

This Innovation Configuration document was developed by the University of Delaware Education Research & Development Center (DERDC) as part of a three-year study of Touchstones program implementations. The document outlines skill sets (Subcomponents) developed in Touchstones teachers and students. It also identifies specific behaviors and outcomes associated with three levels (Columns 1, 2, & 3) of demonstrated proficiency for each subcomponent.

TOUCHSTONES® DISCUSSION PROJECT PROCEDURES: TEACHER SKILLS

SKILL: The ability to enforce policies, rules, and procedures, for self and others; this component provides the structural support on which all other discussion processes build

	1		2			3	
SUBCOMPONENT	Consistent, Typical, Frequent		Often, Occasionally, Sometimes, Intermittently, Inconsistently			Seldom, Rarely, Never, Does Not	
Enforces policies, rules, and procedures, for self and others	• Teacher consistently follows policies, ground rules, and procedures		• Teacher inconsistently follows policies, ground rules, and procedures			• Teacher minimally follows policies, ground rules, and procedures	
			← ----- →				
	• Students typically follow policies, ground rules, and procedures		• Students inconsistently follow policies, ground rules, and procedures			• Students minimally follow policies, ground rules, and procedures	
			← ----- →				
	• Students have absorbed the responsibility for maintaining and monitoring policies, ground rules, & procedures with minimal intervention by the teacher required	• Teacher consistently enforces policies, ground rules, & procedures according to classroom needs		• Teachers may <u>intermittently</u> enforce policies, ground rules, and procedures, or they may be <u>selective</u> about which they enforce			• Teacher is making few if any attempts to enforce policies, ground rules, and procedures
				← ----- →			
		• Students consistently respond to teacher and peer corrections	• Sometimes students are responsive to teacher and peer corrections			• Students are not responsive to teacher corrections	
	• Students typically self-correct their own behaviors and address those of others	• Students occasionally self-correct their own behaviors and/or point out the behaviors of others			• Students are not self-correcting their own behaviors, nor are they pointing out the behaviors of others		
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LEADERSHIP & MANAGEMENT: TEACHER SKILLS

SKILL: The ability to act as a facilitator and to employ “traditional” (authoritative) instructional methods when appropriate; this includes organizational, discipline, and management roles, within the context of Touchstones philosophy, and throughout the various portions of a Touchstones lesson

	1	2	3
SUBCOMPONENT	Consistent, Typical, Frequent	Often, Occasionally, Sometimes, Intermittently, Inconsistently	Seldom, Rarely, Never, Does Not
Able to shift between facilitator and authority roles with ease and when appropriate	- Teacher has mastered both authority and facilitator roles - Teacher acts in authoritative and facilitator roles when appropriate - Shifting between roles appears to be done naturally and with ease	- Teacher is <u>becoming proficient</u> at both facilitator and authoritative roles - Teacher does not always use facilitator and authoritative roles appropriately - Shifting between roles is done with some degree of difficulty ← ----- →	- Teacher remains in an authoritative (traditional) role and maintains a teacher-centered focus throughout the discussion process - Teacher does not act as a facilitator even when it is appropriate to do so
Additional teacher responsibilities	Teacher consistently prepares illustrative materials for class (written materials and props) when necessary	Teacher inconsistently prepares illustrative materials for class (written materials and props) when necessary ← ----- →	Teacher does not prepare illustrative materials for class (written materials and props) when necessary
	Teacher always considers lesson alignment with the curriculum, students’ developmental levels, or background experience and knowledge when selecting Touchstones lessons	Teacher occasionally considers lesson alignment with the curriculum, students’ developmental levels, or background experience and knowledge when selecting Touchstones lessons ← ----- →	Teacher does not consider lesson alignment with the curriculum, students’ developmental levels, or background experience and knowledge when selecting Touchstones’ lessons
	- Teacher effectively facilitates small group composition and transitions - Teacher consistently provides leadership roles for students who are not participating appropriately	- Teacher facilitates small group composition and transitions with some degree of difficulty - Teacher occasionally provides leadership roles for students who are not participating appropriately ← ----- →	- Teacher facilitation of small group composition and transitions is very disorganized - Teacher does not provide leadership roles for students who are not participating appropriately

FACILITATING GROUP DISCUSSION: TEACHER SKILLS

SKILL: The ability to guide and enable the Touchstones discussion by drawing in student participation while supporting the central role of students in the discussion. This component includes the ability to facilitate group discussion through the use of open-ended non-leading questions. Discussion leaders lead the discussion activities without conferring authority.

