Instructional Conversations for Equitable Participation

ICEP

BYU Teacher Education Department, Dept. of Ed. Psychology, University of Hawai'i Mānoa, & CREDE University of Hawai'i at Mānoa

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BYU Teacher Education Department

Brigham Young University

Dept. of Ed. Psychology, University of Hawai'i Mānoa

CREDE University of Hawai'i at Mānoa

University of Hawai'i at Mānoa

The Center for Research on Education, Diversity, and Excellence (CREDE) Hawai'i Project promotes educators' use of research-based strategies of effective practice for culturally and linguistically diverse students.

Introduction

Rich classroom talk is foundational to student learning and participation in academic activity (Resnick et al., 2015). Teachers across a variety of settings, however, need concerted assistance to realize and sustain rich talk (Jensen et al., 2021; Park et al., 2017; Yamauchi et al., 2013).

Instructional Conversations for Equitable Participation (ICEP) are small group discussions between teachers and students that include all students, their cultures, everyday experiences, and everyday languages (Jensen et al., 2018; Tharp et al., 2000). Everyday experiences include routines, interests, relationships, perspectives, expertise, values, and traditions. Everyday languages are the languages and ways of interacting that students use at home and in their communities, for example, “Pidgin” and overlapping speech.

ICEPs combine features of instruction and conversation to elicit student background knowledge, complex expression and bases for positions (e.g., Matsumura & Garnier, 2015; Portés et al., 2018). The aim of ICEPs is meaningful student participation in the social practices of all subjects (Lee et al., 2013). ICEPs disrupt power dynamics in curriculum (Kibler et al., 2021) and instruction (Chapman de Sousa, 2017) to enable equitable participation for every learner.

ICEPs have positive effects on student development (Clare et al. 1996; Portés et al., 2018; Saunders & Goldenberg, 2007), however implementation can be difficult for teachers to realize and sustain (Chapman de Sousa, 2017; Goh et al., 2012; Saunders et al., 1992). Materials in this packet provide practical concepts, terms, and guidance to help teachers learn together to enact ICEPs by making them visible. Using the suggested protocols, teachers will be able to plan and prepare for ICEPs, implement and examine them, and reflect and revise to improve.

After providing a brief overview of ICEPs, we review principles of teacher learning in teams to enact ambitious teaching practices; we frame ICEP materials in terms of these principles. We discuss the ways peer observation enables collaborative, close-to-practice teacher learning to realize and sustain equitable classroom talk, and provide guidelines for using ICEP materials within plan-do-analyze-revise (PDAR) cycles.

Overview of ICEP

ICEPs are small group discussions between the teacher and students on academic ideas. They engender meaningful participation in disciplinary practices that are agentive and collaborative and connect with the everyday experiences of students from marginalized communities. We identify four ICEP domains by drawing on over 50 years of research on classroom talk (Resnick et al., 2015) and more recent work on equitable teaching and learning practices (Jensen et al., 2018).

