Fairfield's Next Steps for Fostering Academic Conversations in Grades 6-8

Fairfield
Jeff Zwiers
jzwiers@stanford.edu

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Next Steps for Grange and Crystal

1. **Improve pair-shares:**
    A) More purposeful **building of ideas**;
    B) Focus on building up ideas as a talker—and as a listener, prompt talker **clarify** and **support** in order to build up idea (2 months)

2. **Have 2nd and 3rd pair-shares** (e.g., Stronger-Clearer) in which students practice, get **support** ideas, are pushed for **clarity**, and improve their ideas (2 months)

3. **Model conversations & analyze them** for skills (**clarify** & **support**) for **building ideas**

4. Have students **engage in conversations** about learned topics, then self-assess. (10K hrs)

5. **Model giving feedback as an observer**; Have a student third observer provide feedback to help deepen paired conversations

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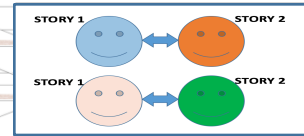# 1. Remodel for Authentic Communication

❑ **Purposeful building of idea(s).** Use language to build/do something beyond just answering questions for praise or points. Clarity & Support matter. Agency.

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❑ **Information gap(s).** Students get or give information that they want, need, or don't have. Gaps are natural or designed.

Co-design an experiment that helps you measure gravity.

STORY 1 — STORY 2
STORY 1 — STORY 2

If needed, there is attention to language in service of communication
Language modeling & scaffolding, sentence frames, practice, feedback, etc.)

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2. Develop and Use Evidence Gathering and Reflection Tools for Authentic Communication & Conversation (1 yr.)

Admin-Coach Observation Data

	1. Purposeful building of ideas (clarifying & supporting)	2. Information gaps	3. Attention to necessary language	4. Engagement & Agency
READING & Viewing		Provide different texts		
WRITING & Creating	Do more than the "bare minimum"		Grammar model focuses on clarity	
LISTENING & Watching		Could use A and B forms	I need to model listening	
SPEAKING	Push selves to clarify/support		Sentence frames serve 1 & 2	Want to add to building of idea
CONVERSING	Push partners to clarify/support			

Teacher Insights & Adaptations

TEACHER Insights & Adaptations for Authentic Communication

1. With respect to adapting my teaching, assessment, and curriculum for authentic communication, I have ……, and I want/need to work on……

2. I am (seeing/not seeing) the content, language, thinking, and/or social value of having students engage in real communication. For example…

3. I am seeing a (higher/same/lower) percentage of students authentically (R, W, L, S, C) with others (and I am observing longer/shorter stretches of language use). For example,

4. Students are (increasingly/decreasingly) engaged in ideas beyond just for getting points; they feel (more/less) of a sense of agency and ownership of the idea/topic/concept. For example, …

5. I am providing (more/fewer) appropriate and effective prompts, modeling, scaffolding, time for practicing, and feedback for conversing. For example…

Student Work & Assessments

Oral Presentation Rubric

	Beginning of Year									End of Year								
	C1		C2			C3			C1		C2			C3				
	C	S	E	C	S	E	C	S	E	C	S	E	C	S	E	C	S	E
Juan	1	0	1	2	0	1	1	1	1	1	1	2	1	1	2	0	2	1
	.7		1			1			1.3		1.3			1				
	0.9									1.2								

Student Reflections, Interviews, & Surveys

STUDENT Reflection Tool

1. What is the purpose of reading in this class? Use examples.
2. What is the purpose of writing in this class? Use examples.
3. What is the purpose of listening in this class? Use examples.
4. What is the purpose of speaking in this class? Use examples.
5. What is the purpose of conversing in this class? Use examples.
6. I learn and remember the most by _____
7. I push myself and peers to be as clear and strong (evidence) as possible to build up ideas.
8. The teacher provides modeling and feedback for helping me get better at (RWLSC). I need more help with _____

Self-rate your communication skills this week:

___ Posing relevant and buildable ideas
___ Clarifying terms and ideas
___ Supporting ideas with evidence and reasons
___ Evaluating evidence
___ Valuing ideas of others

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ADMIN-COACH: Authentic Communication Observation & Reflection Tool (Sample)

	1. Purposeful building of ideas (clarifying & supporting)	2. Information gaps	3. Attention to necessary language	4. Engagement & Agency
READING & Viewing	Just focused on answering questions	Could provide different texts	Could have used some modeling	Not much agency in answering ?s
WRITING & Creating	Students do more than the "bare minimum"	Students write to fill gaps	Frames useful for #1	Grammar modeling focuses on clarity
LISTENING & Watching	Could have used a "building" focused G.O.	Could use A and B forms	I need to model listening	Just trying to fill in the note page
SPEAKING	Push selves to clarify/support	Audience not know the topic	Sentence frames do serve 1 & 2	Talks to help build idea
CONVERSING	Not push partners to clarify or support	Not enough gap for this convo	Text-based notes do support lang.	Prompt not engaging enough