	1		2			3
SUBCOMPONENT	Consistent, Typical, Frequent		Often, Occasionally, Sometimes, Intermittently, Inconsistently			Seldom, Rarely, Never, Does Not
Facilitates student expression; encourages the development and expression of student ideas and experiences by promoting student elaboration, substantiation, and explanation of comments	In ideal implementation, little of teacher facilitation will occur because these processes would be internalized by the students	- Teacher facilitates student involvement in the discussion - Teacher consistently encourages students to expand on their ideas or to further develop them and provide supporting evidence - Teacher does not make value judgments regarding the content of student input	- Teacher inconsistently attempts to draw in uninvolved students or moderate students who monopolize the discussion - Teacher occasionally encourages students to expand on their ideas or to further develop them and provide supporting evidence - Teacher sometimes makes value judgments regarding the content of student comments			- Teacher makes no attempt to draw in uninvolved students or moderate students who monopolize the discussion - Teacher accepts short answer responses from students - Teacher rarely asks students to elaborate on their comments - Teacher makes value judgments regarding the content of student input
			←	-----	→	
Teacher’s role in shaping the content and flow of the discussion	Discussion content and flow are primarily directed by the students with minimal teacher input as needed		- Students are becoming proficient at directing and developing the group discussion - Teacher occasionally exerts control over the discussion – at times it is appropriate and in others it is not			Teacher exerts control over and directs the flow of the discussion
			←	-----	→	
Use of open ended questions	- Teacher generally opens discussions with open ended questions - Teacher and students use open ended questions regularly throughout the discussion - There is minimal use of closed questions		- Teachers use open ended questions throughout the discussion, but may be intermittent - Students occasionally use open ended questions during the discussion.			- Minimal to no use of open ended questions - Teacher frequently uses closed questions or questions that he/she knows the answers to (e.g. leading or rhetorical questions)
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COMMUNICATION AND INTERACTION SKILLS: STUDENT SKILLS

SKILL: The ability to engage in large and small group discussions by a) articulating and communicating thoughts and ideas, b) showing interest in other's comments both verbally and nonverbally, and c) interacting in socially appropriate ways

	1	2	3
SUBCOMPONENT	Consistent, Typical, Frequent	Often, Occasionally, Sometimes, Intermittently, Inconsistently	Seldom, Rarely, Never, Does Not
Communication skills	- Students typically address the whole group and do not speak through the teacher - Students communicate their thoughts clearly - Students engage in conversations and develop integrated discussions with others - Students use appropriate nonverbal communication skills	- Students sometimes address the whole group and at other times address the teacher - At times students communicate their thoughts clearly - Students inconsistently build on their peer's comments - Students use appropriate nonverbal communication skills at times	- Students frequently speak through the teacher instead of to the whole group - Students do not communicate their ideas clearly - Students do not build on the ideas of others - Students rarely use appropriate nonverbal communication skills
		← ----- →	
Interaction skills	- Students typically listen to others without interrupting or carrying on side conversations - Students consistently respond to others and ask questions without being confrontational or rude	- Students occasionally interrupt one another or carry on side conversations; they have some difficulty listening to others - Sometimes students respond to others in confrontational or rude ways	- Students consistently interrupt one another and carry on side conversations; listening is minimal - Students often respond to others in confrontational or rude ways
		← ----- →	

COOPERATIVE WORK: STUDENT SKILLS

SKILL: The ability to work cooperatively with others in small and large groups and to understand the value of each environment and process

	1	2	3
SUBCOMPONENT	Consistent, Typical, Frequent	Often, Occasionally, Sometimes, Intermittently, Inconsistently	Seldom, Rarely, Never, Does Not
Respects and values others	Students recognize that all have strengths and weaknesses		Students do not value the strengths of others
	- Students are accepting and non-judgmental of other students' individual differences - Students are comfortable interacting with others who are different from themselves	- Sometimes students are accepting and non-judgmental of other students' individual differences - Students are not fully comfortable interacting with others who are different from themselves	- Students are judgmental and not accepting of other students' individual differences - Student interactions with others who are different from themselves are limited and/or negative
		← ----- →	
Cooperates and collaborates with others to fulfill group goals	- Students teach and learn from others by seeking input and sharing ideas - Students cooperate and collaborate with peers to meet group goals	- Students sometimes attempt to teach and learn from others by seeking input and sharing ideas - Students sometimes cooperate and collaborate with peers to meet group goals	- Students seldom attempt to teach and learn from others by seeking input and sharing ideas - Students do not or rarely cooperate and collaborate with others to fulfill group goals
		← ----- →	
Demonstrates proficiency in Touchstones roles and format transitioning	Students are proficient at taking on different roles and are able to shift between roles and learning formats with ease	Students are somewhat proficient at taking on different roles and are somewhat able to shift between roles and learning formats	Students experience great difficulty in assuming different roles and shifting between roles and learning formats
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PROCESS REFLECTING: STUDENT SKILLS

