



Getting Them All Engaged - Inclusive Active Participation

— Anita Archer —



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About the Presenter



Anita Archer

Anita Archer, Ph.D., recipient of ten Outstanding Educator awards, serves as an educational consultant to state departments, county agencies, and school districts on explicit instruction and literacy instruction. She has taught elementary and middle school students and has served on the faculties of San Diego State University, the University of Washington, and the University of Oregon. She is nationally known for her presentations and publications on instructional procedures and literacy instruction and has co-authored numerous curriculum materials with Mary Gleason including *REWARDS PLUS*, *REWARDS Writing and Skills for School Success*. Most recently, Anita wrote a textbook on explicit instruction with Charles Hughes entitled *Explicit Instruction: Effective and Efficient Teaching* (Guilford, 2011).

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Getting Them All Engaged:

Inclusive Active Participation

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Active Participation

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Why

Contributes to a positive learning environment

- increases **engagement**
- increases **on-task** behavior
- increases **accountability**
- promotes **desired behaviors**
- reduces **inappropriate behaviors**
- keeps class **moving** along

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Why

Embedded formative assessment

Check for understanding

- allows the teacher to **monitor** understanding, **adjust** the lesson based on responses, and provide **feedback** to students

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Why

Promotes learning

- **focuses** students' attention on critical content
- provides **practice** of skills, strategies, facts
- provides **rehearsal** of information and concepts
- allows for **retrieval practice** of critical content

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Active Participation — What?

Opportunities to Respond

Verbal Responses

Written Responses

Action Responses

All Students Respond. When possible, use response procedures that engage all students.

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Active Participation —
How can students respond in a lesson?

Verbal Responses

Written Responses

Action Responses

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Active Participation —
Brainstorming

- **Think**
 - Have students think and record responses.
 - As students are writing, move around the classroom and write down students' ideas and their names.
- **Pair**
 - Have students share their ideas with their partners.
 - Have them record their partners' best ideas.
 - As students are sharing, continue to circulate around the room, recording ideas and names.
- **Share**
 - Display the ideas and names on the screen. Use this as the vehicle for sharing.

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Preview of Active Participation Procedures

Verbal Response Procedures
Choral
Partners
Teams/Huddle Groups
Individual

Written Response Procedures
Types of writing tasks
Whiteboards
Response Cards/Response Sheets

Action Response Procedures
Acting out/Simulations
Gestures
Facial Expressions
Hand Signals

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Elicit frequent responses

The active participation procedure should:

1. Involve **all students**
2. Be **structured**
3. Allow adequate **thinking time**

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Active Participation Essentials
Think Time

When thinking time was extended beyond 3 seconds these benefits occurred:

1. Greater participation by all learners
2. Length of student responses increased
3. Use of evidence to support inferences increased
4. Logical consistency of students' explanations increased
5. Number of questions asked by students increased

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Verbal Responses —
Structured Choral Responses

Use when answers are short & the same
Use when recall and rehearsal of facts is desired
Use for quick review of information

- **Students are looking at teacher**
 - Ask question
 - Put up your hands to indicate silence
 - Give thinking time
 - Lower your hands as you say, "Everyone"

OR

Simply say "Everyone"

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Verbal Responses — *Structured Choral Responses*

- **Students are looking at a common stimulus**
 - Point to stimulus
 - Ask question
 - Give thinking time
 - Tap for response

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Verbal Responses — *Structured Choral Responses*

- **Hints for Choral Responses**
 - Provide adequate thinking time
 - Have students put up their thumbs or look at you to indicate adequate thinking time
 - If students don't respond or blurt out an answer, repeat (*Gentle Redo*)

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Verbal Responses — *Structured Partners*

Use when answers are long or different
Use for foundational and higher order questions

