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# Workshop Overview at a Glance

Time (in Minutes)	Segments	PowerPoint Slides, Video, and Reproducible Handouts
30–45	<b>Welcome and Opening</b> What are student-led discussions? What do student-led discussions look and sound like?	Slides 1–11 Video segments 1–2 Handouts: “Icebreaker Activity—Getting to Know You,” “Student-Led Discussions Teacher Survey,” “The Look and Sound of Student-Led Discussions,” “The Look and Sound of Discussions Video Viewing Guide”
90–120	<b>Student-Led Discussion Framework</b> Content and communication learning targets Focus lesson Application of learning target in discussion Observation and record keeping Feedback Reflection	Slides 12–25 Video segments 3–6 Handouts: “Student-Led Discussion Framework Video Viewing Guide,” “Checklist for Focus Lesson,” “Video Viewing Guide: Citing Textual Evidence Grade 9,” “Give One, Get One, Move On (GoGoMo)”
15–30	<b>The Environment for Student Talk</b> Turn-and-talk variations Anchor charts Talk prompts	Slides 26–32 Video segments 7–9 Handout: “Journaling Activity”
30–45	<b>Learning Targets</b> Content learning targets aligned to standards Speaking and Listening learning targets	Slides 33–37 Video segments 10–11 Handouts: “Creating Learning Targets,” “Synthesis of Content and Speaking and Listening Learning Targets”
30–45	<b>Planning and Implementation</b> Choosing when to include a student-led discussion Using the framework to create a lesson with content and Speaking and Listening learning targets	Slides 38–40 Handouts: “Using the Student-Led Discussion Framework,” “Take Action! Overcome Challenges!”
45–60	<b>Student Talk Versus Deep Discourse</b> What is the difference between student talk and deep discourse?	Slides 41–45 Video segment 12 Handout: “Discerning Talk From Deep Discourse”

continued →

DEEP DISCOURSE: FACILITATOR'S GUIDE

<p><b>120–150</b></p>	<p><b>Lesson Progressions</b>            Reviewing standards at grade level and preceding and following            Consisting of three to six lessons            Containing content learning targets and Speaking and Listening learning targets            Creating one lesson progression</p>	<p>Slides 46–53            Video segments 13–14            Handouts: “Lesson Progression Activity for Grade 2: Evaluating a Speaker’s Perspective,” “Lesson Progression Activity for Grade 5: Evaluating a Speaker’s Perspective,” “Lesson Progression Activity for Grade 8: Evaluating a Speaker’s Perspective,” “Lesson Progression Activity for Grade 11: Evaluating a Speaker’s Perspective”</p>
<p><b>45–60</b></p>	<p><b>Reflection</b>            A rubric to determine status            Final video with viewing guide</p>	<p>Slides 54–58            Video segments 15–16            Handouts: “Student-Led Discussions Rubric,” “Video Viewing Guide for Deep Discourse,” “Take Action!”</p>

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# Workshop Steps and Teaching Suggestions

## Statement of Purpose

Good teachers use a combination of teacher- and student-led discussions to meet students' needs. This workshop focuses on student-led discussions because in most traditional 21st century classrooms, there is an imbalance between teacher- and student-led discussions. To prepare students for education and real-world success, we must give them the tools for and confidence in effective communication. Since students talking with one another can produce great benefits, they warrant additional time, energy, and attention.

## Learning Objectives

Participants in the workshop will be able to:

- Apply the student-led discussion framework when designing instruction
- Plan for both content and Speaking and Listening learning targets to develop students' skills
- Provide specific feedback after watching student-led discussions to advance students' understanding and skill development
- Scaffold instruction to help students achieve deep discourse

## Program Overview

This workshop includes a companion video from elementary and secondary classrooms that show real students engaged in conversation. Teachers share successes and challenges as they work to move students toward deep discourse. Participants see teachers providing focus lessons, conferring with students and offering feedback to advance students' progress toward student-led discussions. The video honors this process and acknowledges that while some lessons do not yield the intended outcome, they still help create an environment for learning and discussion that gives the practitioner resources to use in future planning. It also helps

to make the content visible and convey how teachers, principals, literacy leaders, and district administrators may use the student-led discussion framework in their schools and districts.

## Materials

The following materials are included in this workshop.

- **Video segments:**

- ▶ What Are Student-Led Discussions?
- ▶ The *Look* and *Sound* of Student-Led Discussions
- ▶ Student-Led Discussion Framework, Part 1
- ▶ Student-Led Discussion Framework, Part 2
- ▶ Grade 9: Citing Textual Evidence
- ▶ Grade 9: Student-Led Discussion Framework in Social Studies
- ▶ Explanation of Various Discussion Formats
- ▶ Turn and Talk
- ▶ Summary of Discussion Formats
- ▶ Explanation of Learning Targets
- ▶ Grades 4–5: Content and Speaking and Listening Learning Targets
- ▶ Grade 9: Growth Through Feedback
- ▶ Explanation of Lesson Progressions
- ▶ Grades 4–5: Example of Lessons Showing Skill Progression
- ▶ Grades 5, 6, and 9: Deep Discourse
- ▶ Closing Thoughts From Educators and Students

