

## Getting Started with Talk;

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**Coaching and Workshops**  
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HOUSTON **A<sup>+</sup>** CHALLENGE

# Getting Started with Talk

## Introductions

### **Houston A+ Challenge**

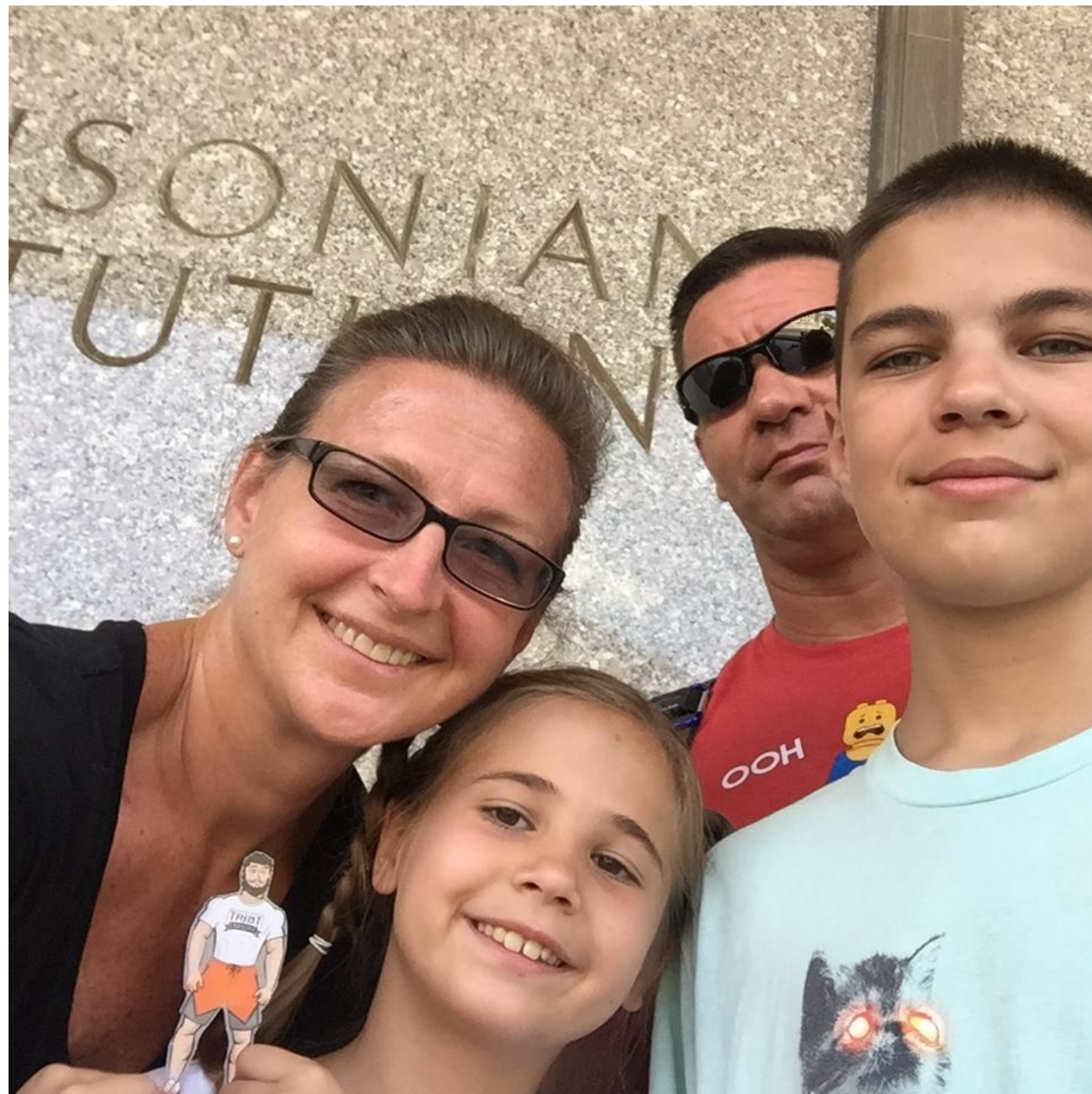
- 1997; non-profit dedicated to teaching and learning

