ENGAGEMENT: THE ROLE OF STUDENT VOICE

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IDEAS FOR INCREASING STUDENT VOICE: META-COGNITION

A. BEFORE A LESSON (DISCUSSION)

1. WHAT ARE WE LEARNING?
2. WHY ARE WE LEARNING IT?
3. HOW ARE WE GOING TO LEARN IT?

B. AFTER A LESSON (DISCUSSION, EXIT TICKETS, OR LEARNING LOGS)

1. WHAT DID WE WORK ON?
2. WHAT DID WE ACCOMPLISH?
3. WHAT DO YOU THINK ABOUT THE MATERIAL WE COVERED? WHY?
4. WHAT DO YOU THINK ABOUT HOW YOU PERFORMED? WHY?
5. HOW DO YOU FEEL ABOUT THE LESSON OR THE CLASS SESSION? WHY?

C. AFTER AN ASSESSMENT (FEEDBACK DISCUSSION, INDIVIDUAL DATA CHART, LEARNING LOGS)

1. HOW DID YOU DO? (RELATIVE TO A TARGET, IF POSSIBLE)
2. HOW DO YOU WANT TO DO NEXT TIME? (NEW TARGET)
3. HOW ARE YOU GOING TO GET THERE? (FUTURE STRATEGIES, CHANGES, & COMMITMENTS)

E. DURING THE SEMESTER

1. STUDENT SELF-EVALUATION OPPORTUNITIES
2. STUDENT PEER-EVALUATION OPPORTUNITIES
3. TEACHER-STUDENT GENERATED LIST OF IDEAS FOR DOING BETTER (HOW TO READ A CHAPTER, STUDY FOR TEST, WRITE A PAPER, WORK IN A GROUP, LEARN VOCABULARY, GET HELP, ETC.)
4. ANONYMOUS STUDENT SURVEYS RELATED TO THE CLASS
5. TEACHER INTERVIEWS OR FOCUS GROUPS RELATED TO THE CLASS

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IDEAS FOR INCREASING STUDENT VOICE: COGNITION

1. **CHORAL RESPONSE** - OF CORRECT ANSWERS, KEY VOCABULARY, KEY PHRASES, KEY FORMULAS, ETC. ELICITED AT THE BEGINNING, DURING, AND AT THE END OF EVERY LESSON.

2. **HEADS TOGETHER** – TO ANSWER TEACHER QUESTIONS. THE TEACHER CAN “SEED” THE CONVERSATION WITH KEY VOCABULARY THAT SHOULD BE USED IN THE PAIRED DISCUSSION AND IN THE ANSWER.

3. **GROUP WORK** – TO SOLVE PROBLEMS AND PRODUCE CLASSROOM PRODUCTS. THE TEACHER CAN “SEED” THE CONVERSATION WITH KEY VOCABULARY THAT SHOULD BE USED IN PRODUCING AND PRESENTING THE PROBLEM, ANSWERS, OR PRODUCT.

4. **SENTENCE FRAMES** – TEACH AND POST STRUCTURES FOR STUDENTS TO USE WHILE ANSWERING QUESTIONS IN COMPLETE SENTENCES. DEVELOP AND ASSIGN THEM FOR A SPECIFIC LESSON AND/OR ADD 2-3 PER MONTH ON A “PARKING LOT” CHART FOR USE THROUGHOUT THE YEAR.

5. **DISPLAY QUESTIONS** – QUESTIONS THE TEACHER ASKS THAT THE TEACHER KNOWS THE ANSWER TO. THEY’RE USED TO CHECK FOR UNDERSTANDING. STUDENTS SHOULD RESPOND IN COMPLETE SENTENCES ORALLY AND/OR ON WHITE BOARDS, AND THE WHOLE CLASS CAN REPEAT IN A CHORAL RESPONSE.

6. **REFERENTIAL QUESTIONS** – QUESTIONS A TEACHER ASKS THAT THE TEACHER DOES NOT KNOW THE ANSWER TO. THEY’RE OPEN-ENDED, ASKING FOR STUDENTS’ OPINIONS, STATEMENTS OF PERSONAL EXPERIENCES, LIKES & DISLIKES, BELIEFS, VALUES, HOPES, GUESSES, WONDERINGS, HYPOTHESES, ETC.

7. **“GENERATIVE” ACTIVITIES:**
   
   A. CREATE A GROUP SUMMARY OF A UNIT & PRESENT IT TO THE CLASS
   B. HAVE STUDENTS GENERATE THEIR OWN QUESTIONS ABOUT A UNIT AND QUIZ THE REST OF THE CLASS WITH THEM OR INCLUDE THEM ON THE NEXT TEST.
   C. HAVE STUDENTS GENERATE THEIR OWN EXAMPLES OF WHAT’S BEING STUDIED THROUGH “SLOT SUBSTITUTION GROW LISTS:” GRAMMAR & PUNCTUATION, MATH PROBLEMS, VOCABULARY, LITERARY DEVICES SUCH AS METAPHORS, EXPERIMENTS, ETC.