Partners

- Assign partners
- Pair lower performing students with middle performing students
- Give partners a number (#1 or #2)
- Sit partners next to each other
- Utilize triads when appropriate (#1 #2 #2)
- *Effective secondary procedure* — Prepare a seating chart indicating names, partners, and numbers

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Verbal Responses — *Structured Partners*

- **Other hints for partners**
 - Teach students how to work together
Look, Lean, and Whisper or
Look, Lean, Listen, and Whisper
 - Change partnerships occasionally (every three to six weeks)

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Uses of Partners

1. **Responding to a question, task, or directive**
2. **Teaching information to a partner**
3. **Studying with a partner**

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Partner Uses

1. **Responding to a question, task, or directive**
 - B. **Saying answer to partner** (Partners First)
 1. Ask a **question**
 2. Give students **thinking time**
 3. Provide a verbal or written **sentence starter**
 4. Have students share answers with their **partners** using the sentence starter
 5. Call on a student to give answer
 6. Engage students in a discussion

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Verbal Responses — *Partner Uses*

2. Teaching information to a partner

A. Teach information using:

Graphic organizers, maps, diagrams, charts, PowerPoint slides, drawings, notes, vocabulary log, etc

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Verbal Responses — *Partner Uses*

3. Studying with a partner

Study content area information using:

1. Textbook, notes, handouts, etc
2. **Study - Tell - Help - Check**

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Verbal Responses — *Partners*

Study

- Give the students a minute or two to study notes, text material, graphic organizer, or handout

Tell

- Ask partners (#1 or #2) to retell what they remember about topic

Help

- Have the second partner assist by:
 - Asking questions
 - Giving hints
 - Telling additional information

Check

- When both partners have exhausted recall, they check with their notes, text material, graphic organizer, or handout

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Verbal Responses- *Partner Uses*

Studying with a partner

A. Study foundation skills using a consistent routine

Spelling Example

1. Tutor dictates word
2. Tutee writes the word
3. Tutor displays correctly spelled word
4. Tutee checks the spelling and if the word is misspelled tutee crosses out the word and writes it correctly

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Verbal Responses — *Partners*

Other uses of partners

1. Monitor partner to see if directions are followed
2. Share materials with partners
3. Assist partners during independent work
4. Collect papers, handouts, assignments for absent partners
5. Provide feedback on written products

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Verbal Responses — *Individual Turns*

Common but less desirable practices

#1. Calling on volunteers

Disadvantages:

- **Specific students volunteer**
 - high performing students
 - assertive students
 - students proficient in English
- **Non-volunteers over time don't think or participate**

Limit calling on volunteers.

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Verbal Responses — *Individual Turns*

Common but Less desirable practices

Calling on inattentive students

Disadvantages:

- Inattentive student unlikely to have correct response
- Answers of inattentive student unlikely to add to richness of class discourse
- Attention is given to inappropriate behavior

Don't call on inattentive students.

To regain attention of students:

- Use physical proximity
- Give directive to entire class
- Ask students to complete quick, physical behavior

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Verbal Responses — *Individual Turns*

Option #1 - Partner First

1. Ask a **question**
2. Give students **thinking time**
3. Provide a verbal or written **sentence starter**
4. Have students share answers with their **partners** using the sentence starter
5. Call on a student to give answer
6. Engage students in **discussion** using discussion sentence starters

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Verbal Responses — *Individual Turns*

Option #2 - Question First

1. Ask a question
2. Raise your hands to indicate silence
3. Give thinking time
4. Call on a student
5. Provide feedback on answer OR
Engage students in a discussion

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Verbal Responses — *Individual Turns*

• Procedures for randomly calling on students

Procedure #1 - Write names on cards or stick. Pull a stick and call on a student.

Procedure #2 - Use iPad or iPhone app (e.g., *Teacher's Pick, Stick Pick, or Pick Me!*)

Procedure #3 - Use two decks of playing cards. Tape cards from one deck to desks. Pull a card from other deck and call on a student.

