

# Opportunities to Respond: Promoting Teacher Moves & Accountable Talk

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# Objectives

(1) Attendees will connect the WHAT, WHY, and HOW of Effective Classroom Practices: Opportunities to Respond with Accountable Talk

(2) Attendees will review structures for Accountable Talk

(3) Attendees will examine tasks that solicit students to engage in Accountable Talk opportunities

# Accountable Talk

# Overview of Accountable Talk

## (1) Logistics - How to establish the structure

- Consider what the exemplar looks like
- What are the expectations of students? (norms)
- How are these expectations taught and reinforced?
- What do these expectations look like and sound like?

## (2) Task - Deciding what questions to ask

- Consider the topic/content you are using
- Choosing or creating tasks that solicit opportunities for students to engage in Accountable Talk

# Discourse in Action

While watching the video, consider the following questions; be prepared to discuss with your table team:

- What is effective about Mr. Snider's set up of the discussion?
- How might this set-up lead to a successful discussion?



# Preparing Students for Academic Discourse

<b><u>Reflection Question</u></b>	<b><u>What you will say to students</u></b>
<b>What supplies will students need during the work time to be successful?</b>	
<b>How will students interact with one another (model discussion)?</b>	
<b>What is the time stamp for the work time? How will you chunk this time?</b>	
<b>What is the deliverable from partnerships and how will you have students share out?</b>	

# Accountable Talk in YOUR Space - Expectations

Use your note catcher to complete the following:

- [5 min] - Respond in writing to the following questions:
  - What are the expectations of students? (norms)
  - How are these expectations taught and reinforced?
  - What do these expectations look like and sound like?
- [1 min per person] - Share your thinking/response to your questions
  - Participants record ideas in note catcher





# Accountable Talk Stems

## Probing for Higher Level Thinking

- What examples do you have of...?
- Where in the text can we find...?
- I understand..., but I wonder about....
- How does this idea connect to...?
- If \_\_\_\_\_ is true, then...?
- What would happen if...?
- Do you agree or disagree with his/her statement? Why?
- What is another way to look at it?
- How are \_\_\_\_\_ and \_\_\_\_\_ similar?
- Why is \_\_\_\_\_ important?
- How do you know that? Can you give an example?
- Is there another way to look at this?

## Building on What Others Say

- I agree with what \_\_\_\_\_ said because....
- You bring up an interesting point, and I also think....
- That's an interesting idea. I wonder if...? I think.... Do you think...?
- I thought about that also, and I'm wondering why...?
- I hadn't thought of that before. You make me wonder if...? Do you think...?
- \_\_\_\_\_ said that.... I agree, and also think....
- Based on the ideas from \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_, it seems like we all think that....
- That's an excellent point, and I would add....

# Worthy or Not?

🔊 Is each statement true or false?

When you add two negative numbers, the sum is also a negative number.

True

False

When you add two numbers with different signs, the sum is given the sign of the smaller number.

True

False

When you add opposites, the sum is 1. For example,  $-9 + 9 = 1$ .

True

False

A negative integer is a number less than zero.

True

False

Review the task to the left. Then, reflect on the questions below:

- Is this a question/task that is worthy of accountable talk?
- Provide evidence that supports your answer.
- How could you modify to make it worthy?

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-

# Worthy or Not?

Which pair of whole numbers does each square root fall between?

$$\sqrt{62}$$

$$\sqrt{8}$$

$$\sqrt{15}$$

$$\sqrt{17}$$

$$\sqrt{38}$$

$$\sqrt{57}$$

$$\sqrt{21}$$

$$\sqrt{14}$$

$$\sqrt{45}$$

$$\sqrt{10}$$

Box A: Answer is between 2 and 4

Box B: Answer is between 4 and 6

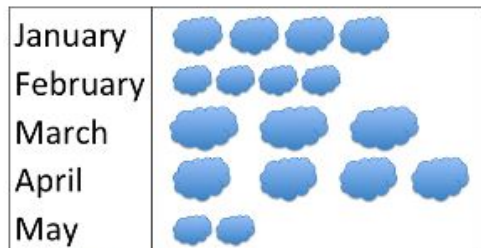
Box C: Answer is between 6 and 8

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# Worthy or Not?