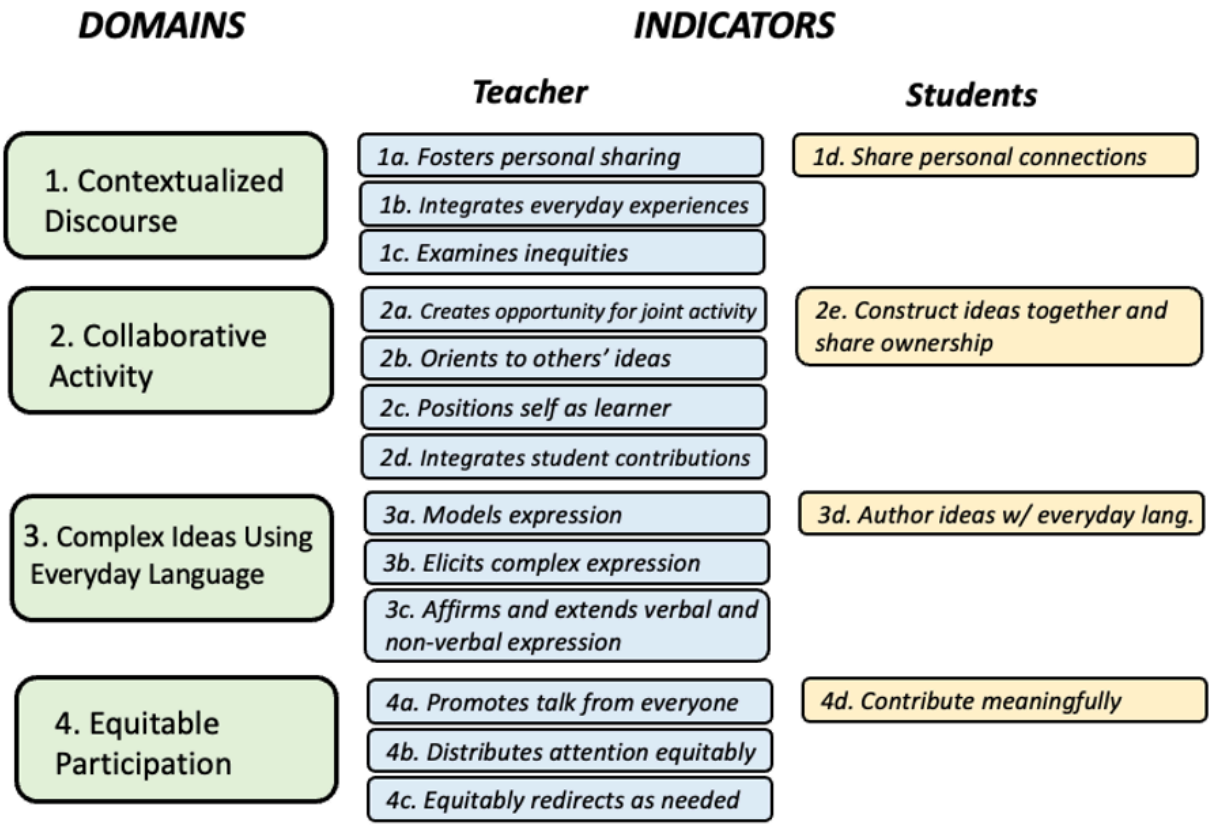

Figure 1. ICEP Domains and Indicators

ICEP Domains and Indicators

These domains (with associated indicators in Figure 1) include:

1. **Contextualized Discourse**: Through classroom talk, teachers and students connect classroom topics and ideas with students' everyday experiences (such as routines, interests, relationships, perspectives, expertise, values, and traditions), including issues of fairness, bias, and justice.
2. **Collaborative Activity**: Teachers and students collaborate in a small group on a joint activity to develop tangible (e.g., a chart, essay, report, list of ideas shared) and intangible products (e.g., a shared understanding, co-construction of ideas, or discovering solutions) in order to explore ideas, foster shared reasoning, and construct meaning together.
3. **Complex Ideas Using Everyday Language**: Conversations between teacher and students engender student expression of complex ideas using students' everyday language resources (e.g., dialects, vernaculars, creoles, home languages) through modeling, elicitation, and affirmation.
4. **Equitable Participation**: Teacher and student interactions in small group instructional conversations foster opportunities for every student to contribute as meaningful participants.

Enabling Collaborative, Close-to-Practice Teacher Learning

The purpose of these ICEP materials is to assist in continuous improvement in collaborative teacher teams. Research suggests collaboration in school-based teams is critical for teachers to learn to enact ambitious practices (Borko, 2004; Horn et al., 2017; Lefstein et al., 2020a; Vangrieken et al., 2015). Working together to plan and enact lessons and to analyze and revise practices generates trust and community among teachers to improve a reality (Bryk & Schneider, 2002; Little, 2003).

Research points to the need for focused instructional aims, peer facilitation, sustained engagement, and inquiry protocols for collaboration to foster durable changes to teaching (e.g., Andrews-Larson et al., 2017; Gallimore et al., 2009; Horn & Little, 2010;). Conventional professional development through conferences, seminars, or book studies falls short of goal-driven instructional improvement aided by collaboration (Ermeling & Graff-Ermeling, 2016; Lewis et al., 2006). Driven by common instructional goals aligned with student learning standards, collaborative teacher teams develop a capacity for "continuous" improvement by applying information from practice into honed lessons—by extending the study of teaching across time and among people (Bryk, 2020).

Structuring team meetings with protocols to guide teacher inquiry leads to instructional insights that teachers may not expect and could not necessarily accomplish independently. Plan-do-analyze-revise (PDAR) cycles for improvement help teachers open up about their practice, identify common goals, and develop better lesson plans (Saunders et al., 2009; Segal et al., 2018). Without this, there are fewer glimpses into teachers' practice; team conversations often drift to logistical matters such as scheduling or record keeping, which are important but not central to the improvement task.

Peer facilitation of team meetings is another structure to support "close-to-practice" teacher learning (Feiler et al., 2000; Gallimore et al., 2009). Peer facilitators "are uniquely and credibly positioned to model intellectual curiosity" for fellow teachers precisely because "facilitators try out in their classrooms the same lessons as everyone else" (Gallimore & Ermeling, 2010, p. 2). Peer facilitation engenders a sense of communal trust within the team (Muijs & Harris, 2003).

Peer Observation to Improve Together

Information on teaching used in teacher team meetings should be "anchored in rich representations" of classroom practice (Lefstein et al., 2020b, p. 363). Typically, teacher inquiry meetings consist of student work samples because they are easy to gather (Horn, 2007). Though student work can be valuable in representing student thinking, often it does not provide direct information needed to examine and improve the most ambitious forms of teaching. Examples of these practices include fostering rich and equitable talk among students or connecting with their day-to-day experiences and identities (Jensen et al., 2021). For this, teachers need information that is even closer to practice, such as lesson videos or classroom observations (Sherin, 2004).

Classroom observations are useful to understand and improve teaching because they frame and provide a shared conceptual language, can be used repeatedly to track change, and imply a set of goals for improvement (Bell et al., 2019). Observations among collaborating peer teachers are especially useful for teacher learning to improve practice because they:

- address rich teaching concepts that resonate with the aims and daily experiences of teacher users;
- provide evidence from rubrics and other information (e.g., field notes) regarding rich concepts of teaching directly from teachers' lessons; and
- frame interpretations and uses of rubrics and additional information to support teacher learning teams within PDAR stages.

