What is the state the SLBs on your campus/in the district?

Select a picture/visual that represents or signifies your idea of where we are in the implementation of the SLBs.

At your table, explain how your selection represents your ideas.

What is the state the SLBs on your campus/in the district?

Select a picture/visual that represents or signifies your idea of where we are in the implementation of the SLBs.

At your table, explain how your selection represents your ideas.

As your table, select the one picture/visual that best represents the consensus at your table.
**Goal**

To help us, as a group, focus on how to promote and support LISD’s *Student Learning Behaviors* 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
  - Defining student-to-student discourse
  - 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.
What Is “Rigor” About?

Hard  Applying

Fast  Doing

More  Thinking

Rigor Is About...

Depth

Where does depth come from?

• Focusing who does the content; Kids doing the content
• Focusing on who does the talking about the content
• Focusing on clarifying strategy and thinking, not just answers
• Focusing on the questions we ask: Asking the and “why?” questions, not just the “what?” and “how?” questions
• Focusing on understanding: “knowing” as well as “doing”
These descriptions of where depth comes from are not characteristics of rigor...

They are evidence of rigor.

They are, however, characteristics of engagement and discourse.

That is, you can’t have high rigor without appropriate engagement and discourse.

If we want to affect Rigor...

Focus your work on Engagement and Discourse

Learning depends on...

- Who works the content
- Who does the thinking
- What they are thinking about
- What kind of thinking they do

Learning depends on...

- Who is doing the talking!
Guiding Principles for Student Discourse

- Students must Talk
- Talk must focus on Ideas, Thinking, Strategies, Reasoning & Learning, not Answers

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 are the characteristics of “good” student-to-student discourse?**

For your assigned question, generate 5-7 pieces of evidence that would help discern if “good” student-to-student discourse is happening.

Record your evidence on chart paper at your table.

**What is the responsibility of the teacher in promoting student-to-student discourse?**

**What is the responsibility of the student in promoting student-to-student discourse?**

**In what ways does classroom environment promote student-to-student discourse?**

**In what ways does classroom management promote student-to-student discourse?**

**In what ways do questions and tasks promote student-to-student discourse?**

**In what ways does lesson design promote student-to-student discourse?**

**What influences student-to-student discourse?**

**What is the responsibility of leadership in promoting student-to-student discourse?**
What is the responsibility of leadership in promoting student-to-student discourse?

<table>
<thead>
<tr>
<th>Campus Leadership</th>
<th>District Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Using small post-it notes, generate 7-10 responsibilities of leadership, one per post-it.

Place post-its on the chart under campus or district leadership. Some may straddle both categories.

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 Responsibility of Leadership”
What is the responsibility of leadership in promoting student-to-student discourse? (cont.)

Take your post-its and categorize them under as to which requirement they meet.

Place you post-its on the new chart accordingly.

As a table, look for areas that are over-weighted or under-weighted.

Consider, “What might be the results of such imbalanced weighting?”

Proposal: working description of “good” student-to-student discourse

Powerful Student-to-Student Discourse...

- Students engage in discourse
- Discourse is designed and structured for both engagement and rigorous learning
- Discourse focuses on ideas, thinking, strategies, reasoning & learning
- Significant learning emerges as a result of the discourse

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Student Learning Behaviors

As a student I will own my learning when I consistently...

- **Explore Learning Targets...**
  by knowing what I need to learn, finding meaning and making connections in my learning.

- **Assess for Learning...**
  by determining my progress toward achieving the learning target.

- **Plan for Intervention and/or Challenge...**
  by seeking support when I'm struggling and discovering ways to remain challenged in my learning.

- **Use Learning Strategies...**
  by applying a variety of strategies and tools to help me learn.

- **Collaborate and Engage...**
  by interacting with other students and remaining actively engaged in my learning.

- **Analyze Data and Set Goals...**
  by creating learning goals and tracking my progress on an ongoing basis.

- **Show Evidence of Learning...**
  by determining how to demonstrate my learning.
Discourse across the SLBs

For your assigned SLB, respond to question

*In what ways can student-to-student discourse support our SLB?*

Generate 5-7 responses. Record your responses on chart paper at your table.

As we end, let’s reflect. Where are we?

**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*.

Because the discourse of the classroom reflects messages about what it means to know, what makes something true or reasonable, and what “doing” our content entails, it is central to what students learn as well as how they learn it.

Therefore, the discourse of the classroom should be founded on academic ways of knowing and communicating. The nature of the activity and the talk in the classroom shapes each student’s opportunities to learn about particular topics as well as to develop their abilities to reason and communicate about those topics...Teachers’ skills in developing and integrating the tasks and discourse in ways that promote students’ learning depends on the construction and maintenance of a learning *environment* that supports and grows out of these kinds of thinking and activity.


Feedback

Consider those attributes/evidence of “good” discourse as you have described them.

1. Which did you experience today?

2. What changes would you make for a better discourse experience aligned with your attributes/evidence?