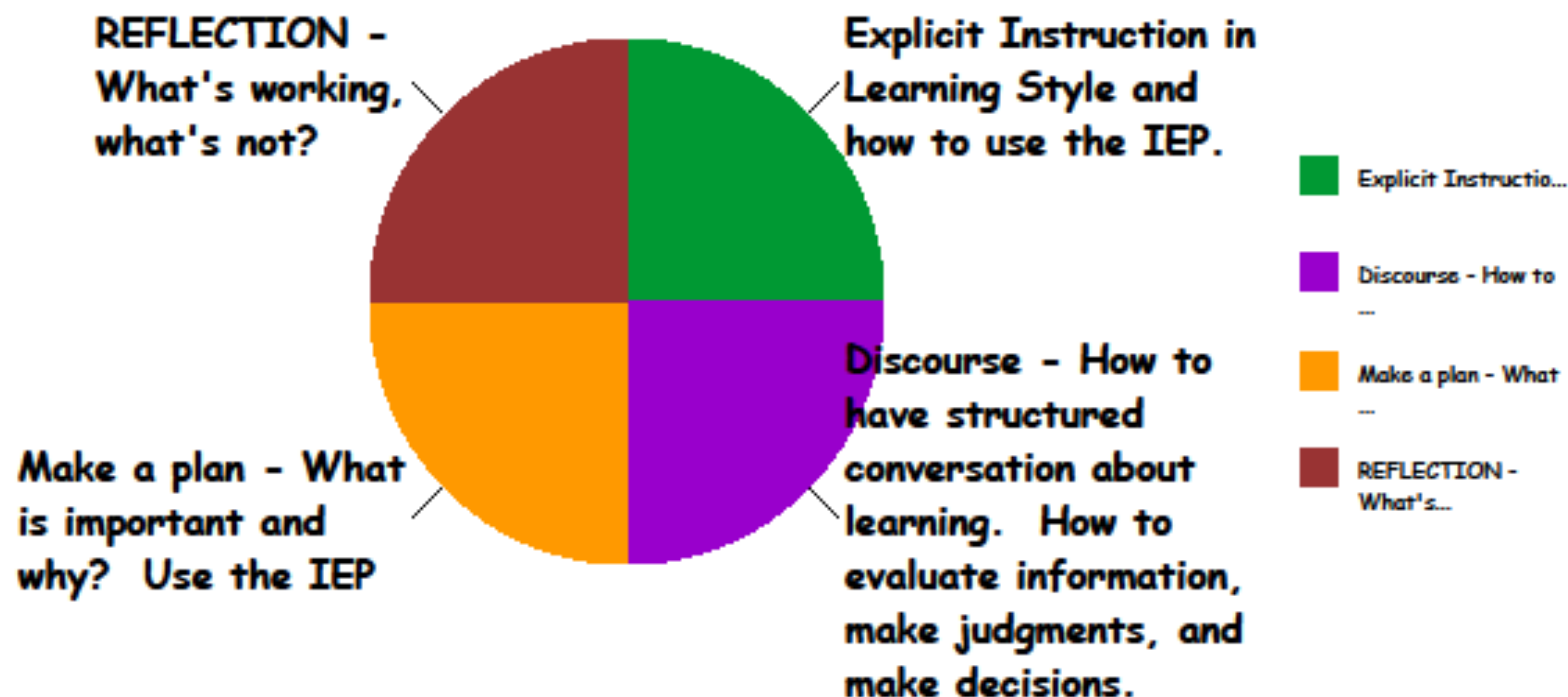
- Whole group, small group, 1:1.
- ALL Settings. Know your school focus. Where is creating equal access in your School Improvement Plan?
- This is where the IEP and the 1:1 conference are so important.

Accommodations

Have the
most
important
impact.

- Have a 1:1 conference with the student shortly after the school year starts.
 - Share IEP accommodations
 - Provide the student a copy of the accommodations
 - Good resource for the students data notebook
 - Teach learning style and self-advocacy in a 1:1.
 - Good for all learners, UDL

The Sherwood Self Advocacy Circle



Candace Strickland



Goals and Objectives

Are **not** emphasized with the student because it is a 'my job/our job' task to integrate the curriculum with the special needs learner and the IEP

The student can focus on the curriculum goals, along with their peers

AND THE STUDENTS JOB to align his/her thinking with the rules and learning in the classroom.