SOURCES: Admin/Coach Observation Data; Teacher Data & Insights (PLC results); Student Work & Assessments; Student Reflections, Interviews, & Surveys

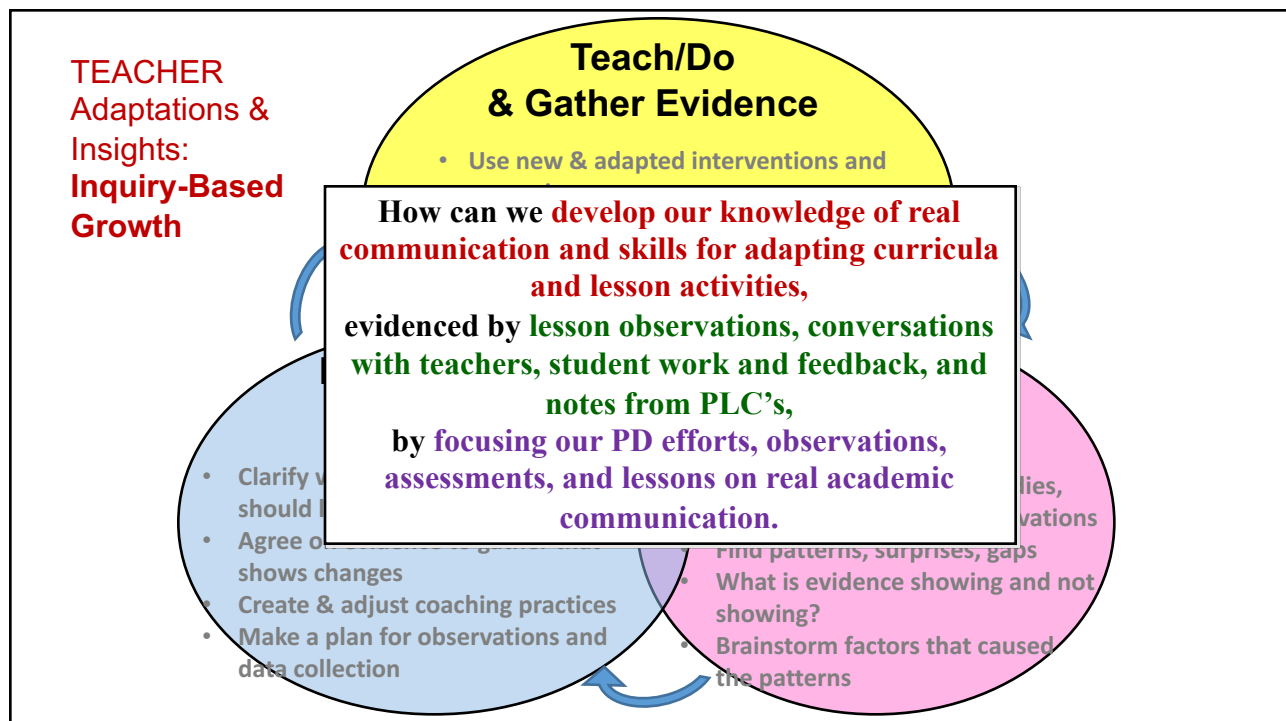---

STUDENT Reflections & Feedback

1. What is the purpose of reading in this class? Use examples.

2. What is the purpose of writing in this class? Use examples.

3. What is the purpose of listening in this class? Use examples.

4. What is the purpose of speaking in this class? Use examples.

5. What is the purpose of conversing in this class? Use examples.

6. I learn and remember the most by _____

7. I push myself and peers to be as clear and strong (evidence) as possible to build up ideas.

8. The teacher provides modeling and feedback for helping me get better at (RWLSC).
   I need more help with _____

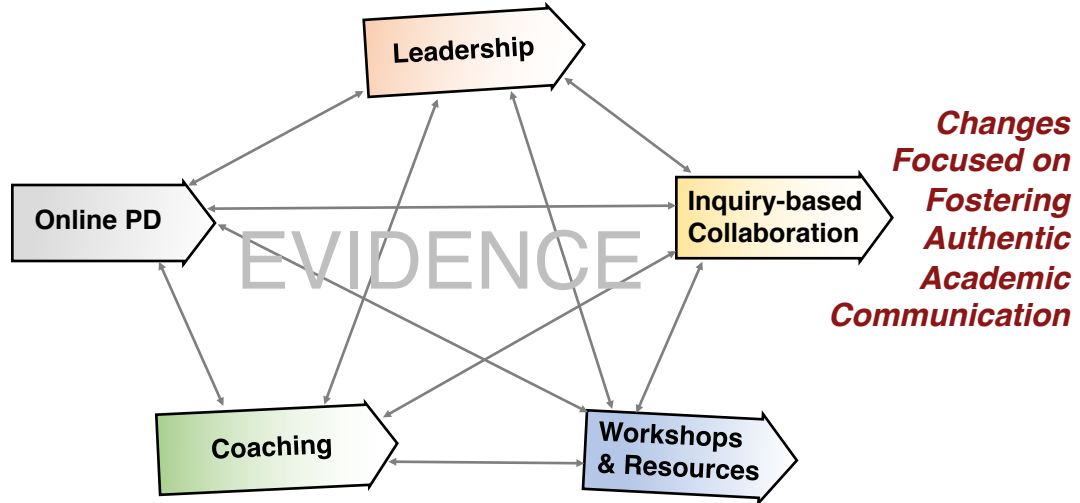> Self-rate your communication skills this week:
>
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> ___ **Clarifying** terms and ideas
> ___ **Supporting** ideas with evidence and reasons
> ___ **Evaluating** evidence
> ___ **Valuing** ideas of others

TEACHER Insights & Adaptations for Authentic Communication

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2. I am (seeing/not seeing) the content, language, thinking, and/or social value of having students engage in real communication. For example…

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TEACHER Adaptations & Insights: **Inquiry-Based Growth**

Teach/Do & Gather Evidence

• Use new & adapted interventions and

How can we **develop our knowledge of real communication and skills for adapting curricula and lesson activities,**
evidenced by **lesson observations, conversations with teachers, student work and feedback, and notes from PLC's,**
by **focusing our PD efforts, observations, assessments, and lessons on real academic communication.**

• Clarify w... should ...
• Agree o...... shows changes
Create & adjust coaching practices
• Make a plan for observations and data collection

...lies,
...vations
Find patterns, surprises, gaps
• What is evidence showing and not showing?
• Brainstorm factors that caused the patterns

What Next? Align & Connect Dimensions of PD

Leadership

Online PD

EVIDENCE

Inquiry-based
Collaboration

*Changes
Focused on
Fostering
Authentic
Academic
Communication*

Coaching

Workshops
& Resources