Organizing ICEPs into rubrics for peer observation builds common language among teachers to talk in depth together about their classroom practice. It affords the collective capacity for teachers to discern issues and concerns together arising from their practice. These rubrics help teachers identify common dilemmas in their teaching, build an understanding of nuanced concepts in classroom talk, and assist in talking about these nuances in professional learning settings (Andrews-Larson et al., 2017; Horn & Little, 2010; Little & Curry, 2009).

By using ICEP materials, teacher teams deepen shared understandings, assumptions, and interpretations of classroom talk. Shared understandings of nuanced concepts help teachers navigate tensions that invariably arise in teacher-team settings (Saunders et al., 2009). It builds trust and collegiality among team members (Little, 2002) and the capacity to problematize their practice through constructive criticism (Horn, 2007; Lefstein et al., 2020b).

Finally, ICEP materials foster teacher learning to enact rich classroom talk by enabling generative stances of teachers (a) towards students from marginalized communities (Cochran-Smith & Lytle, 1999) as well as (b) towards one another's practice (Horn et al., 2017). Decisions in planning, preparing, and revising lessons are based on evidence, explanations, and reasons derived from shared understandings and interpretations of their classroom practice (Gallimore et al., 2009). ICEP materials help teachers assess evidence, offer alternatives, and justify refined courses of action to improve classroom talk together. This generative stance supports students and teachers to exercise their agency to address ongoing teaching and learning challenges (Vedder-Weiss et al., 2019).

Guidelines for Using ICEP Rubrics

The following guidelines are designed to support teachers' collaborative learning to enact Instructional Conversations for Equitable Participation (ICEPs).

We organize ICEP rubrics into domains, indicators, and behavioral markers (see Figure 1). Domains are the broadest level, and behavioral markers are the finest or most specific. ICEPs have four domains: (a) Contextualized Discourse, (b) Collaborative Activity, (c) Complex Ideas Using Everyday Language; and (d) Equitable Participation. Each domain consists of four to six indicators, organized into observation rubrics of teacher and student actions. Overview rubrics on pages 12 and 13 provide a snapshot of teacher and student behaviors associated with ICEPs, whereas domain-specific rubrics on pages 8 through 11 provide greater detail, nuance, and more precise terms to understand, observe, and improve equitable classroom talk.

The primary purpose of the ICEP rubrics is collaborative improvement. They are not designed for accountability or high-stakes hiring or promotion decisions. Observers should receive professional development before using ICEP rubrics to recommend instructional changes. We strongly suggest using the rubrics within the context of small, job-alike teacher learning teams (Ermeling & Graff-Ermeling, 2016; Gallimore et al., 2009) in which routines are already in place for teachers to talk with one another about their practice in generative rather than evaluative or overly-critical ways. These routines are essential for continuous improvement.

Observing. Observed teachers should make decisions about when, why, and what to observe. See the PDAR protocol for guidance about making these decisions and an observation protocol to gather descriptive notes during the observation. Peer observations should focus on one rubric at a time, based on the shared instructional aim or goal guiding the observation. Teacher teams can decide in which order to use the rubrics. However, after going through all of the individual rubrics, teachers may use the overview ones that incorporate all of the domains.

The observation should be at least 15 minutes long enough to detect instructional aim in its entirety but not so long that observers are overwhelmed with data to make decisions about evidence levels. The observation can take place "live" or by watching your team member's video recording.

During the observation, observers should focus on describing rather than interpreting what they see. They should write descriptive field notes of student and teacher behaviors of interest within indicator- or domain-specific fields. Often, these descriptive field notes are the most useful piece of information to observed teachers in terms of continuous improvement. These notes can be made on an Observation Sheet or in GoReact using the comment function as you watch the video.

Gauging evidence levels. The evidence levels (Little Evidence, Some Evidence, Consistent Evidence) should be considered formative rather than evaluative. It should be understood that:

- Evidence levels assess observed teaching rather than comprise generalizations about the teacher;
- Evidence levels on the right end of the scale (Consistent Evidence) are not always feasible or desirable; and
- Evidence levels often vary by lesson content and activities.

Observers should immediately assign evidence levels after observing and use the full 1-5 continuum. For example, observed segments that fall between "sometimes" and "consistently" should be scored a 4. In addition to frequency or

consistency, observers should also pay attention to quality or intensity distinctions in the rubrics when scoring.

Observation Rubric: Domain 1

Contextualized Discourse

Through small group discussions, teachers and students connect classroom topics and ideas with students' everyday experiences (such as routines, interests, relationships, perspectives, expertise, values, and traditions), including issues of fairness, bias, and justice.