### **Jen Mascheck, Learner**

- Classroom Teacher 10 years, Coach 8 years

### **Focus**

- Work on develop a skill set for facilitating discourse









## **Getting Started with Talk**

- Not just that the students talk-it is what they talk about
- This does not occur naturally in a classrooms
- Today: Three exercises

# **Getting Started with Talk**

## Starting off Ground Rules

- Your turn to talk is when no one else is speaking
- Great things are in your head; make those things loud
- I will do my best to NOT talk, so that you can
- Listen to each other; be ready to comment on others thinking
- GOAL: talking and teacher transparency

# **Getting Started with Talk**

## Characteristics of Learning Experiences

- Think of a time when you engaged in a professional learning experience that you found useful
- Remember as many details as you can and describe it to your neighbor
- After both share, tease out the common characteristics we can share whole group



# **Getting Started with Talk**

Characteristics of Learning Experiences; Share out

# Getting Started with Talk

## Teacher Moves to Facilitate Whole Group

1. Write our statements and diagrams
2. Turn and Talk
3. Ask each other clarifying questions
4. Ask to explain, restate or rephrase

Adapted from Lucy West, Metamorphosis Teaching and Learning Communities

# Getting Started with Talk

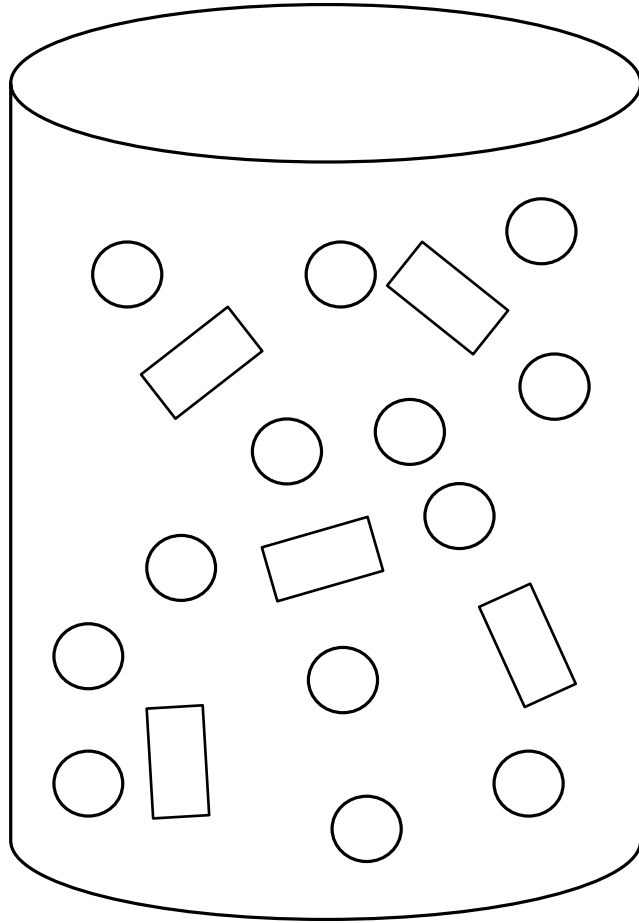
## An Environment for Talk

### *Social Norms and Clear Expectations*

1. State explicitly that she expects students to listen
2. Refrain from raising your hands
3. Expects students to articulate clearly
4. Teacher interjects to maintain focus
5. Hold student to the standard of speaking loud for all to hear
6. Inform students that she will call on all students
7. Teacher asks other student to paraphrase and add to the idea

