

Student-Led Discussions Teacher Survey Results

Data from *Learning Middle School*, a grade 5-8 suburban school, has been tabulated and listed in **percentage** of responses generated.

DESCRIPTION	UNDERSTANDING		USE	
	No or limited understanding	Good or Expert understanding	Rarely or never use or do	Use frequently
1. Have students read self-selected books independently in the classroom	10	90	10	90
2. Create a classroom environment conducive for student-led discussions	30	70	25	75
3. Establish rituals and routines to ensure students can discuss on their own	40	60	30	70
4. Explicitly teach and model grade level speaking and listening standards	75	25	80	20
5. Use a variety of formats to engage students in discussion	30	70	30	70
6. Use a variety of grouping configurations for students to practice their speaking and listening skills	35	65	35	65
7. Have students prepare for discussions by reading the text and taking discussion worthy notes	30	70	40	60
8. Develop content and speaking/listening learning targets	80	20	90	10
9. Select text that stimulates discussion worthy topics	35	65	40	60
10. Explicitly teach and model both content and speaking and listening learning targets	90	10	95	5
11. Have student engage in small group, student-led discussions about texts or important topics	30	70	60	40
12. Record data while observing students applying the learning targets during discussions	25	75	55	45
13. Provide feedback to students on their application of both content & speaking & listening learning targets	45	55	55	45
14. Plan a cluster of lessons around a particular topic or important strategy that progresses in complexity	20	80	40	60
15. Explicitly teach a cluster of lessons that develop students' speaking and listening skills & align to grade level standards	80	20	80	20
16. Help students engage in discussions that result in deep academic discourse	75	25	50	50
17. Students assume considerable responsibility for the success of the discussion	40	60	60	40
18. <i>Students</i> ensure all voices are heard in the discussion	50	50	40	60
19. <i>Students</i> formulate and use their own questions to propel discussion	45	65	60	40

Student-Led Discussion *Student* Survey Results

Data from *Learning Middle School*, a grade 5-8 suburban school, has been tabulated and listed in **percentage** of responses generated.

1. Who does most of the talking?

- 85% of students indicated the teacher does most of the talking; whereas, 15% of students indicated they do.

2. Who typically leads your discussions?

- 90% of students indicated the teacher leads their discussions; and 10% of students indicated they lead their own discussions.

3. I feel confident during discussions with other students.

- 15% always; 20% usually; 50% sometimes; 15% never.

4. I know what I am supposed to do before, during and after my discussion.

- 10% always; 20% usually; 40% sometimes; 15% rarely; 15% never.

5. My teacher helps me improve my communication skills through teaching and showing good examples.

- 5% definitely; 15% sometimes; 60% rarely; 20% never.

6. Discussion helps increase my understanding about a topic or content area.

- 25% definitely; 60% sometimes; 5% rarely; 10% never.

7. How often each day do you engage in small group discussion with other students about your learning?

- 70% said 0-1 time each day; 25% said 2-4 times; 5% said 5-6 times; 0 said 7 or more times per day.

8. My teacher takes notes during our discussion and gives us feedback to help us improve.

- 0% indicated always; 5% indicated usually; 40% indicated sometimes; 50% said rarely; and 5% replied never.

9. I learn from others when I am engaged in discussions.

- 85% Yes; 15% No

10. Do you want more opportunities to talk about topics in class with small groups of your peers?

- 80% Yes; 10% Maybe; 10% No

Classroom Visit Data Analysis

Learning Middle School, a grade 5-8 suburban school, had their leadership team conduct two rounds of classroom visits using the *Student-Led Discussion Framework Classroom Visit Instrument* found in *Deep Discourse* (Novak & Slattery, 2017, P147-148). Observers scheduled all visits in the middle of the class period. Teachers were shown the instrument but didn't know when the visit would take place. Results of their analysis follows.

Classroom Environment

70% of classrooms had their desks arranged in groups or had students sitting at tables instead of desks.

Anchor charts were displayed with speaking and listening assistance in a few classrooms.

Most classrooms had displays of books, but very few books were on the shelves for students' use.

Two classrooms had sentence stems or talking prompts displayed.

Learning Targets

Content learning targets or goals were posted in about half of the classrooms.

No speaking and listening learning targets were seen in any classroom.

Focus Lesson

While visiting classrooms, the observers did not see or hear any explicit teaching or modeling of speaking and listening learning targets.

Students were listening, engaged, and interacting with *the teacher* in 60% of classrooms.

Students were listening, engaged, and interacting with *their peers* in 10% of classrooms.

Small Group

The teacher was leading students' discussion and strategy application in some classrooms.

There were a couple of teachers who were observing students as they discussed in their groups, with no evidence of recording notes as they worked.

A few teachers in each of the rounds of visits were giving feedback to the whole group of students about their application of the content learning target.

A handful of classrooms in each round of visits had students talking in small groups.

Student Input

When asked, no student could tell us what communication skills they were practicing either individually or with their groups.

When asked, a few students said they discussed with a group today; several said they discussed with a group this past week; and many said that they talked about content in their classroom with a small group at least within the past month.