	INDICATORS & BEHAVIORS	Little or No Evidence (1)	Some Evidence (3)	Consistent Evidence (5)
TEACHER	***1a. Fosters Personal Sharing*** - Shares from own life - Encourages student sharing (e.g., with artifacts or peers) - Provides adequate wait time - Affirms and acknowledges - Asks follow-up questions - Discusses differences as assets	The teacher **rarely** shares from their own life OR provides opportunities for students to share. The teacher **does not** affirm, acknowledge OR extend what is shared.	The teacher **sometimes** shares from their own life OR provides opportunities for students to share, but **rarely** affirms, acknowledges OR extends what is shared.	The teacher **consistently** shares OR provides opportunities for students to share, and affirms, acknowledges AND extends what is shared.
	1b. Integrates Everyday Experiences - Makes or elaborates on incidental connections - Connects to students' prior content knowledge - Connects to home, family, or community experiences	The teacher **does not** integrate discussion themes with students' everyday knowledge and experiences.	The teacher **sometimes** integrates discussion themes with students' everyday knowledge and experiences.	The teacher **consistently** integrates discussion themes with students' everyday knowledge and experiences.
	1c. Examines Inequities (when appropriate) - Encourages students to share experiences with inequity (e.g., fairness, bias, justice, language marginalization) - Acknowledges emotions related to inequity - Examines effects of inequity - Encourages standing up for justice	The teacher **rarely** provides opportunities for students to share experiences with OR examine issues of inequity. *Mark as *N/A when not applicable.*	The teacher **sometimes** provides opportunities for students to share experiences with OR examine issues of inequity.	The teacher **regularly** provides opportunities for students to share experiences with AND examine inequities.
STUDENTS	***1d. Share Personal Connections*** - Share home, school, or community experiences in response to teacher invitation - Make connections to family or community relationships - Spontaneously share experiences - Share experiences with inequity (e.g., issues of fairness, bias, and justice, including language marginalization)	Students **do not** connect classroom topics/ideas with their home, school, or community experiences.	Students **sometimes** connect classroom topics/ideas with their home, school, or community experiences.	**All or most** students **consistently** make integrated connections between classroom topics/ideas with their home, school, or community experiences.

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Classroom Examples

Watch on YouTube

Video Analysis Notes

Note: Scores not included

1a Teacher Fosters Personal Sharing

- Teacher bases her lesson on previously contextualized information that students shared and draws connections between the current lesson objective and students' personal lives/experiences
    - T: "Do you think numbers have relationships like our family?"
    - T: "What happens to families?" / S1: " They grow bigger and bigger." / S2: "They get bigger and the fractions get bigger and bigger and bigger." / T: "Do the fractions get bigger?" / S3: "Smaller."
- Teacher extends what students previously shared about their families
    - Teacher incorporates family portraits from a previous lesson and connects those to the current lesson
    - Teacher uses follow-up questions
- Teacher provides students with opportunity to choose a peer's family portrait and create a number story, building knowledge about relationships related to both families and numbers

1b Teacher Integrates Everyday Experiences

- Personal shared experiences are embedded into the discussion theme
- Teacher uses students' family drawings to show the relationship of family members and how that is related to relationships of numbers. The teacher also asks students about the parts of families and how families change over time
    - T: "Now what happened when our family changed? Is it still one whole?"

1c Teacher Examines Inequities

- Not applicable

1d Students Share Personal Connections

- Students refer to previously drawn pictures of their families and consistently make connections between family members and fractions
- Students choose a peer's family portrait and write a number story based on that family
    - Students separate that student's family into adults and children
    - The students write the question: "What fraction of her family are children?"
- Focused on parts of a whole, students also discuss specific members of a family, how the parts of families differ, and whether certain family members are considered children or adults

Observation Rubric: Domain 2

Collaborative Activity

Teachers and students collaborate in a small group on a joint activity to develop tangible (e.g., a chart, essay, report, list of ideas shared) and intangible products (e.g., a shared understanding, co-construction of ideas, or discovering solutions) in order to explore ideas, foster shared reasoning, and construct meaning together.

	INDICATORS & BEHAVIORS	Little to No Evidence (1)	Some Evidence (3)	Consistent Evidence (5)
TEACHER	***2a. Creates Opportunities for Joint Activity*** - Provides discussion topic or collaborative activity (tangible or intangible) - Provides materials for joint product - Encourages peer assistance in small groups	The teacher **does not** structure discussion or collaborative activity.	The teacher provides talk opportunities in small groups and scaffolds joint product from discussion, but **rarely** encourages peer assistance.	The teacher **consistently** provides talk opportunities in small groups, scaffolds joint product from discussion, and encourages peer assistance.
	2b. Orients to Others' Ideas - Asks to respond to another's idea - Assists connections to peer contributions - Emphasizes multiple views - Encourages elaboration on another's ideas - Fosters shared ownership of ideas and wondering	The teacher **does not** orient students to one another's ideas.	The teacher **sometimes** asks students to respond to and elaborate on another's idea OR assists connections to peer contributions.	The teacher **consistently** asks students to respond to and elaborate on another's idea AND assists connections to peer contributions.
	2c. Positions Self as Learner - Observes, listens, and participates - Restates or summarizes gained insights - Models a desire to learn from other sources - Seeks to learn from and with students - Acknowledges student expertise	The teacher **does not** seek to learn from and with students.	The teacher **sometimes** seeks to learn from and with students, but rarely acknowledges insights gained from them.	The teacher **consistently** seeks to learn from and with students and acknowledges insights and new knowledge gained from them.
	2d. Integrates Student Contributions - Responds to ideas generated by students - Acknowledges nonverbal contributions - Links student ideas to focus of discussion - Provides opportunity to consider alternatives to students' ideas	The teacher **does not** integrate student contributions in conversations.	The teacher **sometimes** integrates student contributions in classroom conversations.	The teacher **regularly** integrates student contributions in classroom conversations.
STUDENTS	***2e. Construct Ideas Together and Share Ownership*** - Allow space for everyone to contribute - Pause to observe and listen and make space for peers who haven't shared - Provide one another feedback - Build on one another's contributions - Negotiate to arrive at shared understanding - Respectfully acknowledge differing views - Accept multiple perspectives	Students **do not** collaborate to construct ideas or share ownership of learning products.	Students **sometimes** collaborate in a small group to construct ideas together and build on one another's contributions.	**All or most** students **consistently** collaborate in a small group to construct ideas together and build on one another's contributions to arrive at a shared understanding.

