

CONVERSATION A	
SETTING	<i>A five-member PLC is working through a data-analysis protocol that MEMBER ONE learned about at this year's APBS conference: DEFINE, ANALYZE, IMPLEMENT, EVALUATE. They are at the stage where, after defining the Problem Statement they are to develop a Hypothesis Statement to start identifying why the problem is occurring.</i>
MEMBER ONE	OK! So, we have our Problem Statement, and we're supposed to develop the Hypothesis Statement next
MEMBER TWO	(To the GROUP) That's the "If-Then" statement, right?
<i>The GROUP does not respond to MEMBER TWO</i>	
MEMBER FOUR	(To the GROUP) What time is it?
<i>The GROUP does not respond to MEMBER FOUR</i>	
MEMBER ONE	So, what is our Problem Statement?
MEMBER FOUR	(To member FIVE) What's the time?
MEMBER FIVE	(To FOUR) It's seven after...
MEMBER THREE	<i>47% of all students in the school are receiving 2 or more referrals for disruption in classroom locations because teachers are not recognizing students for engaging in classroom rules.</i>
MEMBER ONE	Great- so then we have this sentence stem to help us develop a Hypothesis Statement. The sentence stem is: <i>The desired goal is not occurring because of X. If Y would occur, then the problem would be reduced.</i> So, how could we use this with our problem
MEMBER FIVE	How about, "The desired goal is not occurring because parents don't know how to teach their kids how to behave!"
MEMBER THREE	(To Five) It's supposed to be an IF statement.
MEMBER FIVE	(Continuing) OK! if good parenting would occur, then the problem would be reduced
MEMBER ONE	C'mon...
MEMBER FIVE	I know, I know. Sorry!
MEMBER TWO	Actually, I think that's a valid point. I mean, if parents don't return phone calls and aren't involved in what's going on, what are we supposed to do?
MEMBER THREE	Make more phone calls...
MEMBER TWO	... to phone numbers that don't work!
MEMBER FIVE	OK, maybe a more serious statement might be, "If teachers could establish contact with home, then our referral rate would decrease"
MEMBER THREE	I think that should be, "If administrators could establish contact with home..."
MEMBER FIVE	Here, here!
MEMBER TWO	That's right! Like we don't have enough to do! I mean, I'm sorry.... I can plan the instruction and the activities, I can organize the materials, but if parents don't teach their kids how to behave...
MEMBER THREE	... all that work doesn't matter!
MEMBER FIVE	Right!

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MEMBER TWO	Well, I don't think my work doesn't matter. I was actually going to say that I don't have the time to call parents and coach them on how to raise their kid!
MEMBER ONE	None of this seems like it's really going to help us in the classroom next week.
MEMBER TWO	<i>(Angrily- defensively)</i> Maybe not! But that's how I feel, I'm sorry!
MEMBER THREE	<i>(Sympathetically to member three)</i> We ALL feel that way...
MEMBER ONE	Again, I don't think this is the way we're supposed to be developing the hypothesis statement.
MEMBER THREE	OK, OK! Let's just get this done!
MEMBER TWO	Sorry! Sorry! I'm just frustrated.
MEMBER THREE	You don't need to apologize...
MEMBER FIVE	So, how are we <u>supposed</u> to build this hypothesis statement?
MEMBER ONE	We're supposed to take the statement of the problem and the statement about why and then flip them.
MEMBER FIVE	I think we're having trouble with the 'why'.
MEMBER ONE	I think the 'why' is supposed to include things that we are actually in control of here on the campus. Stuff that we do across the school and in our class...
MEMBER FOUR	<i>(Interrupting member one)</i> Folks, excuse me... I'm not trying to be difficult, but I've got to go! It's ten after. We got started late even- though I was actually here on time. I didn't know we were going to be going this late, so you can fill me in on whatever you come up with here later on.