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NEXT STEPS

Jeff Zwiers | jzwiers@stanford.edu | jeffzwiers.org/

STUDENT ASSESSMENT: Conversation Performance Task Sample

Conversation Performance Assessment Task – DRAFT
5th Grade History

The purpose of this performance task is to have students engage in academically productive conversations that are based on argumentation and decision-making skills. Students will be rated on how well they clarify ideas, support ideas, evaluate and choose ideas, and collaborate to build up ideas with appropriate turn-taking.

Procedure

1. Tell students that they will read the text on Christopher Columbus. Tell them that after reading and a short discussion they will be paired with another student at random to have a conversation to decide on the issue of whether or not we should celebrate Columbus Day.

2. Have students read the article(s) on Columbus to decide on the issue. They can take notes on the article or on a separate sheet of paper.

3. Lead a short 5-minute class discussion that surfaces the pros and cons of the issue. Write these on a T-chart up front.

4. Tell them that they will have paired conversations and that you want them to use skills of clarifying ideas, supporting them with reasons and evidence, evaluating which idea is stronger, and collaborating to come up with a logical choice by taking turns and using appropriate language. Tell them that it is OK to disagree

STUDENT ASSESSMENT: Conversation Performance Task Sample

	CONVERSATION SKILLS	
Students clarify both ideas	Clarify by asking questions, defining, paraphrasing, elaborating, negotiating, analogies, etc. They work hard to make sure both understand both ideas.	
Students support & strengthen both ideas	Students build up & strengthen both ideas using evidence, examples, explanations, reasoning. Ideally, building up one idea, then the other.	
Evaluate the strength/weight of the evidence of each idea	Students look at the support for each side and decide which evidence/examples/reasons are strongest and why. They discuss the strengths of types of evidence (e.g., numbers vs. personal/emotional	
Compare the		

	Beginning of Year									End of Year								
	C1			C2			C3			C1			C2			C3		
	C	S	E	C	S	E	C	S	E	C	S	E	C	S	E	C	S	E
Juan	1	0	1	2	0	1	1	1	1	1	1	2	1	1	2	0	2	1
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