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Classroom Examples

Watch on YouTube

Video Analysis Notes

Note: Scores not included

2a: Teacher Creates Opportunities for Joint Activity

- Teacher consistently asks students to comment on each other's ideas and also encourages overall collaboration
- The teacher and all students work together on one board and learn from and with one another
    - T: "I'm asking, 'how many twos are we gonna get in twelve rolls?' What do you think we're gonna fill in for probability?"
    - Teacher fills in the ratio box using student input
    - The use of 1 board encourages collaboration toward the product
- This collaborative activity includes an intangible learning product (the conversation the students and teacher have leads to a shared understanding of the mathematical concept) with a tangible product (the completion of the ratio box by taking turns rolling the dice to determine experimental probability)

2b: Teacher Orients to Others' Ideas

- Teacher asks students to respond to their peers' ideas
    - T: "So what are you gonna be doing, Destin?" / Multiple Ss respond. / T: "To find what kind of probability?" … T: "Which one do you think it is, Emily? If he rolls the dice, is it gonna be theoretical or experimental?"

2c: Teacher Positions Self as Learner

- Teacher primes students to use prior knowledge to gain new understandings
    - T: "What does theory mean in science?" … T: "It's like an idea." / S: "Their educated guess." / T: "Right. Educated guess, that's even better."
- Teacher guides students in discussing their knowledge and understanding of the topic so they are able to discuss the "why"
- Teacher uses guiding questions and follow-up questions
    - Examples of T's follow-up questions: "Why do you say that?"; "Where did your numbers come in?"; "What did we use?"

2d: Teacher Integrates Student Contributions

- After acknowledging student contributions, the teacher reincorporates those ideas into the next part of the conversation
    - T: "So we never actually rolled the dice, right? We just thought about it. So what do you think experimental probability's gonna be?"
- Teacher integrates students' contributions to move discussion forward
    - T: "So all this is is our ratio box, but our special ratio, like Destin said, was probability today."
- Teacher responds to students' ideas
    - S: "Is it just like a hypothesis?" / T: "Yeah. Which one would be like a hypothesis?" / S: "The theoretical. And then the experimental is we have to find it out if it's true." / T: "Beautiful."

2e: Students Construct Ideas Together and Share Ownership

- All students contribute to conversation and build on one another's ideas
- Students are consistently on-task for both the tangible (rolling dice) and the intangible (discussion) aspects of the activity
- Students are responsive to teacher questioning and appear comfortable participating in small group discussion with and without teacher prompting
- Students are respectful of and receptive to peers' viewpoints
- Students appear engaged and enthusiastic
- Overlapping speech is a natural speech pattern for Hawai‘i students. It is viewed as a positive aspect of this conversation showing that the students are comfortable and eager to participate in this small group discussion setting

Observation Rubric: Domain 3

Complex Ideas Using Everyday Language

Conversations between the teacher and a small group of students engenders student expression of complex ideas using students' everyday language resources (e.g., dialects, vernaculars, creoles, homelanguages) through modeling, elicitation, and affirmation.

	INDICATORS & BEHAVIORS	Little to No Evidence (1)	Some Evidence (3)	Consistent Evidence (5)
TEACHER	***3a. Models Expression*** - Positions everyday language as important and appropriate - Models thinking and idea expression - Provides schemata (e.g., organizational frames) - Expresses ideas using everyday language, a variety of words, and complex grammar (e.g., connectives, precision, syntax, morphology)	The teacher **does not** model thinking and idea expression using everyday and complex language.	The teacher **sometimes** models thinking and idea expression using everyday and complex language.	The teacher **consistently** models thinking and idea expression using everyday and complex language.
	3b. Elicits Complex Expression - Allows for overlapping speech - Listens actively to student expression - Invites to expand (e.g., "tell me more") - Asks open-ended questions (e.g., "how/why?") - Asks for evidence (e.g., "tell me more," "how did you get there?") - Asks students for their views, judgments or rationales (e.g., "why do you think that?") - Assists students to deepen ideas (e.g., "what might the opposite view be?")	The teacher **does not** elicit student expression by questioning, listening, or asking them to explain their thinking.	The teacher **sometimes** poses questions and listens to elicit student expression but **rarely** asks them to explain their thinking.	The teacher **consistently** elicits student expression by questioning, listening, and asking them to explain their thinking.
	3c. Affirms and Extends Verbal and Nonverbal Expression - Affirms student use of everyday language - Rephrases or clarifies student ideas (e.g., "so you are saying ___") - Encourages brainstorming and creativity - Uses wait time after asking question to encourage thinking - Focuses on student ideas rather than correctness of language	The teacher **does not** affirm or extend student expression.	The teacher **sometimes** affirms student expression but only rarely extends their expression.	The teacher **regularly** affirms and extends student expression.
STUDENTS	***3d. Author Ideas with Everyday Language*** - Express ideas using everyday language and complex grammar - Ask questions about complex ideas with everyday language and word variety - Connect complex ideas with personal experiences using everyday language	Students **do not** use everyday or complex language to express ideas.	Students **sometimes** use everyday and complex language to express ideas and make connections to complex ideas.	**All or most** students **consistently** use everyday and complex language to express ideas and make connections to complex ideas.