Adapted from Lucy West, Metamorphosis Teaching and Learning Communities

# Getting Started with Talk

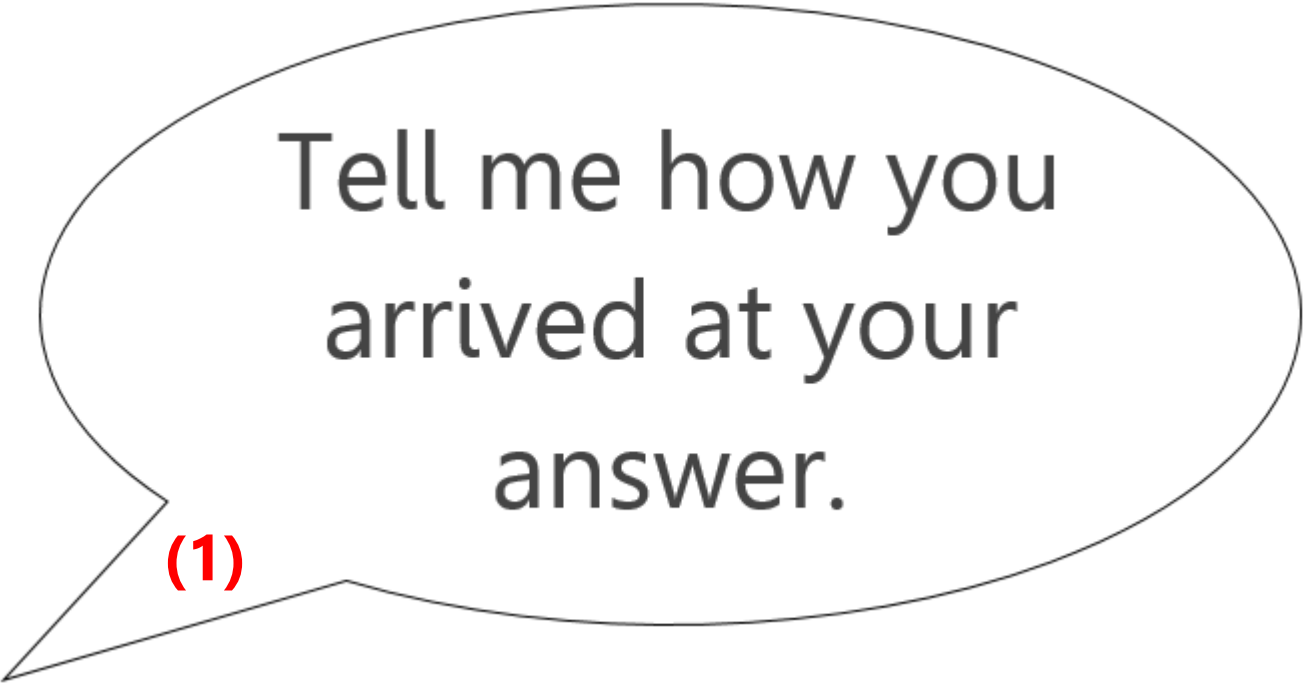


## Candy Jar: Jolly Ranchers and Jaw Breakers

How does this look with students?

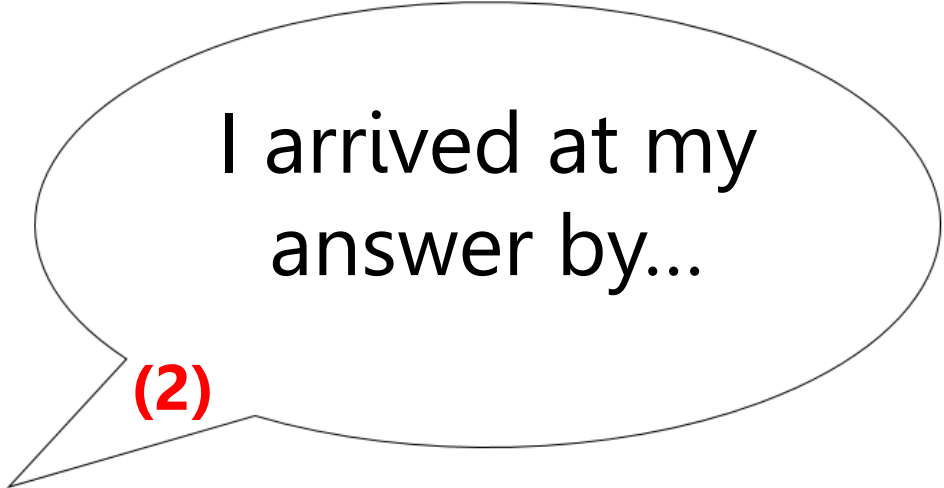
Make tent cards

## Getting Started with Talk



Tell me how you  
arrived at your  
answer.

