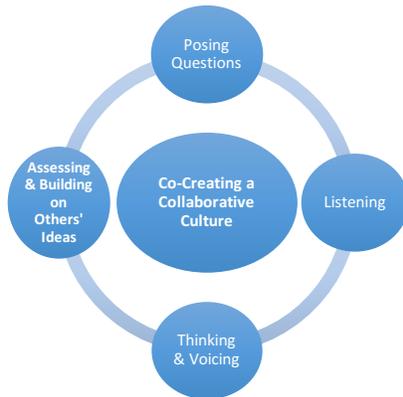


Essential Question: *How can we partner with our students and colleagues to change from traditional patterns of talk to dialogue that will increase thinking and learning for all?*

1. Key Practices Associated with Collaborative Dialogue



2. Sample Expectations → Norms for Dialogue

- Pose questions to focus, extend, challenge, and create new ways of thinking
- Listen actively and empathically.
- Accept responsibility for own and others' participation.
- Honor and use pauses for thinking.
- Be open to and respectful of different perspectives.

3. Expectations Related to Participation by All Students

- Prepare to respond to all questions.
- Raise your hand to ask a question—not to volunteer to answer.
- If you cannot answer a question when called on, be prepared to respond later—*no opt out!*

4. Expectations Related to Use of Pauses:

During Think Time 1 (pause after a question):

- Translate the question; decide what is being asked
- Reflect on what you think; prepare to respond
- Form a question, if needed, to clarify what is being asked

During Think Time 2 (pause after someone responds to initial question or offers a comment):

Speaker	Listeners
<ul style="list-style-type: none"> • Continues thinking about the question and his/her first response • Changes or adds to initial response or comment, if desired • Forms a question to clarify or express curiosity 	<ul style="list-style-type: none"> • Compare their initial thinking (during TT1) to the speaker's comment • Decide whether they agree or disagree with previous comment(s) and why • Form questions to ask the speaker or another team member, if needed

5. Expectations for Student RESPONSES to Questions

- Use questions to assess your learning and to share what you think—not just to guess the “right answer” or the teacher’s answer.
- Be prepared to learn from both correct and incorrect responses.
- Ask questions when you are confused—or curious.

6. Say It in A Word or Phrase:

”Reciprocity is the belief that each learning interaction is an opportunity for everyone to learn—an embodiment of the saying, ‘when one teaches, two learn.’ People who live out the principle of reciprocity approach others with humility, expecting to learn from them. When we look at everyone else as a teacher and a learner, regardless of their credentials or experience, we will be delightfully surprised by new ideas, concepts, strategies, and passions. If we go into an experience expecting to learn, more often than not, we will.” –Jim Knight, *Unmistakable Impact*, p. 44,

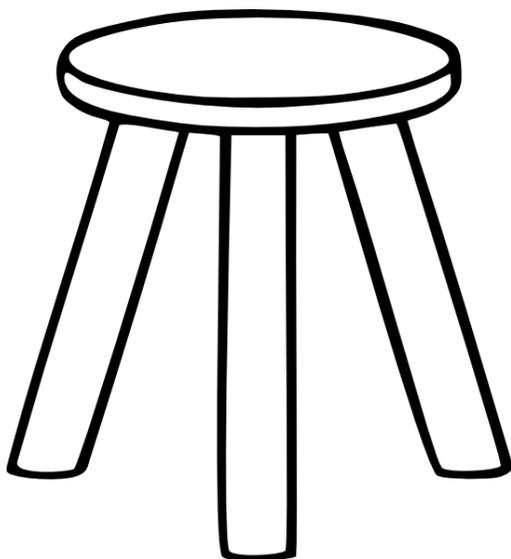
7. A Dialogue Tool—Excerpted from Walsh, J, and Sattes, B. *Leading Through Quality Questioning*, Corwin, pp. 48-49.