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Classroom Examples

Watch on YouTube

Video Analysis Notes

Note: Scores not included

3a: Teacher Models Expression

- Teacher uses lots of questioning, extending, and clarifying
- Teacher uses terms such as “main idea”
- Teacher consistently restates what students say and elaborates on their expression
- Teacher uses rephrasing after students share in order to model her own thinking to help students with their idea expression
- Teacher incorporates students’ everyday language into conversation and encourages use of students’ language of choice

3b: Teacher Elicits Complex Expression

- Teacher positions self as learner and aims to expand on students’ thinking and expression by speaking as if she does not understand how to make the sandwich
- Teacher prompts students to explain their steps in more detailed, specific ways and to provide clearer instructions for making a peanut butter and jelly sandwich

3c: Teacher Affirms and Extends Verbal and Nonverbal Expression

- Teacher rephases for clarification and to extend students' contributions with additional detail
- Teacher acknowledges students' language of choice and applies the way they speak to the activity
    - Students are allowed to use Pidgin (Hawai'i-creole English) when creating their own sentence about making a peanut butter and jelly sandwich
    - Teacher transcribes students' sentences which use their everyday language
        - Example: "I like to put jelly, guava kine."

3d: Students Author Ideas with Everyday Language

- All students use their own everyday language when expressing ideas, in this case Pidgin
- Students respond to teacher questioning using everyday language
- Students participate in creating sentences for their collaborative story using their everyday language
- Students operate as "knowers" and teach the teacher how to make a peanut butter and jelly sandwich by describing the sequencing steps
- Topic of making sandwiches is familiar to students and encourages student expression and participation
- Overlapping speech is a natural speech pattern for Hawai'i students. It is viewed as a positive and valuable aspect of this conversation raising the engagement of students and indicating that students are comfortable with the topic and learning environment

Observation Rubric: Domain 4

Equitable Participation

Teacher and student interactions in small group instructional conversations foster opportunity for every student to contribute as meaningful participants.

	INDICATORS & BEHAVIORS	Little to No Evidence (1)	Some Evidence (3)	Consistent Evidence (5)
TEACHER	***4a. Promotes Talk from Everyone*** - Provides positive climate (e.g., smiling, laughter, affectionate and supportive verbal comments) - Uses plural pronouns to promote risk-taking (e.g., "we" versus "she") - Provides extended assistance (e.g., hints, objects) to share thinking with each other	The teacher **does not** promote talk from a majority of students.	The teacher **sometimes** promotes talk from students. Teacher talk is higher than student talk.	The teacher, with a small group of students, **consistently** promotes talk from every student. Teacher talk is equal to or less than student talk.
TEACHER	***4b. Distributes Attention Equitably*** - Actively acknowledges verbal and nonverbal contributions - Provides specific feedback to students/groups - Communicates belief in ability to every student	The teacher **does not** distribute their attention equitably among students.	The teacher **sometimes** acknowledges student contributions but **rarely** provides specific feedback to OR demonstrates a belief in students.	The teacher **regularly** acknowledges student contributions and provides specific feedback to AND demonstrates a belief in students.
TEACHER	**4c. *Equitably Redirects as Needed*** - Provide gentle reminders of classroom values - Redirect fairly and consistently - Corrects empathically and respectfully (e.g., correcting behavior rather than labeling student)	The teacher redirections of student(s) are **rarely** gentle, fair, consistent, or respectful.	The teacher redirections of student(s) are **sometimes** gentle, fair, consistent, or respectful.	There is no need for redirecting student behavior OR redirections are **regularly** gentle, fair, and respectful.
STUDENTS	***4d. Contribute Meaningfully*** - Contribute relevant insights - Ask clarifying or unsolicited questions - Engage nonverbally (e.g., lean in, point, intently observe, nod) - Share without prompting from teacher - Think aloud or share uncertainties - Talk as much or more than the teacher	Students **do not** contribute meaningfully by sharing insights, questioning, listening, engaging nonverbally, or thinking aloud.	**Some** students contribute meaningfully by sharing insights, questioning, listening, engaging nonverbally, or thinking aloud. Student talk is less than teacher talk.	**All or most** students contribute meaningfully by sharing insights, questioning, listening, engaging nonverbally, or thinking aloud. Student talk is equal to or more than teacher talk.