(1)

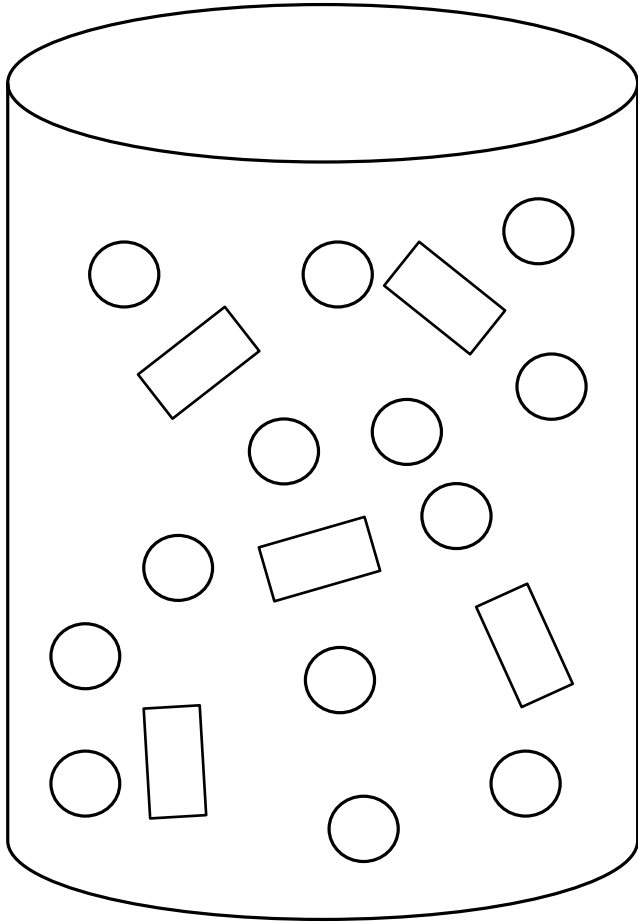


I arrived at my  
answer by...

(2)



# Getting Started with Talk



## Candy Jar: Jolly Ranchers and Jaw Breakers

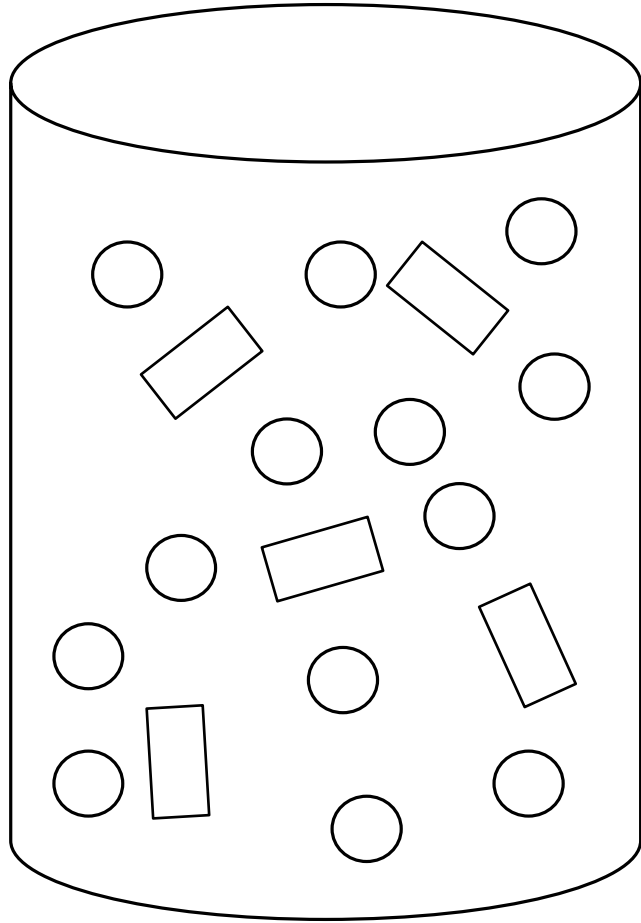
### **Before you begin:**

Rectangles: Jolly Ranchers

Circles: Jaw breakers

First on your own,  
then use cards with a partner

## Getting Started with Talk



### Candy Jar: Jolly Ranchers and Jaw Breakers

Suppose you have a large candy jar with the same ratio of Jolly Ranchers to Jawbreakers as shown. If the jar contains 100 Jolly Ranchers, how many jaw breakers are in the jar?

