THE MAGIC IS IN THE INSTRUCTION:

Delivery of Instruction

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Active Participation DVD Series: Elementary Level
Active Participation DVD Series: Secondary Level
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Big Ideas

Delivery of Instruction
- Elicit frequent responses
- Carefully monitor responses
- Provide feedback
- Maintain a brisk pace

Elicit frequent responses

- Opportunities to respond related to:
  - Increased academic achievement
  - Increased on-task behavior
  - Decreased behavioral challenges

Elicit frequent responses **- What?**

Opportunities to Respond

Verbal Responses
Written Responses
Action Responses

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

Elicit frequent responses -
How can students respond in a lesson?

Verbal Responses

Written Responses

Action Responses

Elicit frequent responses -
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.

Elicit frequent responses
Preview of Procedures

Verbal Response Procedures	**Inclusive Passage Reading**
Choral	Silent
Partners	Choral
Teams/Huddle Groups	Cloze
Individual	
Discussion	Partner
Written Response Procedures	Literacy Circles
Types of writing tasks	
Whiteboards (Tablets, Virtual Whiteboards)	
Action Response Procedures	**Use of Technology**
Acting out/Simulations	
Gestures	
Facial Expressions	
Hand Signals	
Response Cards/Response Sheets (Clickers, Plickers)	

Elicit frequent responses

The active participation procedure should:

1. Involve **all students**

2. Be **structured**

3. Allow adequate **thinking time**

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

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"

Verbal Responses - *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)*

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)

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)

Uses of Partners

1. **Responding to a question, task, or directive**

2. **Teaching information to a partner**

3. **Studying with a partner**

Partner Uses
Responding to a question, task, or directive

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

Partner Uses – Sentence Starters

Support student responding by providing **sentence starters** (stems).

In what ways are emperor penguins different from other birds you know about?

Begin by saying:

Emperor penguins are different from other birds in a number of ways. First, ……………

Partner Uses
Teaching Information

Teach information using:

- **graphic organizers**

- **worked math problems**

- **maps**

- **diagrams**

- **notes**

- **drawings**

- **vocabulary log**

Partner Uses
Studying with a partner

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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Partner Uses
Studying with a Partner

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

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

Verbal Responses - *Individual Turns*

- **Less desirable practices**

  #1. Calling on volunteers

  Guidelines:
  - Call on volunteers only when answer relates to personal experience

  - Don't call on volunteers when answer is product of instruction or reading

  - Randomly call on students

Verbal Responses - *Individual Turns*

Less desirable practices
  #2. Calling on inattentive students

  Guidelines:
  - Don't call on inattentive students
  - Wait to call on student when he/she is attentive

To regain attention of students:
  - Use physical proximity
  - Give directive to entire class
  - Ask students to complete quick, physical behavior

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

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

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.

Discussions

How to optimize participation in discussions
a. Provide a **well-designed question** or prompt to direct the discussion.

b. Establish **rules of conduct** for a discussion.

c. Have students **plan** their responses to the prompt before the discussion.

Discussions

d. Have students share their ideas with their **partners** before the discussion.

e. Scaffold the discussion with sentence starters.

f. Discuss in groups of four to six members.
- One person shares their answer.
- Others respond with agree or disagree OR
- Others ask clarifying questions

Discussions

Discussion sentence starters

Disagreeing

I disagree with _____ because _____.

I disagree with _____.   I think _____.

Agreeing

I agree with _____ because _____.

I agree with _____ and I also think _____.

Discussion sentence starters
Adapted from presentation by Kate Kinsella, Ph.D.

Agreeing

My idea is similar to _____ idea. I think_____.

My ideas expand on _____ idea. I think _____.

I agree with _____ and want to add_____.

Disagreeing

I don't agree with _____ because _____.

I have a different perspective from _____. I think_____.

My views are different from _____. I believe_____.

Discussion sentence starters
Adapted from presentation by Kate Kinsella, Ph.D.

Clarifying

Will you please explain _____.

What did you mean when you stated _____.

Could you please clarify your idea for me

Paraphrasing

What I hear you saying is _____.

So you believe _____.

Written Responses

Materials

- Paper
- Graph paper
- Graphic organizers
- Journals
- Vocabulary logs
- Post - its
- Posters

- Computers
- Electronic tablets
- Response slates
- Response cards

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

Written Responses

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

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.

  Note: If ipad tablets are used by students, a "virtual white board" app can be used.

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., I.2.3.4
  Punctuation Marks: . ? ! ,
  Parts of Speech: Noun, Verb, Adjective, Adverb

- 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; 1 2 3 4; yes no; agree disagree

Note: Use clickers or plickers.

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…

Summary - Informational Text

- **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.*

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: …

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.*

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...

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.*

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: ...

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.*

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...

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.*

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 …

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.*

Action Responses

- **Gestures**
  - Students indicate answers with gestures
  - Example: Adding gestures when teaching narrative paragraphs.

    "Add a paragraph when there is a change in the <u>speaker</u>, <u>setting</u>, <u>situation</u>, or <u>time</u>."

Action Responses

- **Facial expressions**
  - Students indicate answer with facial expression

  - Example: "Show me <u>despondent</u>."
    "Show me <u>not despondent</u>."