- **PowerPoint presentation slides**

- **Reproducible handouts:**

- ▶ “Icebreaker Activity—Getting to Know You”
- ▶ “Student-Led Discussions Teacher Survey”
- ▶ “The *Look* and *Sound* of Student-Led Discussions”
- ▶ “The *Look* and *Sound* of Discussions Video Viewing Guide”
- ▶ “Student-Led Discussion Framework Video Viewing Guide”
- ▶ “Checklist for Focus Lesson”
- ▶ “Video Viewing Guide: Citing Textual Evidence Grade 9”
- ▶ “Give One, Get One, Move On (GoGoMo)”
- ▶ “Journaling Activity”

- ▶ “Creating Learning Targets”
- ▶ “Synthesis of Content and Speaking and Listening Learning Targets”
- ▶ “Using the Student-Led Discussion Framework”
- ▶ “Take Action! Overcome Challenges!”
- ▶ “Discerning Talk From Deep Discourse”
- ▶ “Lesson Progression Activity for Grade 2: Evaluating a Speaker’s Perspective”
- ▶ “Lesson Progression Activity for Grade 5: Evaluating a Speaker’s Perspective”
- ▶ “Lesson Progression Activity for Grade 8: Evaluating a Speaker’s Perspective”
- ▶ “Lesson Progression Activity for Grade 11: Evaluating a Speaker’s Perspective”
- ▶ “Student-Led Discussions Rubric”
- ▶ “Video Viewing Guide for Deep Discourse”
- ▶ “Take Action!”

## Activities

You can show the entire video program and then conduct the activities for each section of the guide. We recommend, however, that you follow the activities as we have outlined in the workshop teaching suggestions and pause the video when prompted. The workshop suggestions in this guide support this second approach. After showing each segment of the video program, allow participants time to comment, express opinions, or ask questions about the material they have seen. If requested, you can replay portions of the program as participants consider the questions and activities.

## Welcome and Opening

1. Show PowerPoint slide 1. Welcome participants to the workshop and introduce yourself and other facilitators, coleaders, or hosts.
2. If participants do not know each other, distribute the handout “Icebreaker Activity—Getting to Know You” (page 22). Tell participants to introduce themselves to other participants in the room. Have participants ask each other if they have done any of the activities on the handout. Have them initial one box that they have done, but only one box per person. When the grid contains initials in each box, or you have signaled that time is up, the task is complete.
3. Show slide 2 and review the agenda.
4. Show slide 3. Tell participants, “To facilitate student-led discussions successfully, certain core structures are necessary. One of those structures is that the classroom environment must focus on collaboration where student voices are mandatory. It begins in simple ways like providing many opportunities to ‘turn and talk’ or working with partners before breaking into small groups. Rich, strategy-building discussions don’t just happen. Many of the skills needed for great student-led discussions take all year to build. The foundation is a collaborative climate within the classroom. We

will model that type of environment in this session. I will give you and your partner two minutes to engage in a short, structured conversation. I'd like you to follow the protocol of each taking a turn of about one minute to answer the prompt. At the end of two minutes, you will see me raise my hand. At that time, conclude your thought and watch for my hand to indicate when we will return to the whole community. I will count down from five to zero using my fingers. When you see my fist, we will be ready for large-group work. Take two minutes to turn and talk to a partner and answer this question: 'What are student-led discussions and why are they important?'" Tell participants, "As partners are talking, jot down some things that you hear each other say." When you've called participants back, show slide 4. Then, show slides 5 through 8 and review definitions.

5. Have participants break into small groups of four or five. Distribute the handout "Student-Led Discussions Teacher Survey" (page 23) and show slide 9. Say, "This is a self-assessment sheet that allows each teacher to reflect on his or her own understanding and use of instructional practices related to student discussions. Initially, leaders can use this resource to provide baseline data to determine needs that they should address through professional learning or added resources. They can also use it to guide professional learning, planning, and implementation. As you take the survey, accurately assess where you are right now on this journey." Allow five minutes to complete the survey. Then have participants take two minutes to share and discuss something on the survey that stood out for them with their group.
6. Show slide 10. Ask participants to think about the questions, "What are student-led discussions?" and "What are the teacher's, administrator's, and students' roles in student-led discussions?"
7. Begin the DVD and play video segment 1 until the "Pause for Group Activity" screen.
8. Return participants' attention to slide 10 and have them take two minutes to turn and talk about the two questions on the slide.
9. Distribute the handout "The *Look* and *Sound* of Student-Led Discussions" (page 25). Ask participants to independently record their initial thoughts, and inform them they can continue to add to the list throughout the day.
10. Show slide 11 and distribute the handout "The *Look* and *Sound* of Discussions Video Viewing Guide" (page 26). Let participants know that often, students don't speak in a group because other members will do the talking for them. When each member has his or her own task, all members' contributions matter. Students will follow through when tasks are meaningful and crucial to the group's function. Participants will each take on roles similar to the structures that are present in the classroom.
11. Assign an equal number of items from the handout "The *Look* and *Sound* of Discussion Viewing Guide" for each table group member. Tell participants that their task is to watch for and provide evidence from the videos. For example, one person will watch for evidence of who is involved in the video clip, another will note what students are doing, and a third member will watch for evidence of what teachers are doing. There are six items to watch for during the video.
12. Resume the video, showing segment 2. This segment shows the look and sound of student-led discussions. Encourage participants to fill out the viewing guide.
13. Pause the video at the "Pause for Group Activity" screen. Allow ten minutes for small-group discussion about the look-for items on the viewing guide.