



Strategic Planning with Accountable Talk Strategies

Dr. Giovanni Hortua

Lesson Consultancy Protocol

Source: This protocol originally came out of the work of Gene Thompson-Grove and the Coalition of Essential Schools. It was modified by the National School Reform Faculty Project.

Overview: This protocol involves one person (teacher) and a problem or question around lesson planning that they are facing. The individual presents their issue to the group, the group is allotted time to ask questions, then they discuss. The originator of the problem listens, takes notes, and later reflects to the group.

Participants: 1 Presenter, 1 Facilitator, 1 Peer Participant (3 participants total)

Process:

Presenter Overview (4 minutes)—The Presenter gives background information to his/her lesson plan and concern or issue, including any documents, student work, and strategies that have been tried. The Presenter clearly articulates the dilemma or struggle that they are faced with.

Clarifying Questions (3 minutes)—The Peer Participants are given the opportunity to ask any questions that can be answered objectively with facts by the Presenter.

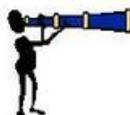
Probing Questions (3 minutes)—The Peer Participants are given the opportunity to dig deeper into the issue, expanding the Presenter's thinking or talking around the given issue. At this point the Peer Participants' aim is to learn more about the problem, but the answers to the questions will not be discussed.

Participant Discussion (7 minutes)—The Peer Participants discuss the problem in depth, with the aim of offering solutions or different lines of thinking than what the Presenter has encountered before. The presenter takes notes and reflects silently, but may not participate.

Presenter Reflection (3 minutes)—The Presenter orally reflects on the Participant Discussion by referencing their notes and examining how they will move forward with their lesson planning issue.



- NOTES -

Accountable to the Learning Community	Listen Pay attention to the statements of others. 	Summarize Restate the ideas of a previous speaker in new language. 	Build Add to the statement of a previous speaker. 	Mark Direct attention to the importance of another's statement. 
	Verify Check your understanding of previous statements & knowledge. 	Unpack Explain how you arrived at your answer. 	Support Give examples & evidence to support your answer. 	Link Point out the relationships among previous statements & knowledge. 
Accountable to the Knowledge	Defend Defend your reasoning against a different point of view. 	Challenge Ask a previous speaker to explain & provide evidence for a statement. 	Combine Incorporate knowledge from multiple resources to form your ideas. 	Predict Draw conclusions about what might happen next, or as a result of ideas. 
	Accountable to Rigorous Thinking			

Accountable Talk

Teacher Talk Moves

- Re-voicing: “Let me see if I’ve got your thinking right. You said...”
- Reciprocal Restating: “Can you restate what ____ said?”
- Reasoning: “Why do you think that? Can you explain? How did you arrive at that opinion?”
- Reciprocal Reasoning: “Do you agree or disagree with _____. Use evidence from the text.”
- Respectfully Challenging: “Is this always true?” “Can you think of where this wouldn’t work?”
- Redirecting: “Would someone like to add on or respectfully disagree with what was just said?”

Student Talk Moves

- I wonder why...
- I have a question about...
- I agree/disagree with...because...
- That reminds me of...
- I don’t understand...
- On page____ it says ____ so I think...
- _____, could you please clarify what you meant when you said...
- I would like to add to what ____ was saying...
- I came to that conclusion because....



Accountable Talk Notes

Content Objective	Teacher Does or Says	Student Does or Says	Accountable Talk Strategy

Questions to consider while planning

- What are the key concepts I want my students to learn in this lesson?
- What are the big ideas I want them to grapple with?
- How do these ideas relate to what we've just done?
- What instructional task will support the accomplishment of the purpose?
- Will this question or problem work best as a whole group discussion, as small group work, or as partner work?
- Should I set this topic up with a whole group discussion and then stop at a certain point and have the students turn and talk with partners? If so, precisely when should I tell them to do partner talk? What question should I have them think about with their partner? What classroom management issues do I consider?
- How will I keep the group or partner talk meaningful?
- What response stems are appropriate for the context and content of the lesson?
- What expected student responses should I prepared for and how will I address them?



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Name _____ Day 3, Session 1

Session Objective: Work within PLCs to strategically apply Accountable Talk strategies to current lesson plans.