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Written Responses

Materials

- Paper
- Graph paper
- Graphic organizers
- Journals
- Vocabulary logs
- Post-its
- Posters
- Anticipation guide
- Computers
- Electronic tablets
- Response slates
- Response cards

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Written Responses

Response Type

- Answers
- Sentence starter
- Writing frame
- Personal notes
- Highlighting - Underlining
- Brainstorming
- Quick writes
- Quick draws
- Warm-up activity (Do Now)
- Exit Ticket

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Written Responses

- **Written response**
 - Gauge length of written response to avoid “voids”
 - Make response fairly short OR
 - Make response “eternal”

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Written Responses

- **Response Slates** (white boards)
 - Give directive
 - Have students write answers on individual whiteboards
 - When adequate response time has been given, have students display slates
 - Give feedback to students

Note: “Virtual white boards” can be created using heavy sheet protectors or plastic plates

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Written Responses

Response cards

- Have students write possible responses on cards or paper or provide prepared cards
- Examples:
 - Simple responses: Yes, No, True - False; a.b.c.d., 1.2.3.4
 - Punctuation Marks: . ? ! , " " "
 - Branches of Government: Legislative, Executive, Judicial
 - Math Vocabulary Terms: perimeter, area
- Ask a question
- Have students select best response card
- Ask students to hold up response card
- Monitor responses and provide feedback

Note: Utilize a *Response Sheet*. Label sides: True, False; Agree, Disagree; yes no; a b c d.

Note: Electronic clickers or plickers can also be used.

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Summary - Informational Text

Chapter: _____ Topic: _____

In this section of the chapter, a number of critical points were made about ...

First, the authors pointed out that...

This was important because...

Next, the authors mentioned that...

Furthermore, they indicated...

This was critical because...

Finally, the authors suggested that...

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Summary - Informational Text – Example

- **Chapter:** *Drifting Continents*
- **Topic:** *Wegener's Theory*
- In this section of the chapter, a number of critical points were made about *Alfred Wegener's theory of continental drift*. First, the authors pointed out that *Wegener believed that all the continents were once joined together in a single landmass that drifted apart forming the continents of today*. This was important because *it explained why the outline of the continents as they are today fit together*. Next, the authors mentioned that *Wegener argued that there were many pieces of evidence supporting his theory of continental drift*. Furthermore, they indicated that *Wegener used evidence of similar landforms and fossils on different continents to prove his theory*. This was critical because *other scientists could validate this evidence*. Finally, the authors suggested that *despite this evidence, other scientists did not accept Wegener's theory because he could not explain the force that pushes and pulls the continent*.

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Summary – Narrative Frame

The title of this story was

The setting of the story was

..... was the main character of the story.

In the story, we learned that was

His/her main problem/conflict/goal was ...

At first, ... tried to resolve this problem/conflict/goal by ...

Later, he/she tried to resolve the problem/conflict/goal by...

In the end, the following happened: ...

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Summary – Narrative Example

The title of this story was *My Summer Vacation*. The setting of the story was a *cattle ranch in Texas during summer vacation*. Wallace was the main character of the story. We learned that *Wallace was a young city boy who was spending his summer with the crew on the ranch*. His main problem was that *he had to learn all of the skills of a wrangler such as how to move the cattle from one location to another and use a lasso properly*. At first, Wallace tried to resolve this problem by *carefully observing the ranch hands and mimicking their behaviors*. Later, he tried to resolve the problem by *asking the other wranglers, the ranch manager, and even the cook to teach him ranch skills*. In the end, the following happened: *Wallace stopped a stampede*.

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Summary - Video

Although I already knew that ...
I learned some new facts from the video titled ...
I learned ...
I also discovered that...
Another fact I learned was ...
However, the most important/interesting thing I became aware of was...

