Goal

To help us, as a group, focus on how to promote and support LISD’s *Student Learning Behaviors* on your campus.

Overarching Question

What can you do to make the *Student Learning Behaviors* more real on your campus?
Proposal

A focus on...

student-to-student discourse

...can help us promote LISD’s Student Learning Behaviors.
Agenda

• Opening frames and activity
• A little bit about rigor, engagement and discourse
• About student-to-student discourse
  o Defining student-to-student discourse
  o Characteristics of “good” student-to-student discourse
• SLBs and student-to-student discourse
• Closing frames & next questions
Ground Rules

• We are about solutions.
• We are about cooperation.
• Everyone has expertise.
• Be honest.
Student Thinking
Student Reasoning
Student Learning
Engagement
Discourse
Rigor
Discourse refers to the ways of representing, thinking, talking, agreeing and disagreeing.

Discourse is central to what students learn.

Discourse is both the ways ideas are exchanged and what the idea entails.

• teacher<->student
• student<->student

Discourse answers the question, how do we interact with each other about our thinking?

Big Question

What is “good” student-to-student discourse we want to see in LISD?

(Eventual) Product

A working, operational definition:description of the student-to-student discourse we want to see in LISD
What influences student-to-student discourse?

role of the teacher
role of the student
classroom management
student-to-student discourse
questions & tasks
leadership
lesson design
classroom environment
Plans of Action require...

- Clear Expectations and Objectives
  - what is expected?
  - how is it implemented?

- Capacity Building
  - resources
  - support
  - professional development

- Monitoring and Review
  - accountability
  - intervention and support

The Charles A. Dana Center