

Supporting Teacher Teams with Talk Protocols

Reviewing Why We're Here

*Spontaneous Reading.
Clarifying Questions.*

Session Description: The demands of modern classrooms are challenging for educators to meet, but this task is made easier when they work in teams. Communication protocols make clear who is speaking to whom and for what purpose, thereby reducing anxiety educators may have about studying their practice and making it easier to achieve shared goals. Educators learn the most about practice when discussing the intersection of teaching, students, and mathematics, an intersection these protocols keep front and center.

Session Objectives:

Participants will leave this session with:

- a shared understanding of the power of teacher teams to support sustainable change in teaching practice and student learning
- rubrics and protocols for developing teacher teams as participants or facilitators
- clearly articulated and shared goal, next steps and anticipated challenges of working with their own team(s)

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Group Forming

"Babbling"

3 Rounds. Pair debrief. Full group debrief.

Notes on Babbling Protocol:

Participation Norms

Read. Write. Pair. Share.

1. **Help one another to speak.**

We stay aware of and contribute to the equity of voices in the room. If we usually don't talk much, we will challenge ourselves to speak more. If we find ourselves talking more than others, we will speak less.

2. **Welcome Diversity**

We value and learn from our different opinions, experiences and practices. We respect all cultures, races, sexual orientations, gender identities, class backgrounds, abilities, and perspectives.

3. **Collaboration & Relationships**

We collaborate to improve our practice and the learning and experiences of our students. We are in this together. We are authentic in our questions, concerns and feedback.

4. **Bring a Growth Mindset**

We enter each session with a growth mindset in order to be open to change and new ideas. We are willing to receive feedback from colleagues in order to grow as individuals and a community and willing to provide feedback that supports growth.

5. **Self Responsibility**

We take care of our physical, mental and emotional systems. We candidly ask our questions, voice our concerns and share our feedback. We take what we came for--this workshop is entirely meant to support us.

6. **Say The Thing**

We take responsibility for saying the thing that everyone is thinking, but that others might be scared or hesitant to say. We say the thing that might make us sound different or crazy, but that no one else will ever say.

What's the most important? Why?

What's the hardest? How can we navigate that challenge effectively?

Goal Setting & Progress

Individually self-assess & choose focus goal(s).

Team Inquiry Rubric

Classroom Practice (DRAFT)

*Compare & look for trends.
Choose one goal.
Backwards plan milestones.*

Notes on Goal Setting & Progress:

Team Inquiry Rubric

*Scharff Panero and Talbert (2013). Strategic Inquiry:
Starting Small for Big Results in Education.
Cambridge, MA: Harvard UP. 161-62.*

1. Highlight the language that applies to your team as a whole.
2. Choose one box in each row that best represents your team.
3. Based on this assessment, choose one row that you would like to focus on for the semester or year in your team. Write a goal using this language.

Dimension	Poor (0–3)	Moderate (4–6)	High (7–10)
Level of principal support	Principal does not support collaboration or inquiry. If she does have teams, their support is for compliance only.	Principal supports inquiry and/or collaboration in a general sense but does not necessarily invest in teacher team development, authorize their decision making, or protect their time.	Principal values and communicates the value of inquiry and/or collaborative teams. She may or may not participate actively in the team.
Meeting regularity	Team does not meet or team meets but not frequently or regularly, and/or meetings are scheduled but not protected.	There is regular, scheduled time for team(s) to meet, at least monthly. If monthly, time is protected; if weekly, this time is somewhat but not fully prioritized/protected.	Team meets regularly, at least weekly. This is seen as a high priority, and time is only taken away in emergencies.
Team charge/purpose	Purpose and charge of team is absent or unclear or unrelated to student learning.	Purpose/charge was made clear and is related to student learning, but all team members may not grasp or hold to this purpose consistently.	Purpose/charge was made clear and/or is clear among all team members and is strongly related to improving student learning. The team lives the purpose.
Quality of talk	Talk is off task and/or involves complaining about students. Few teachers contribute meaningfully to the conversation. Conversation involves blaming students and/or their home lives.	Most talk in on task. Most participants are involved. Talk is generally about where student learning is breaking down or what teachers can do to try to improve learning for struggling students	Talk is specific and precise. Most conversation is focused on identifying student learning gaps and/or evidence of what practices work (or don't work) to close them.
Level of engagement	Team members are generally passive and/or compliant. Resisters' comments or behavior predominate or create a domino effect. Team members do not take risks or challenge each other.	Team members are willing to go along, even if not fully invested in or skilled in the process. There may be resisters or skeptics, but they do not dominate. At times conversation remains too "nice" to develop broad, deep engagement; but some risks are taken.	All or almost all team members are fully engaged. Team culture marginalizes/neutralizes a resistor. Team does not shy away from productive conflict to develop and sustain deep, broad engagement.
Use of evidence	Conversation is not grounded in evidence. Decisions made are not evidence based.	Conversation and decisions are somewhat evidence based, or, they are evidence-based but the quality of evidence used is weak.	Evidence of student learning needs or impact of instructional practices drives conversations and decisions. Evidence used and inferences based on the evidence are high quality.
Accountability for results	No decisions are made and/or they are made but not followed up on. Team members do not hold each other accountable for follow-through or results.	Decisions may be made but may be inconsistently followed up on. Team members sometimes, but inconsistently, hold each other accountable for a lack of follow-through and/or a focus on results.	Team members generally make agreements and follow through. There is a results-orientation, and team members challenge members who fail to follow through on agreements.