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Classroom Examples

Watch on YouTube

Video Analysis Notes

Note: Scores not included

4a: Teacher Promotes Talk from Everyone

- Teacher consistently provides opportunities for students to contribute
    - T: “Okay, tell me what to write.”
    - T: “So it helps us to remember the story better, it helps us to feel what the characters are feeling?”
- Teacher and student talk here is considered close to equal, though teacher talk may appear high due to modeling expression, questioning, restating, etc.**
    - This may occur for certain reasons
        - This could be the case when working with younger aged students
        - There may be times when higher teacher talk is necessary in order to explain, model, and elaborate on a topic or lesson
- Teacher provides clear expectations
    - T: “I want everyone to share what they are thinking, okay?”
- Each student takes turns sharing a connection and the teacher writes each contribution down on chart paper
    - T: “Now, let’s see about the connections. Can I start? I’ll show you mine and then you can do your own.”
    - T: “You were like Tommy? You guys were kind of the same. So when you make those connections, you guys are kind of the same.”
    - Teacher adds her own and all three students’ contributions to the group poster
- Teacher provides the opportunity for all students to participate, share, and reflect on others’ comments and contributions
    - T: “Can you guys read this with me?”
- Teacher appears attentive to students and clearly provides nonverbal cues of active listening, which helps to create a positive climate that encourages students to feel comfortable in sharing

4b: Teacher Distributes Attention Equitably

- Teacher consistently rephrases and expands on students' contributions
- Teacher wants students to guide her in what to include on the poster and asks follow-up questions
    - Examples of T's follow-up questions: "Did that help you understand Tommy a little better?"; "What did the book remind you of?"; "So how was that a connection? How does that help you understand this story?"
- When other students are talking more often, the teacher consistently brings in quieter student to share and does so in a comfortable way
    - One student is less verbally expressive during the activity but is open and willing to share when prompted by the teacher
    - T: "Let's give her a chance to share"
    - T: "Oh I remember that part, (turns to quieter student) do you remember that part?"
- When asking students questions, teacher presents with positive and supportive affect and gives students wait time to demonstrate belief in students' ability to contribute
    - T: "I want everyone to share what they are thinking, okay?"

4c: Teacher Equitably Redirects as Needed

- Students are largely on-task so there appears to be no need for teacher redirection of student behavior
- There are brief moments of distraction within the classroom, but the teacher is able to quickly and subtly bring students back to the task

4d: Students Contribute Meaningfully

- Students listen, share, and read
- With teacher guidance, students relate their personal experiences to events and characters in the story to help them understand the story better
    - T: "When Tommy's grandpa was sick…so how did that help you understand the story? It felt the same?" / S nods.
- Students also show nonverbal participation and engagement when not sharing
    - Even the student who contributes less verbally still demonstrates engagement in the activity
- Through connections to personal experiences, students appear able to contribute meaningfully to the activity
    - T: "Im wondering, we're wondering about how that is like your life. Is there anything that has happened to you that reminds you of this story?" / S describes the experience of his mother teaching him how to walk.
- **Regarding talk ratio: see notes in 4a

Teacher Overview of ICEP

The teacher and a small group of students engage in instructional conversations that incorporate students' everyday language and are contextualized, collaborative, and equitable.

DOMAINS & INDICATORS	Little to No Evidence (1)	Some Evidence (3)	Consistent Evidence (5)
1. Contextualized Discourse - Fosters personal sharing - Integrates everyday experiences (prior experiences from home, family, or community) - Examines inequities (issues of fairness, bias, and justice)	The teacher **does not** connect classroom topics and ideas with students' prior knowledge or everyday experiences OR assist students in examining inequities connected to students' context.	The teacher **sometimes** connects classroom topics and ideas with students' prior knowledge or everyday experiences OR assists students in examining inequities connected to students' context.	The teacher **consistently** integrates connections to classroom topics and ideas with students' prior knowledge or everyday experiences OR assists students in examining inequities connected to students' context.
2. Collaborative Activity - Creates opportunities for joint activity - Orients to others' ideas - Positions self as learner - Integrates student contributions	The teacher **does not** collaborate with students on a joint product.	The teacher collaborates with students in small groups on a joint product and **occasionally** acknowledges student contributions OR encourages peer assistance.	The teacher **consistently** collaborates with students in small groups on a joint product, acknowledges student contributions, AND encourages peer assistance.
3. Complex Ideas Using Everyday Language - Models expression - Elicits complex expression - Affirms and extends verbal and non-verbal expression	The teacher **does not** assist student expression of complex ideas using students' everyday language.	The teacher **sometimes** assists, elicits, affirms, OR extends student expression of complex ideas using students' everyday language.	The teacher **consistently** assists, elicits, affirms, AND extends student expression of complex ideas using students' everyday language.
4. Equitable Participation -Promotes talk from everyone - Distributes attention equitably - Equitably redirects as needed	The teacher **does not** foster opportunities for every student to contribute meaningfully.	The teacher **sometimes** fosters opportunities for participation AND encourages students to contribute meaningfully. Teacher talk is higher than student talk.	The teacher **consistently** fosters opportunities for participation AND encourages every student to contribute meaningfully. Teacher talk is equal to or less than student talk.