CONVERSATION B	
SETTING (Same as previous)	<i>A five-member PLC is working through a data-analysis protocol that MEMBER ONE learned about at this year's APBS conference: DEFINE, ANALYZE, IMPLEMENT, EVALUATE. They are at the stage where, after defining the Problem Statement they are to develop a Hypothesis Statement to start identifying why the problem is occurring.</i>
MEMBER ONE	Who's our time-keeper this meeting?
MEMBER FIVE	That's me!
MEMBER ONE	How are we doing?
MEMBER FIVE	We've got about five minutes left.
MEMBER ONE	OK, folks! Do we want to get into the next step of defining the Hypothesis Statement?
MEMBER TWO	Yeah. I think we can get through that pretty easily.
MEMBER THREE	Me too.
MEMBER FOUR	I really have to leave on time because I have to call district about curriculum planning, but I'm good for the next five.
MEMBER ONE	So, we're all in?
REST OF MEMBERS	(Various comments of 'agreement') Yes! Let's go! Let's do it! Etc.
MEMBER ONE	All right! So, we've defined our 'problem'. Someone read through our Problem Statement, please.
MEMBER FOUR	<i>47% of all students in the school are receiving 2 or more referrals for disruption in classroom locations because teachers are not recognizing students for engaging in classroom rules.</i>
MEMBER ONE	Great- so then we have a sentence stem to help us develop a Hypothesis Statement. The sentence stem is: <i>The desired goal is not occurring because of X. If Y would occur, then the problem would be reduced.</i> So, how could we use this with our problem
MEMBER FIVE	Maybe Y could be something like "What could teachers do to help reduce the need for referrals" ... is that right?
MEMBER FOUR	Or maybe something about what skills do students lack that we could teach them in order for them to be more successful in class.
MEMBER THREE	(A strong emphasis/join with four) Yes! Teach, and reinforce.
MEMBER TWO	I like that!
MEMBER THREE	Yeah, that has momentum.
MEMBER TWO	Well, there's direction, but which way? What can teachers do, or what do students need to learn?
MEMBER FOUR	I think it's probably going to be a combination of both, right?
MEMBER ONE	Probably. Something like, "What do teachers need to teach and reinforce so that students can be more successful during instruction".
MEMBER FOUR	(Suddenly) I have a thought!
MEMBER TWO	(Encouraging four) Let's hear!

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MEMBER FOUR	I mean, we actually already <u>have</u> a behavior framework for the campus, right?. We present it to the staff and students at the start of every year.
MEMBER THREE	But it's not working!
MEMBER FOUR	No, it's not. But WHY not? I mean, I think the framework is really pretty good. When we developed it a couple of years ago, we got both teacher and student input.
MEMBER TWO	So, <u>why</u> isn't it working.
MEMBER FIVE	I think it's because teachers just don't know what to do with it or how to make it work.
MEMBER ONE	So, what you're saying is that if we paid more attention to the campus framework that we already have we could improve classroom engagement and reduce referrals.
MEMBER FIVE	That's right. When we first developed the framework we talked about teaching it to students, putting a reward system into place to encourage student development of academic behavior, but then we didn't do any of that.
MEMBER ONE	I was thinking the same thing. And I actually heard myself in the beginnings of an "if" statement just then.
MEMBER TWO	I did to!
MEMBER ONE	So, how do we capture that in a Hypothesis Statement?
MEMBER FOUR	I think I have something already. <i>(Takes a moment to finish writing)</i> OK, how about something like: <i>IF teachers provided higher amounts of positive attention and rewards to students for engaging in classroom rules, THEN students in those classrooms will follow classroom rules more consistently resulting in fewer referrals for disruption.</i>
MEMBER ONE	That's a good start!
MEMBER FIVE	OK, folks! I'm watching our time here.
MEMBER ONE	Right. OK, so we've come up with the start of a Hypothesis Statement. What are 'next steps'? Who's keeping track of ACTION ITEMS for us?
MEMBER FOUR	I am! I'll write this out in an email and send it to everyone. Everyone look it over. Over the next couple of days we're going to have to focus on our unit common assessment, but on Thursday would could focus on the Hypothesis Statement again.
MEMBER ONE	Good! I'll also write the Hypothesis statement on a piece of butcher block paper and we can add ideas and flesh it out.
MEMBER TWO	Could you write the Hypothesis Statement out on the paper this afternoon and leave it on your wall in your classroom, and if we have any ideas over the next couple of days we could stop in and write them down?
MEMBER THREE	Good idea!
MEMBER ONE	Got it! I'll do that.
MEMBER FIVE	We probably need to close down.
MEMBER ONE	You're right. <i>(To four)</i> Good luck with your call!
MEMBER FOUR	Thanks! It shouldn't be too bad.