

# Active Participation for Effective Delivery of Instruction

“The teacher – what we do or don’t do – is the *key predictor* of student attention/engagement!” Anita Archer

## Best Practices for Increased Engagement

- ‘Anticipate and Remove’ factors that will negatively impact attention.
- Teach behavioral expectations to students – tell, show, practice.
- Use room arrangements that foster engagement (e.g., desks in pairs facing front).
- Have routines ~ students should always know what to do and how to do it.
- Be positive.

## Delivery of Instruction - Gain and Maintain Student Attention

- Use some kind of signal ~ “One-two-three, eyes on me”, etc.
- Elicit student responses ~ **most important key to maintaining attention.**
- Use a perky pace.
- Maintain close proximity to students.
- Connect with students ~ give eye contact, smile, use their names, monitor.
- Add delight and humor.
- Teach with enthusiasm.

“It’s not what you say or do that ultimately matters... It **IS** what you get the students to do as a result of what you said and did that counts.” Anita Archer

Opportunities to Respond ~ to ensure learning for *all* students, increase the number of opportunities students have to actively participate in the lesson. Opportunities to respond results in:

- Increased academic achievement
- Increased on-task behavior
- Decreased behavioral challenges

**When possible use procedures that result in *all* students responding!**

Ways to Respond:

- Verbal Responses
- Written Responses
- Action Responses

## Verbal Responses

### Partners

#### Procedure

- Teacher assigns partners.
- Pair lower performing students with middle performing students.
- Give partners a number.
- Sit partners next to each other.
- Utilize triads when appropriate (e.g., student needs more support – ELL, sped, TAG, behavior).

#### Partner Hints:

- Teach students how to work together (e.g., LOOK-LEAN-WHISPER).
- Teach students how to give and receive encouragement.
- Primary students – come to “rug area” with desk partner.
- Small groups – tape cards on table with #1/#2 and arrows pointing to each partner.
- Change partnerships occasionally (every 3 – 6 weeks).
- Join two partnerships to form cooperative teams.

#### Uses of Partners

- Say answer to partner (see *Think-Pair-Share*).
- Retell content of lesson using a graphic organizer.
- Brainstorm (*Think-Pair-Share*).
- Teach – Pause (see *Study, Tell, Help, Check*).
- Explain process, strategy, or algorithm using examples.
- Read to or with partner.
- See if directions were followed.
- Assist during independent work.
- Give feedback on written work.

### Choral Responses

#### ❖ Students are looking at teacher:

- Ask a question.
- Put up your hands to indicate silence.
- Give think time.
- Lower your hands as you say, “Everyone”.

#### ❖ Students are looking at a common stimulus

- Point to the stimulus
- Ask a question
- Give think time
- Tap for a response

#### ❖ Students are looking at own book/paper

- Ask a question
- Use an auditory signal (“Everyone”)

#### Hints for choral responses:

1. Give adequate think time
2. Have students indicate when they have had enough think time (e.g., thumbs up OR look at you)
3. If students don’t respond or if they blurt out, repeat

#### Benefits of using choral responses:

1. Increases responses for all
2. Allows teacher to monitor all
3. Allows teacher to adjust instruction
4. Allows for think time
5. Safer for students

## Verbal Responses ~ continued

### Think-Pair-Share

#### 1. Think

- In partners, students think and record responses.
- As students write, move around room and record ideas and names on an overhead.

#### 2. Pair

- Partners share ideas. Have them record partner's best ideas.
- Move around room and continue to record ideas on overhead as students share.

#### 3. Share

- Use overhead to share with the class.

### Study, Tell, Help, Check

- Study ~ Give students a minute or two to study the material that you have presented. This might entail reading notes, text material, or a handout.
- Tell ~ Have one partner tell all they remember about the topic. The other partner can count or tally the ideas.
- Help ~ Have second partner assist by:
  1. Ask questions
  2. Give hints
  3. Tell additional information they recall
- Check ~ When partners have exhausted all recalled information, they then check notes, text material, or handouts.

### Guidelines for Individual Turns

#### 1. Calling on volunteers:

- Use only when the answer is a product of personal experience.
- Do not use when the answer is a product of instruction or reading. Expect that ALL students can answer - use choral response or a partner strategy.

#### 2. Using individual turns to involve all students:

- *Do partner work first* ~ Have students share answers with partners and THEN call on an individual.
- *Ask the question first* ~ Ask a question, give think time, and then call on an individual. (Name cards or sticks can be used to call on the individuals.)
- *Whip Around or Pass* ~ Use when there are many possible answers. Ask question, give think time, start at any location and have students quickly give answers in a predetermined order, without commenting. If students do not have a response, they say "pass".

#### 3. If a student is called on and says, "I don't know":

- Guide student to correct answer by asking questions.
- Have student consult with partner.
- Have student refer to his/her book.
- Have student tell the "best" of previous answers.
- Tell student an answer.

## Written Responses

### General Guidelines

1. Gauge the length of written response to avoid “voids”:
  - Make the response fairly short.
  - Make the response “eternal”.
2. To keep students from “sneaking” ahead:
  - Expose limited items on overhead.
  - Have students put down their pencils to indicate completion.
  - Have students turn over papers to indicate completion.
3. Move around the room examining written responses and giving feedback

### Response Cards

- Have students write possible responses on cards/paper or provide them with prepared cards.
- Examples:
  - Simple Responses ~ Yes/No,
  - Agree/Disagree, True/False
  - Graphemes ~ sh, wh, ch, th
  - Punctuation Marks ~ . ? !
  - Math Operations ~ +, x, -
  - Content Area Terms ~ Science (igneous, sedimentary, metamorphic); Language Arts (fiction, nonfiction).
- Ask a question.
- To indicate ready to respond, students select best response card and hold under chin.
- Ask students to hold up response card.
- Carefully monitor responses and provide feedback.

### Response Slates

- Give a directive/ask a question.
- Have students write answers on individual whiteboards, slates, or chalkboards.
- Provide adequate response time.
- Students display slates.
- Give feedback to students.

## Action Responses

### Touch Stimulus

- To increase attention given to a stimulus, ask students to “put their finger” on the stimulus.

### Act Out

- Students act out a story, vocabulary term, concept, or process.

### Gestures

- Students use gestures to indicate an answer or to facilitate recall of process.
- Examples:
  - “Hold up a finger for each sound in the word *last*.”
  - “Make a composite volcano.”
  - “325 - Hold up your fingers to tell me how many digits.”

### Facial Expressions

- Students indicate an answer by changing facial expression.
- Example: “Show me ‘glum’.  
Show me ‘not glum’.”

### Hand Signals

- Use thumbs up/thumbs down to indicate yes/no or agree/disagree.
- Use hand signal to show level of understanding ~ High (touch head), Okay (touch throat), Low (touch stomach).
- Write items on board/overhead and number them. (e.g., 1. concentrate, 2. absurd, 3. enemy, 4. disgusting)
  - Carefully introduce and model hand signals
  - Ask a question. Have students form answers on their desk.
  - When adequate think time has been given, have students hold up fingers to show response.