YOUR JOB	MY JOB	OUR JOB
<u>The student:</u> Learn the rules. Learn the processes. FOCUS.	<u>The teacher:</u> Thread IEP into curriculum. Support executive function.	<u>The team:</u> <i>Gen ed/Spec ed</i> Collaborate on the integration of goals/obj., s.a.s., and appropriate accommodation

Supplementary Aids and Services

- The appropriate use of supplementary aids and services assists them in achieving the goals. Start with:
 - ~Graphic organizers
 - ~Visual organizers
 - ~Teaching process thinking
 - ~Materials at the students instructional level

PLANNING THE DISCOURSE LESSON



Looks like:









- Fun
- Any classroom setting
- Everyone is learning and teaching.
*(Teach that you are teaching
discourse. It support process
thinking.)*

Talk Moves and the IEP

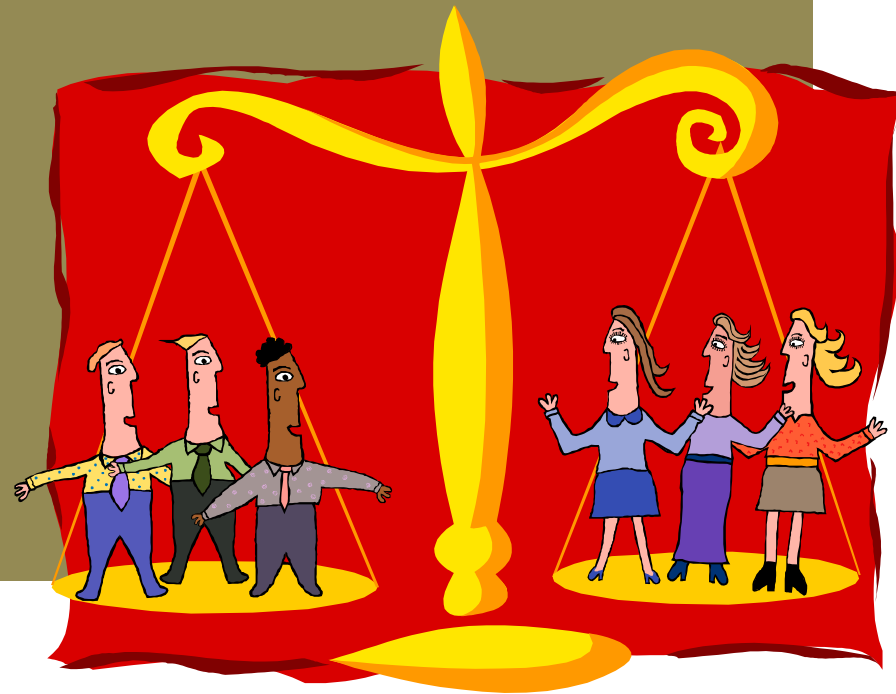
- ***Restate someone else's reasoning*** – Can you repeat what he just said in your own words?
 - Classroom accommodation on the IEP – repetition and rephrasing
- ***Revoicing*** – frequently, seeks clarification – important for language processing
- ***Do you agree or disagree?*** – Skill: develop an opinion, important to struggling learner
 - thumbs up/thumbs down
 - have some system in place. [The traffic light.]
- ***Prompt for further participation*** – extends and elaborates and provides meaningful insights into cognitive processes
- ***WAIT TIME*** – Its very important! Explain the reasoning. Use wait time and think trix symbols. Equitable, UDL

**FRANK LYMAN'S THINK-TRIX VISUAL CUES TO EMPOWER
STUDENTS TO GENERATE THEIR OWN QUESTIONS**

THINK-TRIX VISUAL CUE	TYPES OF QUESTIONS
R	RECALL OR REMEMBER
	SIMILARITY
	DIFFERENCE
	CAUSE AND EFFECT
	FROM IDEA TO EXAMPLE
	FROM EXAMPLE TO IDEA
	EVALUATION