CRITICAL ELEMENT & QUESTIONS FOR REFLECTION	POSITIVE INDICATORS: EVIDENCE OF USE	NEGATIVE INDICATORS: EVIDENCE OF FORGETFULNESS
<p style="text-align: center;">Listening</p> <p><i>Are you listening--intentionally focusing your listening on the speaker's words?</i></p> <ul style="list-style-type: none"> • Are you focusing on what the speaker is saying and keeping your own thoughts in the background? • Are you monitoring your listening to minimize judgments, doubts, and rebuttals? <p><i>Are you open to other perspectives?</i></p> <ul style="list-style-type: none"> • Are you listening from a position of neutrality and detachment, with a willingness to consider all perspectives? • Are you willing to be influenced by what others say? <p><i>Are you listening for collective meaning?</i></p> <ul style="list-style-type: none"> • Are you listening for patterns and collective themes? • Are you listening for inter-relationships among all perspectives? 	<ul style="list-style-type: none"> - Giving nonverbal messages that say "I'm listening" (e.g., focusing on the speaker, making eye contact with the speaker) - Being silent after a speaker stops talking - Silently asking questions to make meaning of speaker's statement/ideas - Acknowledging what other speakers have said; building upon another's ideas - Asking questions to clarify or get behind the thinking of another 	<ul style="list-style-type: none"> - Interrupting the speaker - Judging or evaluating the speaker's comment - Offering a rebuttal to the speaker's comments - Demonstrating impatience (e.g., fidgeting, repeatedly checking a watch or cell phone) - Holding fast to a preconceived idea - Advocating for you own position
<p style="text-align: center;">Respecting</p> <ul style="list-style-type: none"> • Are you actively recognizing and valuing everyone else at the table? • Are you listening to understand other perspectives? 	<ul style="list-style-type: none"> - Asking a question about another's perspective - Encouraging a speaker to continue talking or to provide more information - Referring to a point that another speaker made earlier - Adding to or elaborating on another's comment - Appreciating or acknowledging another's comment, perhaps by just repeating it 	<ul style="list-style-type: none"> - Interrupting another - Ignoring another's contribution (i.e., speaking after another without regard to what he or she may have said) - Contradicting another speaker - Failing to make eye contact - Using nonverbal "putdowns" (e.g., eye-rolling, shoulder shrugging)
<p style="text-align: center;">Suspending Judgment</p> <ul style="list-style-type: none"> • Are you inquiring into others' positions? • Do you take care not to advocate for your or anyone else's position? • Do you refrain from making value judgments? • Are you listening for connections between and among different speakers' ideas? 	<ul style="list-style-type: none"> • Asking questions to get behind another's thinking • Seeking clarification of language or the meaning of words • Identifying relationships or connections between various speakers' ideas • Asking for "time out" to think or reflect on what's been said 	<ul style="list-style-type: none"> • Speaking down to another or using a patronizing tone of voice • Making assumptions about what someone else intended or meant • Advocating for your own or another's position • Making value judgments • Trying to problem-solve or reach consensus or closure (prematurely) • Demonstrating certitude
<p style="text-align: center;">Voicing</p> <ul style="list-style-type: none"> • Are you seeking or searching for unspoken ideas or questions? • Are you speaking the truth? • Are you giving voice to what may be new or uncomfortable ideas for you? • Are you giving yourself permission to say what is on your mind—without self-censorship? 	<p>Asking:</p> <ul style="list-style-type: none"> ▪ What are we ignoring or leaving out of this conversation? ▪ What are we failing to pay attention to? • Choosing one's words carefully • Monitoring one's talk—thinking before speaking • Asking hard questions • Challenging a long-held, perhaps implicit, assumption • Taking a risk by articulating what may be out-of-the-box thinking • Demonstrating a willingness to be inconsistent in one's thinking and speaking • Honoring the silence 	<ul style="list-style-type: none"> • Blabbering (i.e., speaking without purpose or forethought) • Monopolizing the conversation • Seeking reinforcement or agreement from others • Moving to a "comfortable" position in an effort to reach a compromise or consensus • Seeking unanimity • Filling the silence with talk

8. Notices and Wonderings. As you view the 1st segment of the videotaped reflection, Notice (i.e., listen and watch for) what these teachers did to promote equitable participation and how think time supported this. Also, jot down any Wonderings (i.e., questions) you have related to these shifts. During the 2nd segment of the video, focus on these teachers' view of questions and what they did to help their students understand why they were asking questions. Again, look for how Think Times support this shift. Also, jot down Wonderings related to these issues.

Shift	Notices	Wonderings
<u>Equitable Participation:</u> From allowing a few individuals to dominate the airwaves to knowing that everyone is responsible for thinking and contributing to conversations		
<u>Think Times:</u> From feeling pressure to answer immediately to expecting time to reflect and collect one's own thoughts before responding or listening to another's response		
<u>Purpose of Questions:</u> From viewing questions as prompts for "right answers" to opportunities for surfacing and testing one's own thinking and creating new perspectives with others.		

9. Note-Taking: 3-Legged Stool –Changing Classroom Practice



Partnership Principles:

Professional Learning Team:

Video Coaching Using TchPlus (Teaching Channel):

Directions: Use this template to reflect throughout your learning during this session. Session facilitators will provide 2-min. breaks for you to respond to these prompts.

Here's What	So What does this mean to me?	Now what might I do to transfer this practice to my school(s)?
<u>Partnership Approach:</u> Jim Knight's 7 partnership principles form the core philosophy for our work with colleagues and students and drive our collaborative culture.		
<u>Professional Learning Team:</u> A vertical team composed of K, 1, 3, and 4 teachers who practice norms of dialogue as they collaborate to re-culture their classrooms. This PLT embraces Jim Knight's partnership principles, including <i>praxis</i> .		
<u>Video Coaching: Use of TchPlus Platform:</u> Teachers videotaped their classes using QQ strategies and uploaded them to TchPlus for coaching by the author/consultant. Teachers then reflected individually and with their team on their questioning practices.		
<u>Equitable Participation:</u> From allowing a few individuals to dominate the airwaves to knowing that everyone is responsible for thinking and contributing to conversations.		
<u>Think Times:</u> From feeling pressure to answer immediately to expecting time to reflect and collect one's own thoughts before responding or listening to another's response		
<u>Purpose of Questions:</u> From viewing questions as prompts for "right answers" to opportunities for surfacing and testing one's own thinking and creating new perspectives with others.		