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### CLASSROOM TALK DURING A TYPICAL LESSON

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<th>LESSON PHASE</th>
<th>TEACHER</th>
<th>STUDENTS</th>
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| **BEGINNING** | - State objectives of lesson  
- Set it up or pose it as “doable,” “learnable”  
- Telegraph “mastery,” not just completion: “We’re getting better!”  
- Explain and/or ask students about the “what,” “why,” & “how” of the lesson  
- Ask for student input, questions, suggestions, preferences, etc.  
- Preview the lesson & activate background knowledge  
- If you can’t make it relevant to students’ everyday lives or their future, set up a question to be answered, a problem to be solved, or a conflict to be resolved related to the material. | - Choral response of lesson objective & key vocabulary  
- Answers to questions to activate background knowledge using Every Student Every Time strategies  
- Opportunity to ask questions or ask for clarification about today’s objective, content, materials or activities.  
- Opportunity to make suggestions or choices about the lesson |
| **MIDDLE** | - Lecture or explain the material  
- Provide “worked examples” & modeling where possible  
- Ask “display” questions for checking for understanding  
- Ask “referential” questions to offer students voice  
- Use proximity to give supportive feedback while walking among students during paired or group work | - Choral response of key vocabulary, phrases, formulas, operations, sequences, rules, etc.  
- Heads together & group work (with key vocabulary “seeded” by teacher to be used in students’ discussions)  
- Answers to teacher’s display & referential questions (in complete sentences, using key vocabulary and sentence frames as appropriate)  
- White board responses to questions |
| **END** | - Prompt students to discuss and write about what was learned  
- Prompt students to write personal responses and self-evaluations related to the lesson  
- Preview or model any homework assignment  
- Ask for input, questions, or suggestions about today’s session  
- Give a mini-oral or written quiz on the day’s lesson | - Exit slips or learning log entries  
- Brief discussion of what was learned reviewed in pairs, groups, or as a whole-class  
- Personal responses offered orally or in writing about lesson content  
- Personal responses offered orally or in writing about what was learned or how it felt  
- Opportunities for written and/or oral self-evaluation of class participation and learning |
ENGAGEMENT CAMPAIGN
ACTION PLAN

BEGINNING OF THE YEAR – SUMMER/FALL

1. Bookend every lesson:
   a. What are we going to learn? Why are we going to learn it? - Supported by student choral response
      Some student choice regarding focus of the lesson, sequence of activities or topics, mode, e.g., whole
      class, pairs, groups, individuals, etc.
   b. What did we cover? Did we learn it? Supported by white board quizzes, learning log entries, exit tickets,
      thumbs up/down questions, personal responses, etc.

2. Class management routines:
   a. Students define what class rules look like and sound like and what they don’t look like and sound like.
   b. Students get to know each other and the teacher as people, not just as “students” and “teacher.”
   c. The teacher takes the time for brief social discussions and interactions with students daily.
   d. Students have a “say” in what makes an effective teacher.
   e. Students have a “say” in what makes an effective student.
   f. Students have a “say” in what gets included or emphasized in the year’s syllabus or curriculum.

3. Teaching routines
   a. Repeat after me orally: Choral Response
   b. Repeat after me in writing: Dictation

DURING THE YEAR – FALL/WINTER

1. Heads together
   a. Every student answers every question every time.
   b. Students generate questions daily: how, why, for tests, quizzes, practice tests, and team competitions.
   c. Students practice filling slots in sentence frames: monthly campaign and/or by unit.
d. Students generate their own math problems by changing out one variable at a time.

e. Students generate original sentences or phrases to practice punctuation and grammar.

2. Feedback

   a. Individual Student Data Charts – bar graphs with targets
   b. Class data wall – Whole-class bar graphs and Hi-Gain T-charts
   c. Test Chats for annual, formative, and unit assessments

3. Writing

   a. Published, informative writing monthly based on student choice
   b. Summaries & personal responses supported by “Why.”
   c. Student surveys of how things are going: learning, class, teacher, school, etc.

4. Reading

   a. Pleasure reading campaign based entirely on student interest and choice
   b. Students discuss with the teacher and each other their readings.

NEAR THE END OF THE YEAR – SPRING/SUMMER

1. Class lesson on “effort” vs. “talent” and a “growth mindset”

2. Standards-based team projects

   a. At least one during the last 6 weeks of school
   b. Resulting in an authentic knowledge product
   c. Presented in public

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