CLASSROOM EQUITY

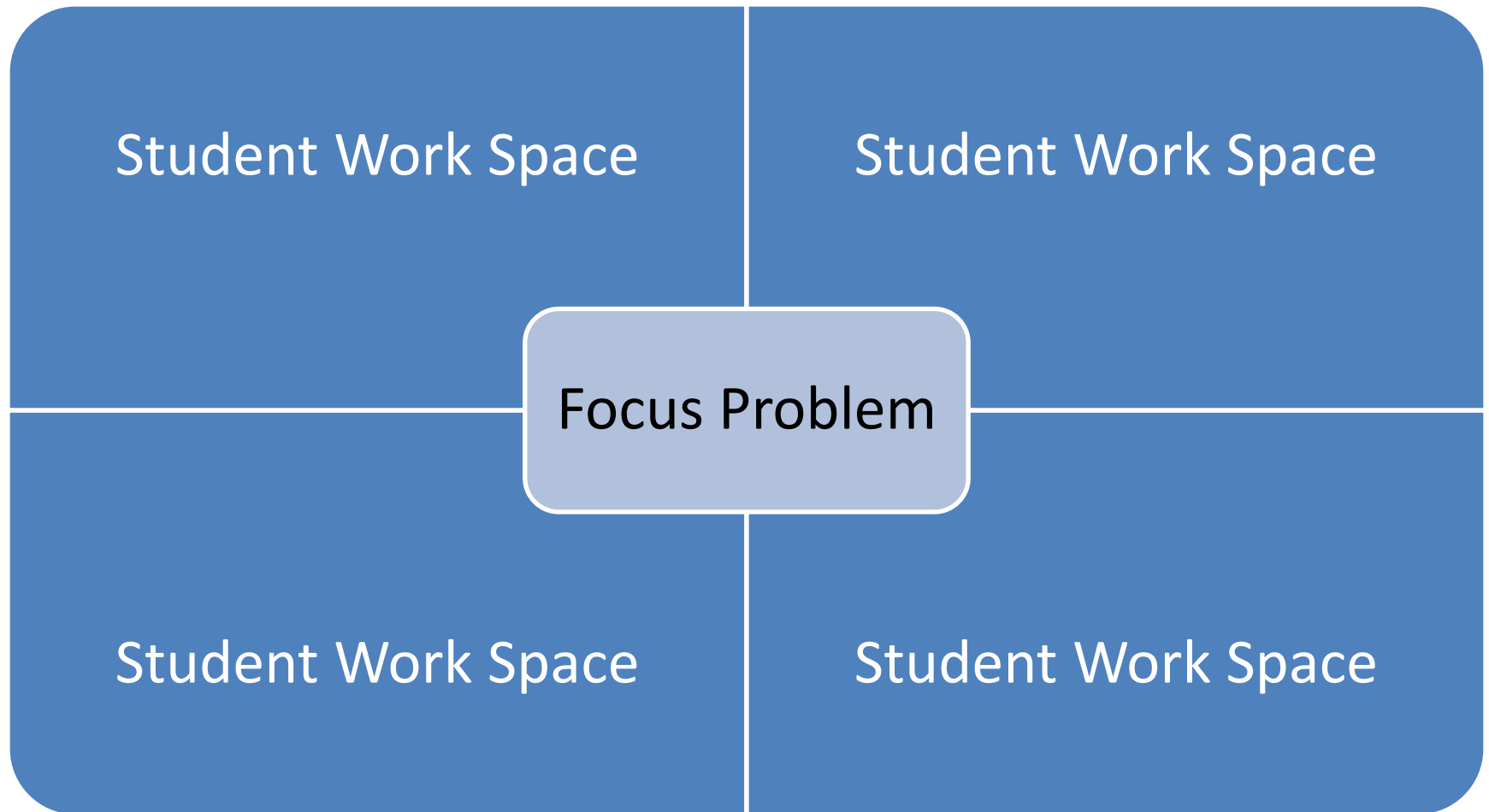
- Greeting everyone. Know your students.
 - Random groupings, random presenters
 - Equity sticks - PROVIDE EXAMPLE
 - Random
 - Participation
 - Focused
- Special Education Accommodation