# Getting Started with Talk

## Teacher Moves to Facilitate Whole Group

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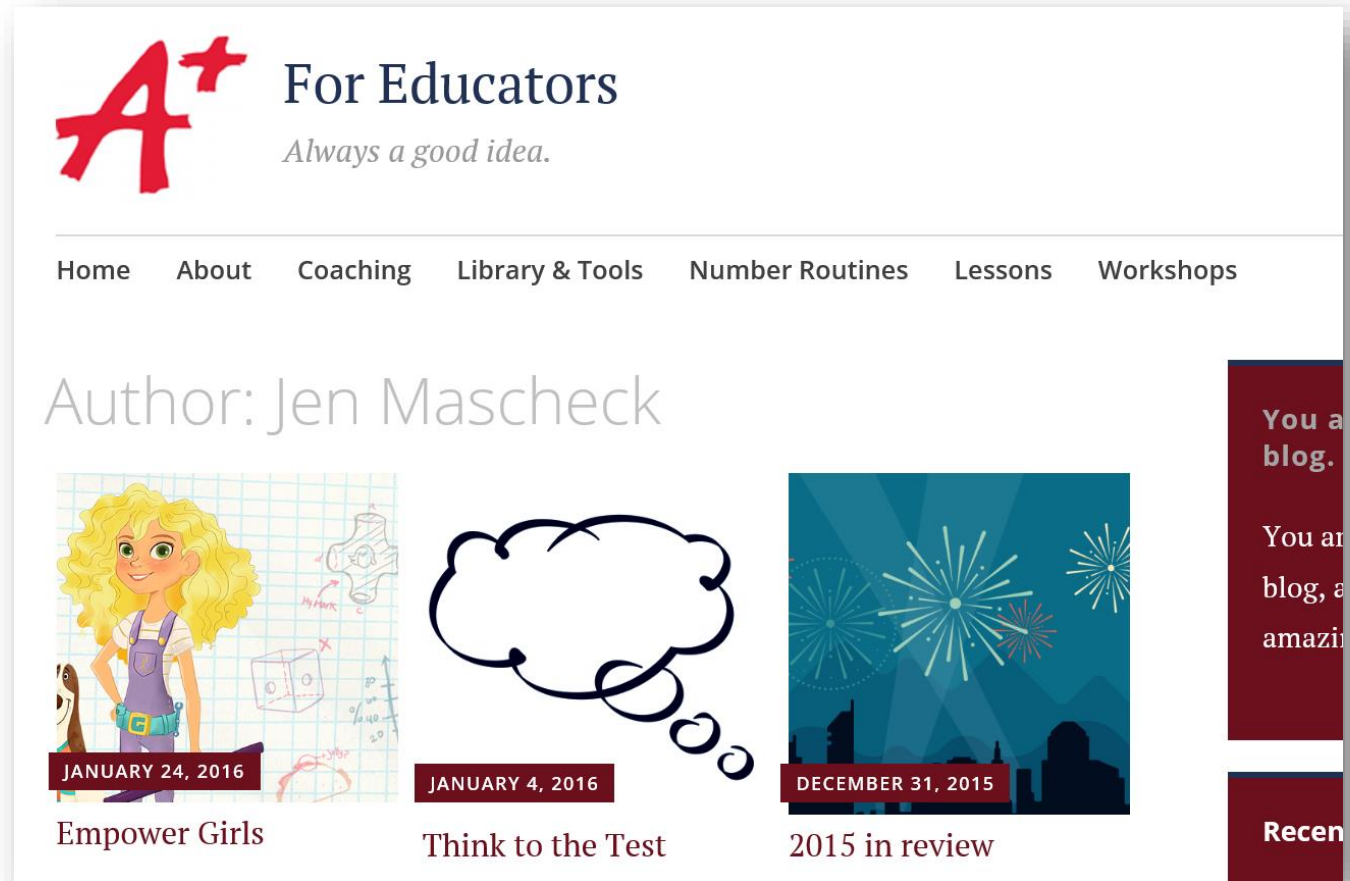
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# Getting Started with Talk

## References

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West, L., & Cameron, A. (2013). *Agents of Change: How Content-focused Coaching Transforms Teaching & Learning*. Portsmouth, NH: Heinemann.