SKILL: The ability to facilitate a constructive Touchstones discussion on how the discussion process has been going, which includes getting students to consider the various aspects of the discussion process (structure and process)

	1	2	3	
SUBCOMPONENT	Consistent, Typical, Frequent	Often, Occasionally, Sometimes, Intermittently, Inconsistently	Seldom, Rarely, Never, Does Not	
Raises student awareness of the group process	- Teacher consistently asks questions or raises issues about the group process in order to raise student awareness - Students frequently raise issues on their own	- The teacher occasionally asks questions and raises issues related to the group process in order to increase student awareness - Students occasionally raise issues on their own	Teacher makes directive statements about student behavior or group process that minimally raise student awareness	No comments are made that raise student awareness of the implementation process
		← ----- →		
Allows for both discussion and problem solving	- Students reflect on and discuss issues in a meaningful way - Students generate and discuss possible solutions for improving their discussion process	Discussion and problem solving does not occur regularly	No reflection, discussion or problem solving occurs	
		← ----- →		

MEDIATING TEXT AND EXPERIENCE: STUDENT SKILLS

SKILL: The ability to help students connect their own experiences to those of other students and the concepts from the text such that experiences are related to the discussion and not simply a personal story. Ultimately, students should internalize this responsibility and teacher intervention should be minimal.

	1		2		3	
SUBCOMPONENT	Consistent, Typical, Frequent		Often, Occasionally, Sometimes, Intermittently, Inconsistently		Seldom, Rarely, Never, Does Not	
Students connect their own experiences to those of other students and the concepts from the text	• Ideally, students connect their own and others' experiences to the text, with little facilitation by the teacher • Students frequently discuss their personal experiences with regard to the experiences of other students and/or lesson concepts	• Teacher ties student experiences to the abstract concepts of the lesson; teacher bridges the space between students' personal experiences and the concepts • Students frequently discuss their personal experiences with regard to the experiences of other students and/or lesson concepts with little prompting by the teacher	• Teacher often encourages students to discuss their experiences • Teacher helps students explicate connections between their own experiences, those of others, and the concepts in the text • Students sometimes discuss their personal experiences in regards to the experiences of other students and/or lesson concepts after prompting by the teacher • Students sometimes discuss their personal experiences with regard to the experiences of other students and/or lesson concepts after prompting by the teacher		• Teacher seldom encourages students to discuss their experiences • Connections made between student experience and text are weak • Teacher rarely facilitates further discussion regarding concepts and experience	• Teacher does not ask students to share examples from their lives • Teacher does not facilitate further discussion regarding concepts and experience

CRITICAL & REFLECTIVE THINKING: STUDENT SKILLS

SKILL: The ability to employ both analytic and divergent thinking skills during Touchstones activities in order to develop understanding, problem solve, and formulate ideas

	1	2	3
SUBCOMPONENT	Consistent, Typical, Frequent	Often, Occasionally, Sometimes, Intermittently, Inconsistently	Seldom, Rarely, Never, Does Not
Students think analytically and divergently, which helps stimulate group thought and discussion	- Conceptual conversations, problem solving, and discussions focused on lesson content occur frequently and are at a deep level. Significant evidence of divergent and analytic thought exists. - Students ask critical, thought-provoking questions that promote discussion	- Conceptual conversations, problem solving, and discussions focused on lesson content occur occasionally at a deep level. Evidence of divergent and analytic thought exists. - Students ask a combination of superficial and in-depth questions. The quality of in-depth questions is still evolving. - Some student questions promote further discussion	- Surface level thinking is the norm during conceptual conversations, problem solving, and discussions focused on lesson content. Minimal evidence of divergent and analytic thought exists. - Questions students raise are superficial and do not promote discussion
Students develop, support, and illustrate ideas using examples from their lives and other subject matter	Students typically develop, support, and illustrate their ideas	← ----- → Students inconsistently develop, support, and illustrate their ideas	Students minimally develop, support, and illustrate their ideas
Students are reflective, rethink their own views, and carefully consider their own thinking processes	Students are consistently reflective and examine their own thinking process	← ----- → Students occasionally reflect and examine their own thinking process	Students rarely reflect and examine their own thinking process