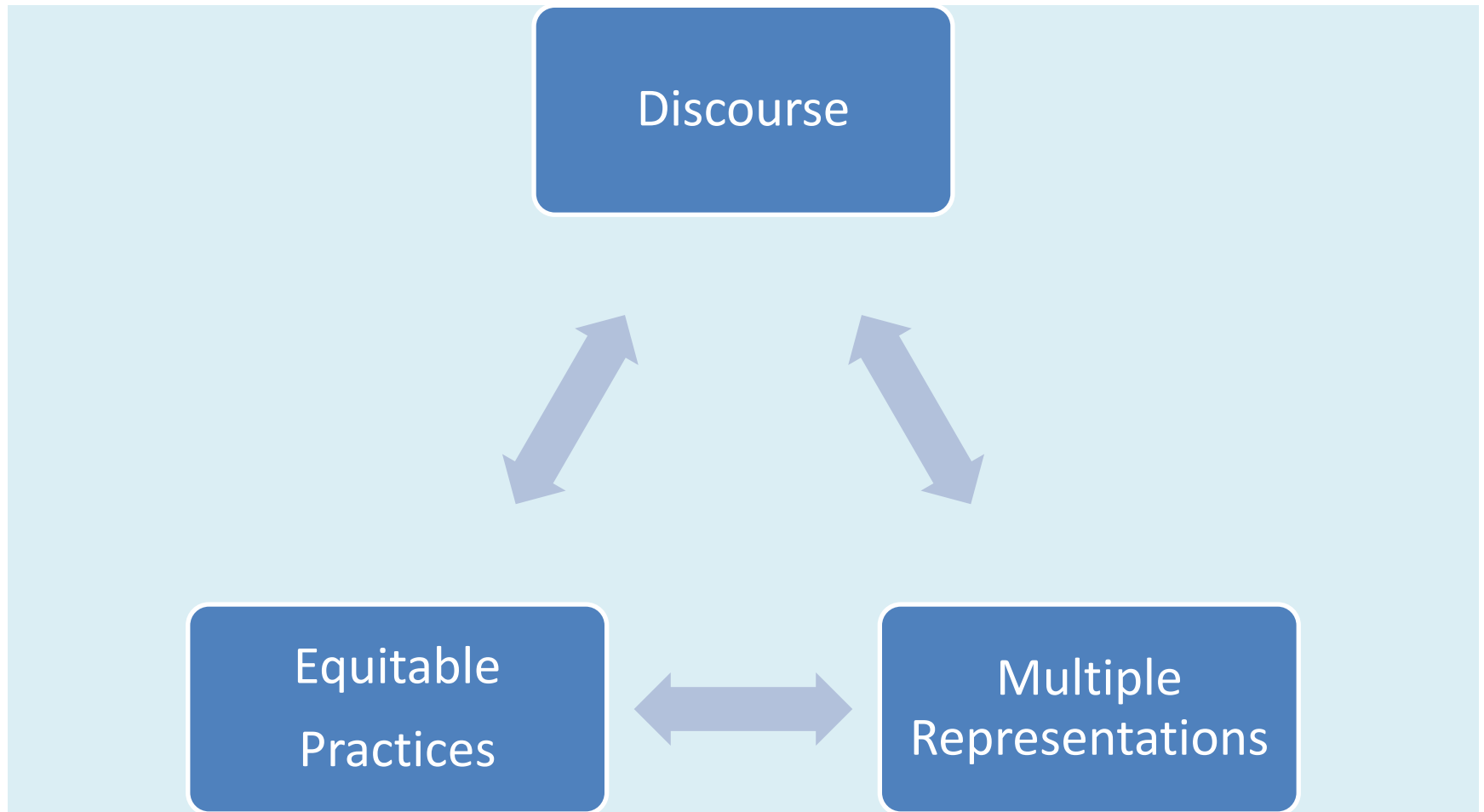
Multiple Representations



Multiple Representations through Discourse



Student Engagement and Understanding



Talk about the talk



- It's noisy and it *spirals*.
- Use the resources of the math program your school uses.
- Get to know your resources.
 - Surveys
 - Checklists
 - Student feedback forms
- Plug them in when you can.
- Keep it varied – you never know what will click for just that one learner.
- And all the while you're increasing the *cognitive flexibility* of your other students.



“Spiraling” Discourse

- It’s overlapping and wanders off
- It’s EASILY redirected
- It’s like the brain is happy to go in the direction you want it to go in. YOU WANT IT TO GO IN THE DIRECTION OF MATH
- Let the curriculum guide you
- Provide manipulatives
- Monitor the math talk,
- Model and provide many opportunities for multiple representations.

Monitoring Discourse

- The “math talk” IS the monitoring tool for vocabulary.
 - It’s a checklist with the target vocabulary.
 - It can be student monitored.
 - Post the vocabulary and tally it.
 - Supports the IEP and speech and language goals.
 - Promotes an enduring understanding.
 - It’s RICH

Closing the Lesson

- Last 5 - 15 minutes of class – for closure
- Use this as a transition to define the closure of the lesson - assign homework.
- Groups present posters – gallery walk. Time effective
- Class/students have rubrics/checklist to provide feedback & encourage participation
- Go back to lesson objective and check for understanding.
- Exit quiz – **DON'T FORGET THE EXIT QUIZ!!**