13.6 Sample Facilitation Activity: Task Talk Protocol

Facilitation focus: Balancing participation

Outcomes: Participants will be able to explore different facets of lesson planning and implementation. The facilitator will be able to balance participation through the use of a protocol.

Preparation:

- Copy one set of the Task Talk Placemat on the next page and Task Talk Cards on the subsequent pages for the PLC. If it is a large PLC, you may want to divide into smaller groups.
- All materials can also be downloaded at resources.corwin.com/mathematicscoaching.

Description of activity:

The Task Talk protocol can be used to support teachers in exploring different facets of lesson planning and implementation of a mathematics task. This protocol is adapted from the concept of writing workshops, where teachers pose questions, offer suggestions, and collaborate over one task. Ask PLC participants to bring a mathematics task they plan to teach to the next PLC meeting.

- Ask participants to share their tasks. The group then selects one task to use with the Task Talk protocol.
- Have everyone solve the selected task.
- Place the task cards face down in each of the four sections of the Task Talk Placemat.
- In round-robin fashion, have a participant select a card from any section of the placemat, read it aloud to the group, and begin a conversation based on the selected mathematics task.
- Complete several rounds (as time allows). Document decisions agreed upon regarding the task.
- Summarize by highlighting what has emerged from the conversation.

Task Talk Protocol Source: Kobett et al. (2015) Adapted from Garmston, R., J. & Wellman, B. M. (2016). *The adaptive school: A sourcebook for developing collaborative groups* (3rd ed.). Lanham, MA: Rowman & Littlefield.

NOTES

Placemat for Tool 13.6 Sample Facilitation Activity: Task Talk Protocol

Student	**Teacher**
Task Design	**Bringing It Together**

Task Talk Protocol Source: Kobett et al. (2015)

Cards for Tool 13.6 Sample Facilitation Activity: Task Talk Protocol (Kobett et al., 2015)

Student Questions

Select an individual student and imagine how the student will respond to the task.	How do you envision students will work together?
What questions might students pose while working on the task?	How might you support student collaboration?
How might you support students in exhibiting MP 3 (Critique the reasoning of others)?	In what ways might you differentiate the task for differing student populations?
What should the students learn from the task?	What do you anticipate students might do?
What questions might the students ask?	Which Math Practices should students exhibit?
What misconceptions might a student have?	What vocabulary will the students need to know or develop for the task?

Cards for Tool 13.6 Sample Facilitation Activity: Task Talk Protocol (Kobett et al., 2015)

Teacher Questions

How will the teacher facilitate student collaboration? What specific teacher moves might you observe?	What facilitating questions will be used to open the lesson?
What does the teacher look like and sound like during this lesson?	How does the teacher establish an environment for students that signifies respect and rapport?
How might you support students in exhibiting MP 3 (Critique the reasoning of others)?	What type of environment must the teacher develop for students to engage in this task? What does this look like?
How might the teacher communicate expectations for reasoning, thinking, and collaborating while problem-solving?	What formative assessment techniques could the teacher use during the lesson? At what point in the lesson might this happen?
How might the teacher manage classroom behavior during this lesson? What does this look like?	How will the teacher engage the students in the learning (so that the students are equally as engaged as the teacher)?
How might the teacher flexibly respond to student understanding during the lesson? What might this look like?	In what ways might the teacher communicate with families about teaching rich tasks in the classroom?

Cards for Tool 13.6 Sample Facilitation Activity: Task Talk Protocol (Kobett et al., 2015)

Task Design

What standards might connect to this task?	How might you launch the task?
What materials or tools could you use to support student learning?	What might be some options in grouping students to encourage collaboration and problem-solving?
What questions might you ask while students are working?	How can you connect this task to other content areas?
How might you motivate a struggling learner?	How might you transition from the launch part of the lesson to student collaboration?
How might you extend this lesson if a group finishes before other groups are done?	How might the arts connect to this task?
How might you support students persevering through the task?	In what ways might you differentiate the task for differing student populations?

Cards for Tool 13.6 Sample Facilitation Activity: Task Talk Protocol (Kobett et al., 2015)

Bringing It All Together

How might the teacher close the task? What does this look like?	Describe the lesson by working backwards from closure to launch.
What explicit connections should be made from the task to mathematical understanding?	What are some things that could go wrong during the closure of this lesson? How might the teacher respond?
How will the teacher ensure the students understand the point of the task?	What happens tomorrow to connect to the closure?
How will the teacher select groups to share? In what order? Why?	How might the teacher build vocabulary during the closure?
What are three things that will happen in the closure of this task?	How will the teacher ensure the students understand the point of the task?
How will the teacher record key ideas while closing the lesson?	What happens tomorrow? How will you connect this lesson to tomorrow's lesson?