🔊 Explain how the current graph might mislead a person gathering information from it.



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# Worthy or Not?

## Random Cat Walk

Waffles, the Cat is a famous walker, but he is also a famous waffler. He goes back and forth on his decisions. He lives on a street in a house equidistant from his two favorite restaurants: a pancake house and a creperie (a place that serves crepes).

PH

W

C

Waffles can go in either direction, but he is so uncertain. He starts off in one direction randomly, and then every time he moves in front of a house he's as likely to reverse direction as to continue. We'll call each time he moves in front of a new house a move.

There are 7 houses between Waffles's house and either of the restaurants.

This leads to our first big question:

*What are the chances that Waffles gets to either restaurant after 8 moves?*

How can we know?

In order to think about the situation in a more regular way, let's think about it on a number line. Each house can be another whole number.

Review the task to the left. Then, reflect on the questions below:

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## The Universal Prompts: When might you use each of these?



Prompt	When to Use
Tell me more.	As you read through the prompts on the left, consider when you would use them in your classroom
What in the text makes you think that?	
What in the problem makes you think that?	
Why do you think that?	
Why is that important?	
Repeat the question	

# When to Use Accountable Talk

- After reading a news story and gauging reactions
- Introducing a new topic that builds on prior knowledge
- During group read-alongs
- When debating a topic
- When summarizing knowledge on a previously studied topic
- Amongst small groups



# Accountable Talk - Guided Practice



In recent news, the debate around colleges warning students about disturbing topics. Experts have weighed in on the topic and shared that such “trigger warnings” enhance learning. Others have said that trigger warnings hinder the free flow of ideas commonly found in higher education.

## What do you think?

- Read the [article](#) provided and prepare your stance by ensuring your opinion is grounded in evidence from the text. Use the accountable stems when talking amongst others.

# Article Activity - Whole Group Debrief

How did that go for your group?

What are some things that you (as a student) did, and would expect students to do?

What was something I (as the teacher) did to explicit prepare the accountability of learners during this time?

What are the strengths and areas for growth around this activity?

\*Be prepared to put this reflection into action\*

# Planning the Use of Accountable Talk

When planning, implement the following pieces:

- Standard/objective
- Intended engagement activity
- Accountable talk strategy
- Whole group debrief

THANK YOU!

Want to connect further?

Please email us at

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## Why is productive struggle important for student learning?

- Sense of Accomplishment
  - Students maintain ownership of the problems they solve. They experience tension but also the triumph of discovery. (NCTM, 2017)
- Knowledge and Understanding
  - The process of transforming a problematic situation into a resolved one is what yields knowledge. This transforming process is the product of persisting in a productive struggle with a high-cognitive demand task. (Dewey, 1929)
- High Achievement
  - International studies show strong correlation between the opportunity for productive struggle by students and high achievement. (Hiebert and Grouws 2007)
- Improved Achievement
  - Supporting productive struggle facilitates a growth mindset, which, in turn, has been linked to improved achievement (Blackwell et. al, 2007).
- Mastery and Long-Term Retention
  - Students need to become adept at knowing which strategy to use for long term success in mathematics. (Brown, Roediger, and McDaniel 2014 )



# Student Engagement Strategies

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## Instructional Moves that Support Productive Struggle

- **Ask questions** that help students focus on the source of their struggle and that make students' thinking and ideas public so they can be collectively examined and discussed with others.
- **Provide encouragement** that causes students to reflect on the strategies they and others have used so far in working on the task and what other strategies might be helpful.
- **Give adequate time** that allows students to work individually and in small groups to work through their own emerging ideas and the ideas of their peers without the teacher helping too much and taking the intellectual work away from the students.
- **Acknowledge student contributions**, valuing student missteps and mistakes as well as accurate and appropriate suggestions and approaches, as an important and natural part of learning and understanding mathematics.