Classroom Practice

(DRAFT)

1. Highlight the language that you have seen evidence of on your team. Depending on how much time you have spent in the classrooms of your colleagues, you may or may not be able to highlight much. Feel free to refer to your own classroom as well.
2. Based on your experience working with this rubric, choose one column that you would like to focus on for the semester or year in your team. Write a goal using this language.

Student to student	Student to mathematics	Teacher to student	Teacher to mathematics
<ul style="list-style-type: none"> <input type="checkbox"/> Students interact with each other. <input type="checkbox"/> Students do math in proximity of each other. <input type="checkbox"/> Students ask each other questions about solutions and finding the right answer. <input type="checkbox"/> Student agrees or disagrees with another student. <input type="checkbox"/> Student listens to another student's explanation. <input type="checkbox"/> Student restates or paraphrases another student's mathematical thinking. <input type="checkbox"/> Student asks a follow-up or clarifying question of another student. <input type="checkbox"/> Students are held accountable by their peers for the quality and content of their discussions. <input type="checkbox"/> Students present the result of their discussions and work together to other students. 	<ul style="list-style-type: none"> <input type="checkbox"/> Student answers a math question. <input type="checkbox"/> Student describes the steps they used. <input type="checkbox"/> Student explains their reasoning and why they did the steps they used. <input type="checkbox"/> Student uses content-based mathematical language to describe their ideas. <input type="checkbox"/> Student uses standards-of-math-practice based language to describe their ideas. <input type="checkbox"/> When stuck, student tries another approach or asks a classmate or the teacher a question. <input type="checkbox"/> Student uses a mathematical argument to justify their strategy or thinking. <input type="checkbox"/> Student expresses an understanding of the math goal of the lesson. <input type="checkbox"/> Student can articulate what they learned during the lesson and what questions they still have. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher elicits student responses but accepts responses that are minimal in length without pressing students to say more. <input type="checkbox"/> Teacher elicits students' responses and students have time to explain their reasoning but the teacher does not use these responses. <input type="checkbox"/> Teacher circulates to gather evidence of what students do, say, write, etc... during the lesson. <input type="checkbox"/> Teacher prepares students to present their ideas. <input type="checkbox"/> Teacher provides students with explicit directions related to what they will do, how, why, for how long, with whom, etc <input type="checkbox"/> Teacher revises what a student says to introduce new language. <input type="checkbox"/> Teacher asks a student to restate what another student says. <input type="checkbox"/> Teacher prompts students to consider each other's ideas. <input type="checkbox"/> Teacher uses a variety of talk moves such as probing, pressing, re-voicing, prompting peer-to-peer talk, putting an idea on hold, wait time, think-pair-share, etc... to facilitate whole class discussion. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher maintains a mathematical focus for the lesson. <input type="checkbox"/> Teacher articulates a content-based language goal for the day. <input type="checkbox"/> Teacher articulates a habit-of-mind-based language goal for the day. <input type="checkbox"/> Teacher uses mathematical representations to support the mathematical focus. <input type="checkbox"/> Teacher uses mathematical representations that help students make connections with their prior knowledge or between different areas of mathematics. <input type="checkbox"/> Teacher use gestures to highlight the mathematical representations being discussed. <input type="checkbox"/> Teacher uses annotation to highlight mathematical features related to the mathematical focus.

Logs

Individual writing, facilitator reading. Optional: direct response.

Takeaways

Individual writing in shared table. Collective reading and commenting (in a google doc).

Logs

Logs are written during the final five minutes of each group. The purpose of the log is to establish and maintain communication with the group leader(s). The log is flexible and gives you an opportunity to voice any thoughts, feelings, concerns you might have about the session, the dynamics in the group, the readings if there were any, and the group leader(s). It is also an opportunity to reflect on your own particular interests or needs that that may or may not be getting met in the group. You might consider the following questions:

- What's your response to the group?
- What member(s) had the greatest effect on you and why?
- What were your feelings towards the group leader and why did you have those feelings?

Take-Aways

- What are your next steps?
- How has your thinking changed in this meeting? What ideas have had the most impact on you?
- What do you anticipate will be challenging about our next steps?

Homework

Read. Write. Come prepared to share.

"We assemble teachers in rooms and bring in experts to explain what needs to change—and then we're disappointed when such events have little or no effect on teachers' practice. This professional development model assumes that what teachers lack is knowledge. For the most part, this is simply not the case.

The last 30 years have shown conclusively that you can change teachers' thinking about something without changing what those teachers do in classrooms...***Knowing what to do is the easy part. Actually doing it is what's hard.***"

- Dylan Wiliam