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Summary - Video

Although I already knew that *migrating Vaux Swifts gather in NW Portland, Oregon in the fall*, I learned some new facts from the video titled *Vaux Swifts*. I learned that *the Vaux Swifts can not perch like other song birds due to the structure of their claws. These birds either cling to the walls of a hollow tree or a chimney or fly*. I also discovered that *their natural habitat is declining, forcing them to sleep in chimneys*. Another fact I learned was that *up to 30,000 swifts gather at Chapman Elementary School where they dive down into the chimney at sunset*. However, the most interesting thing I became aware of was that *the children at the school are very supportive of the migrating Vaux Swifts. To protect the swifts in the school chimney, the heat is turned off until the swifts migrate, resulting in the students wearing sweaters and coats in class*.

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Compare and Contrast

... and ... are similar in a number of ways.
First, they both.....
Another critical similarity is ...
An equally important similarity is ...
Finally, they ...

The differences between ... and ... are also obvious.
The most important difference is ...
In addition, they are ...
In the final analysis, ... differs from ... in two major ways: ...

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Compare and Contrast - Example

Narrative and informative written products are similar in a number of ways. First, they both *have an author intent on sharing his/her ideas*. Another critical similarity is the *goal of informative and narrative writing: to communicate to a reader or group of readers*. An equally important similarity is that *both genre' utilize the words, mechanics, and grammar of the author's language*. Finally, *both are read on a daily basis across the world*.

The differences between *narrative and informative written products* are also obvious. The most important difference is *their purpose*. *Narratives convey a story, real or imagined, while informative products transmit information that the reader needs or is interested in learning*. In addition, they are *structured differently*. *The structure of a narrative is based on the elements of a story: settings, characters, the character's problems, attempts at resolving the problem, and finally its resolution*. In contrast, when writing an *informative product, authors organize the information into paragraphs each containing a topic and critical details*. In the final analysis, *narratives differ from informative text in two major ways: content and structure*.

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Explanation

There are a number of reasons why
The most important reason is...
Another reason is ...
A further reason is ...
So you can see why...

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Explanation - Why

There are a number of reasons *why non-native plants and animals damage the Great Lakes*. The most important reason is *that many invasive species take food from native species*. Another reason is *that some of the invasive, non-native species attach to docks and to boats, causing great damage*. A further reason is *that some non-native species clog water pipes, restricting the movement of water to industries and residences*. So you can see why *actions need to be taken to protect the Great Lakes from invasive, non-native plants and animals*.

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Analysis of Graphic

The title of this graphic is...
The type of graphic is ...
Its purpose is to ...
One critical observation that I made was...
This is important because ...
I reached a number of conclusions through my analysis of this graphic.
First,
Second,
Finally, ...

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Example Graphic – Social Studies

Western World - Holt Social Studies



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Analysis of Graphic

The title of this graphic is *Mexico's Trading Partners*. The type of graphic is a *pie graph*. Its purpose is to *convey information about Mexico's imports and exports in 2005*. One critical observation that I made was *that Mexico's major trade partner is the United States*. This is important because it *emphasizes the economic relationship between the United States and Mexico, its southern neighbor*. I reached a number of conclusions through my analysis of this graphic. First, *Mexico has a higher percentage (89%) of their exports going to the US than the percentage of imports (63%) coming into Mexico from the US*. Second, *10% of Mexico's imports come from Asian countries, China and Japan*. Finally, *it is obvious that Mexico's economy is very dependent on Mexico's relationship with the United States*.

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Problem-Solution

In this problem, we were asked to figure out...
Some information was already given including ... and ...
When creating a plan to solve this problem, I decided to follow a number of steps.
First, I...
Next, I...
Then, I ...
Finally, I ...
After following these steps, I determined that the answer was ...
To check this answer, I ...
Based on my verification of the answer, I am quite certain that it is accurate.

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Argument

Though not everybody would agree, I want to argue that...
I have several reasons for arguing this point of view.
My first reason is ...
A further reason is...
Furthermore...
Therefore, although some people might argue that ...
I have shown that ...