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Student Overview of ICEP

A small group of students along with their teacher engage in contextualized, collaborative, and equitable instructional conversations using their everyday language

DOMAINS & INDICATORS	Little to No Evidence (1)	Some Evidence (3)	Consistent Evidence (5)
1. Contextualized Discourse -Share personal connections	Students **do not** connect classroom topics/ideas with their home, school, or community experiences.	Students **sometimes** connect classroom topics/ideas with their home, school, or community experiences.	**All or most** students **consistently** make integrated connections between classroom topics/ideas with their home, school, or community experiences.
2. Collaborative Activity -Construct ideas together and share ownership	Students **do not** collaborate to construct ideas together or share ownership of learning products.	Students **sometimes** collaborate in a small group to construct ideas together and build on one another's contributions, but **rarely** provide feedback OR negotiate to arrive at a shared understanding.	**All or most** students **consistently** collaborate in a small group to construct ideas together, build on one another's contributions, provide feedback, AND negotiate to arrive at a shared understanding.
3. Complex Ideas Using Everyday Language -Author ideas with everyday language	Students **do not** use everyday or complex language to express ideas.	Students **sometimes** use everyday and complex language to express ideas, ask questions, or make connections to complex ideas.	**All or most** students **consistently** use everyday and complex language to express ideas, ask questions, or make connections to complex ideas.
4. Equitable Participation -Contribute meaningfully	Students **do not** contribute meaningfully by sharing insights, questioning, listening, engaging nonverbally, or thinking aloud.	**Some** students contribute meaningfully by sharing insights, questioning, listening, engaging nonverbally, or thinking aloud. Student talk is less than teacher talk.	**All or most** students contribute meaningfully by sharing insights, questioning, listening, engaging nonverbally, or thinking aloud. Student talk is equal to or more than teacher talk.

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Observation Sheet

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Descriptive Field Notes Sample

Teacher	Students	Indicator Analysis
1c : Using families to talk about fractions and relationships 1a:"Okay, I'll take a picture of my family and show you." 1a: Encourages sharing and asks follow-up questions 1b: "What happens to families? They grow bigger so there is more parts." 1c: "Let's think of a number story using Briann's family. How can we get a fractional part of these people. A number story has to have a what at the end?" (She is providing models, and teaching skills, and using the picture of Briann's family as an organizational frame). Everyone has a family	1e: Using the pictures, "this one is the numerator, and this one is the denominator"	

Plan-Do-Analyze-Revise (PDAR) Protocol

Led by a designated peer facilitator, questions in this protocol are intended to guide and support teacher collaboration to learn to improve instructional conversations so that every student has the opportunity to participate meaningfully. Stages of this process include:

- **PLAN**: As a team, decide on the ICEP domain of focus. Work together to plan and prepare lessons focused on specific learning goals and ICEP practices of your choosing. Predict what will happen with students as a result of your lesson.
- **DO**: Implement the ICEP lesson that you planned for your classroom. Decide how team members will observe it, including who will observe which class and when. The observed teacher should have the strongest voice in making these decisions.
- **ANALYZE**: Examine evidence to determine how well student learning goals and ICEP predictions were realized. Debrief what went well and why (based on what evidence?) and what specifically from the lesson needs further work.
- **REVISE**: Reason together to identify changes needed—including how and why—to meet shared goals. Decide together whether, how, and why to adjust goals for the next cycle.

Two forms of the PDAR protocol document are provided below. The first is intended to be printed and filled out by hand. The second is formatted for online editing through Google Docs. Instructions to make a personal copy of the online form are included.

Handwritten Form

Open in Google Docs

Online Form

Open in Google Docs

Instructions to Copy and Edit the Online Form:

1. Click the "Open in Google Docs" link to open the file in a new tab.
2. Click "File" in the upper left corner of the screen.
3. Click "Make a Copy" from the drop-down options.
4. Name the file (e.g., adding the date of the lesson you are planning for).
5. Select the specific folder to create the copy in OR click "Make a Copy" to save it to your drive.
6. Type responses into provided text boxes.

ICEP Lesson Plan Template

Open in Google Docs

Author Biographies

CREDE Hawai'i

The Center for Research on Education, Diversity, and Excellence (CREDE) Hawai'i is located in the Department of Educational Psychology at University of Hawai'i at Mānoa. The CREDE Hawai'i team comprises faculty, staff, and graduate students who focus on research and professional development to improve the education of Native Hawaiians and other culturally and linguistically diverse P-20 learners. Our diverse team members have expertise in educational psychology, human learning and development, curriculum development, Native Hawaiian culture, measurement and statistics, qualitative research, and students and teachers from marginalized and culturally diverse backgrounds. Our work is based on the legacy of Roland G. Tharp, founder and director of CREDE National and the Kamehameha Early Education Program (KEEP). We conduct research and development on the CREDE model, including Instructional Conversation, and have extended this work to preschool and higher education. Our recent collaborations have led to the development of Instructional Conversations for Equitable Participation (ICEPs).

BYU Teacher Education

The Department of Teacher Education at Brigham Young University (BYU) is part of the McKay School of Education. The mission of the BYU Department of Teacher Education is to promote excellence in education by preparing noble educators, engaging in educational scholarship, and serving in our communities. To succeed in this mission, we "provide an environment enlightened by living prophets and sustained by those moral virtues which characterize the life and teachings of the Son of God" (BYU Mission Statement).

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