ELICITING STUDENT ENGAGEMENT

SCSD Summer Summit 2017
Crosswalk Education
AGENDA

1. Welcome!
2. Video: Typical Questioning
3. How Can We Increase Student Engagement Via Questioning Techniques?
4. Eliciting Student Responses:
   • Oral Responses
   • Written Responses
   • Action Responses
5. Video: Analysis & Recommendations
6. Increasing Student Engagement During Text Reading
7. Closing
Essential Terms and Background Information

Ask students if they know what a rabbi is. Ask them to repeat the word *rabbi*. Explain that a rabbi is a person who is trained to be a teacher or advisor in the Jewish religion. Tell students that Yiddish was the language used long ago by Jewish people, and many Yiddish phrases are still common today. Tell students that there is a rabbi and two Yiddish phrases in today’s story:

*kvetches*—a Yiddish word for *complains* or *whines*

*oy vey!*—a Yiddish term of dismay, such as “oh woe” or “woe is me;” it translates loosely to “how terrible”
EFFECTIVE TEACHERS

1. Require frequent student responses, avoiding unnecessary scaffolding
2. Provide students multiple opportunities to apply skills that generalize to new contexts
3. Monitor student performance carefully
4. Provide immediate and corrective feedback
FREQUENT RESPONSES

Improve attentiveness & motivation
Increase retention & mastery
Enhance lesson clarity

When students are actively engaged and successful, rates of inappropriate behavior decrease and student mastery increases
RESPONSE GOALS

Increased
• Opportunities for every student to respond
• Number of students participating in the lesson
• Student mastery

Decreased off-task and disruptive behavior
RESPONSE TYPES

1. Oral

2. Written

3. Action
ORAL RESPONSES

Unison responses
Partner responses
Team responses
Carefully designed individual responses
UNISON RESPONSES

• Best type of response for providing massed practice to build mastery
• Used when all students will answer using the same wording
• Cued by a signal
• Provides instant feedback about mastery

“Everybody” → pose the question → think time → signal
PARTNER RESPONSES

• Used with designated partners when wording is long or answers may vary

• Not as efficient as unison responses in providing practice, but does provide multiple opportunities to respond

• Difficult for the teacher to determine proficiency

• Quality of partner feedback is typically not as high as teacher feedback
PROCEDURES

Teacher selects partners
  • Match lowest students with middle students
  • Designate Partner A or B

Teach students how to work w/ partners
  • Looks Like / Sounds Like chart
  • Look, lean, whisper
  • Sit next to each other instead of across from each other

Provide sentence starters
  • Quicker initiation
  • More likely to stay on topic
PARTNER RESPONSE TYPES

Think – Pair – Share

Think and Write – Pair and Write – Share

Study – Tell – Help – Check
TEAM RESPONSES

• Cooperative learning
• Requires more time per question
• Appropriate for more complex, problem-based questions when wording may be long or multi-step
• Numbered Heads Together
• Should never be used as a sole method of instruction – always integrate its use after explicit instruction
INDIVIDUAL TURNS

• Often over-utilized by teachers
• Highly **inefficient** for student practice
• Effective to use to assess student mastery
• “Teaching the best and leaving the rest”
• Volunteers are appropriate when the answer pertains to students’ background knowledge or experiences
RESPONSE ANALYSIS

In the following video, tally the following:

How many opportunities does the female student in the brown shirt have the opportunity to respond **without** the teacher modeling or leading the response?
WHEN A STUDENT CAN’T RESPOND

Avoid going on a fishing expedition

Provide an immediate error correction
  • Tell the student the answer and provide 3-4 delayed tests
  • Direct the student’s attention to the exact place in the book that has the answer

Part firming
  • Break down the task into easier steps
WRITTEN RESPONSES

Use judiciously

Efficiency is limited by the student’s writing speed

Complete 1 problem at a time and provide corrective feedback before moving on to the next problem
WRITTEN RESPONSE TYPES

Response Cards

• Pre-printed with possible answers
• Teacher asks a question and students hold up the corresponding answer card
• Use a signal to minimize lower-performing students copying their peers
• Choose when the number of potential answers is limited

Response Slates

• Students record the answer on a mini board
• Ask the question, provide think time and writing time, and then signal for students to hold up their slates
• Choose when answers are longer or more divergent or when you don’t want the student to use a process of elimination
“Let’s review our sounds. Yesterday we discussed a new way to spell the sound /ēēē/. Write that spelling.”

“Show me.” (Monitor and correct as necessary)

“Boards down. Partner A, tell your partner another way to spell the sound /ēēē/.”

“Partner Bs – what is the other way we learned to spell /ēēē/? Get ready.” (Signal and verify)
ACTION RESPONSES

- Touching
- Acting Out
- Hand Signals
ENGAGEMENT CONSIDERATIONS

Number of responses per minute
Percentage of students responding
Percentage of questions answered correctly
APPLICATION

Working with a partner, modify 1st Grade Unit 2 L3 to elicit a higher student response rate.
KEEP IN MIND

The goal is to increase the number of successful responses since high success rates correlate to increased learning.

Prerequisite skills must be taught before introducing a new strategy or skill.

Pre-correct possible misconceptions.