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Argument

Though not everybody would agree, I want to argue that *Andrew Jackson was not the president for the common man though he was the first US president not born into a rich family*. I have several reasons for arguing this point of view. My first reason is that *Jackson's policies called for the removal of Native Americans from their homelands in order to allow white settlers to take over native territories*. A further reason is that *while Jackson expanded suffrage to white men who did not have property, voting rights were not extended to women*. Furthermore, *Jackson was a plantation owner with at least 150 slaves*. Therefore, although some people might argue that *President Jackson, our 7th President, was the president for the common man because of his impoverished roots*, I have shown that *Jackson was NOT the president for Native Americans, women, or African Americans*.

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Exit Ticket

Name: _____
Directions: Complete _____ of these statements.

1. Today I learned...
2. I was surprised by...
3. The most useful thing I will take from this lesson is...
4. One thing I am not sure about is....
5. The main thing I want to find out more about is....
6. After this session, I feel...
7. I might have gotten more from this lesson if....

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Action Responses

- **Act out**
 - Students act out historical event, vocabulary term, concept, or process
 - Students participate in simulation
*Example: Stock market
United Nation*

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Action Responses

- **Gestures**
 - Students indicate answers with gestures
- **Facial expressions**
 - Students indicate answer with facial expression
 - Example: "Show me despondent." "Show me not despondent."
- **Hand signals**
 - Students indicate answer by holding up fingers to match numbered answer

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Action Responses

Hand signals

- Level of understanding
 - Students display one (no understanding) to five (clear understanding) fingers
 - Students place hand to indicate level of understanding (high-forehead, OK-neck, low-abdomen)

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Action Responses

Hand signals

1. Display numbered items on the screen
Example: 1. elude 2. intention 3. reluctant
2. Carefully introduce and model hand signals
3. Ask a question
4. Have students form answer (e.g., 3 fingers to indicate item #3) on their desks
5. When adequate thinking time has been given, have students hold up hand

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Passage Reading — *Silent Reading*

Augmented Silent Reading (Whisper Reading)

- Pose pre-reading question
- Tell students to read a certain amount and to reread material if they finish early
- Monitor students' reading
- Have individuals whisper-read to you
- Pose post-reading question

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Passage Reading - *Choral Reading*

Choral Reading

- Read selection with students
- Read at a moderate rate
- Provide precorrection. "Keep your voice with mine"

Older Readers: Chorally read wording on slide, directions, steps in strategy, initial part of story/chapter

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Passage Reading - *Cloze Reading*

Cloze Reading (delete word)

- Read selection
- Pause and delete "meaningful" words
- Have students read the deleted words

Older Readers: Use when you want to read something quickly and have everyone attending

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Passage Reading - *Cloze Reading*

Cloze Reading (delete portion of sentence)

- Read first part of a sentence.
- Have students read to the end punctuation of the sentence.

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Passage Reading - *Individual Turns*

Individual Turns

- Use with small groups
- Call on individual student in random order
- Vary amount of material read

If used with large group,

- Assign paragraphs for preview and practice OR
- Utilize the me or we strategy

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Passage Reading - *Partners*

Partner Reading

Assign each student a partner

Reader whisper reads to partner

Narrative - Partners alternate by sentence, page, or time

Informational text - Partners alternate by paragraph

Read - Stop - Respond

Coach corrects errors

- Ask - *Can you figure out this word?*
- Tell - *This word is _____. What word?*
Reread the sentence.

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Passage Reading - Partners

Scaffolding lowest readers

- First reader (better reader) reads material
Second reader reads the SAME material
- Lowest reader placed on triad and reads with another student
- Partners allowed to say "me" or "we"

Older readers: After initial part of story/chapter is read with class

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Learning is not a spectator sport

Many responses
Many responders

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May you thrive as an educator

How well you teach = How well they learn

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