Action Responses

- **Hand signals**
  - Students indicate answer by holding up fingers to match numbered answer

  - Level of understanding – **Fist to Five**

    - Students display fist (no understanding) to five (clear understanding) fingers

Action Responses

Hand signals

1. Display numbered items on the screen

   Example: 1. intention
   2. reluctant
   3. swift

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

Monitor Student Responses

Choral Responses	Listen to all Hone in on responses of lower performing students
Partner Responses	Circulate Look at responses Listen to responses
Individual Responses	Listen carefully
Response Slates Response Cards Hand Signals	Look carefully at slates, cards, or hand signals when held up
Written Responses	Circulate Look at responses
Action Responses	Look at responses

Circulate and Monitor

- **Walk around**

- **Look around**

- **Talk around**

Provide Feedback

Goal of Feedback:
- **close gap between current performance and desired response**
- **by informing students**
  - if response is correct or incorrect
  - if understanding is correct or flawed
  - **what can be done to improve performance**

(Hattie, 2012; Hattie & Timperley, 2007; Hattie & Yates, 2014; Lenz, Ellis, & Sadler, 1989; Wiliam, 2011;)
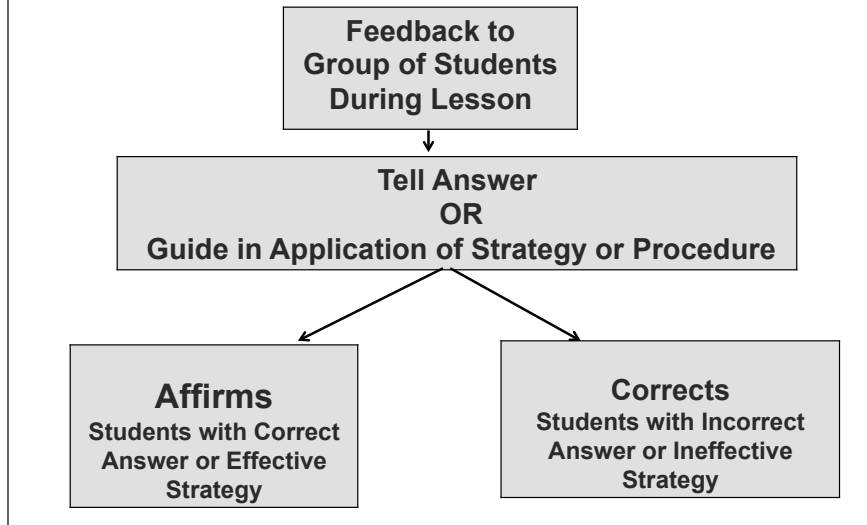
Provide Feedback – WHY?
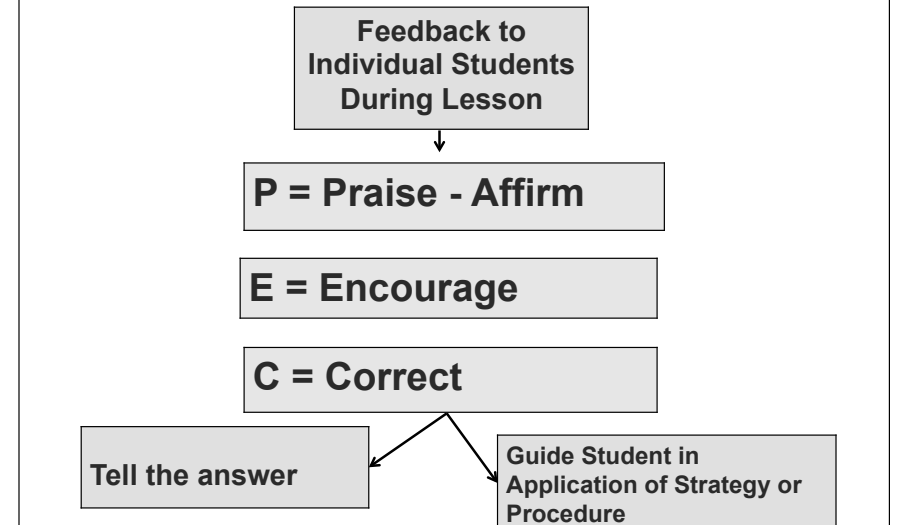
Hattie Effect Size for Quality Feedback – 0.75

"There is a preponderance of evidence that feedback is a powerful influence in the development of learning outcomes."

Hattie & Gan, 2011

Examples of Feedback – To Group

Feedback to Group of Students During Lesson

↓

Tell Answer OR Guide in Application of Strategy or Procedure

Affirms
Students with Correct Answer or Effective Strategy

Corrects
Students with Incorrect Answer or Ineffective Strategy

Examples of Feedback

Feedback to Individual Students During Lesson

↓

P = Praise - Affirm

E = Encourage

C = Correct

Tell the answer

Guide Student in Application of Strategy or Procedure

Provide Feedback

"Instruction is more effective than feedback. Feedback can only build on something; it is of little value when there is no initial learning or surface information." (Hattie & Timperley, 2007)

Maintain a brisk pace

- Prepare for the lesson.

- Use instructional routines.

- When you get a response, move on.

- Avoid verbosity.

- Avoid digressions.

TEACH WITH PASSION

MANAGE WITH COMPASSION

How well you teach =

How well they learn