

## Getting Active Participation Strategies ACTIVE!

Explicit Instruction Academy  
Follow-up Webinar with Anita Archer  
January 12, 2018

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## Getting Active Participation Strategies ACTIVE!

- All *Explicit Instruction* Trainers are well aware of the importance of active participation and the various strategies that can be implemented K–12. As reported by numerous trainers, the real challenge is moving from knowledge to consistent implementation of engagement strategies. In this webinar, Dr. Archer will roll out a menu of procedures that have been successful in increasing students' opportunities to respond and on-task behavior.
- Start the New Year with this webinar.

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## Resources

- Additional information can be found in Chapter 6 of this book: Archer, A., & Hughes, C. (2011). *Explicit Instruction: Effective and Efficient Teaching*. NY: Guilford Publications.
- Videos that illustrate explicit instruction can be found on this website: [www.explicitinstruction.org](http://www.explicitinstruction.org)
- The following DVD Series on Active Participation are published by Pacific Northwest Publishing. Each series contains short video sessions (15 – 10 minutes) that can be used for professional development at staff meetings. A manual provides guidance to the instructional leader.
  - Active Participation DVD Series Elementary Level*
  - Active Participation DVD Series Secondary Level (Middle School)*

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## Implementation: Active Participation

- **School-wide Implementation**
- **Individual Teacher Implementation**

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**Implementation: Active Participation**

## **School-wide Implementation**

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**Implementation: Active Participation**

**School-wide Implementation**

**Big Idea #1: Link to Learning**

**Big Idea #2: Introduce Incrementally**

**Big Idea #3: Activate the Village**

**Big Idea #4: Maintain it as a Priority**

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**Implementation: Active Participation**

**School-wide Implementation**

**Big Idea #1: Link to Learning**

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**Active Participation Implementation:  
Big Idea #1: Link to Learning**

**Inclusive Active Participation**

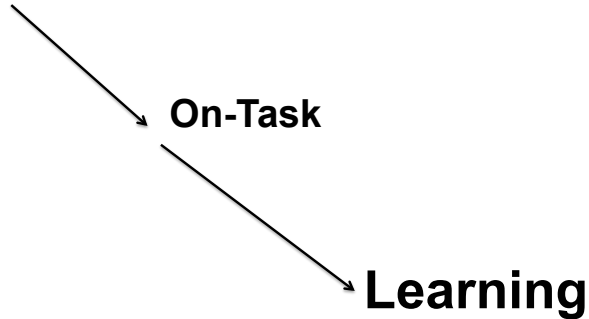
→ **Engagement**

→ **Learning**

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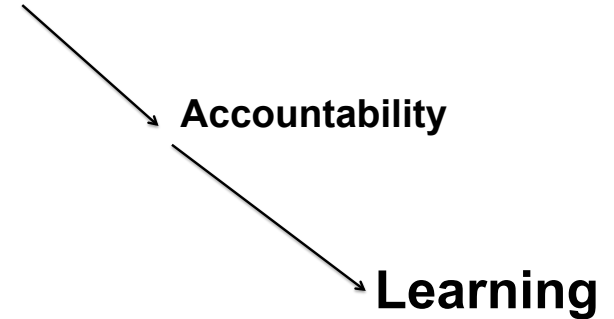
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Big Idea #1: Link to Learning**

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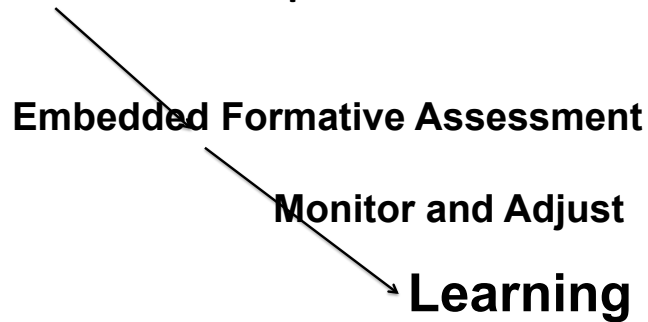
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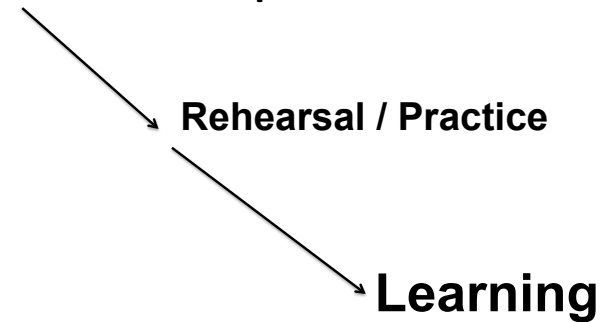
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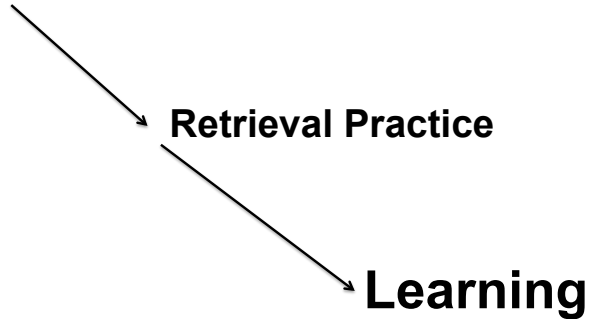
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## Active Participation Implementation: Big Idea #1: Link to Learning

Inclusive Active Participation



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## Implementation: Active Participation

School-wide Implementation

Big Idea #2: Introduce Incrementally

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## Active Participation Implementation: Big Idea #2: Introduce Incrementally

Select a limited number of active participation strategies that are:

- **Useful** across grades and subjects
- **Efficient**
  - High outcome/Low Prep
- **Effective**
  - Results in greater student **LEARNING**
  - **Strengthens Teacher-Student Relationship**

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## Active Participation Implementation: Big Idea #2: Introduce Incrementally

### Session 1: Content

- Brainstorm importance of eliciting frequent responses
- Link active participation to learning
- Introduce over-arching guidelines for active participation

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## Active Participation Implementation: Big Idea #2: Introduce Incrementally

### Session 1:

- Introduce **over-arching guidelines** for active participation
  - 1. Elicit frequent responses
  - 2. Include all students in responding
    - NOT calling on volunteers
    - NOT calling on inattentive students
    - Call on individuals after they have shared with partners
  - 3. Structure active participation practices
  - 4. Provide adequate think time

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## Active Participation Implementation: Big Idea #2: Introduce Incrementally

### Session 1:

- Brainstorm current active participation procedures (verbal, written, action)

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## Active Participation Implementation: Big Idea #2: Introduce Incrementally

### Session 2:

- **For each active participation procedure**
  - Introduce the procedure (What)
  - Discuss benefit of procedure (Why)
  - Discuss when it might be used (When)
  - Model the procedure
  - Provide practice of procedure
  - (Optional) Show video that contains practice

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## Active Participation Implementation: Big Idea #2: Introduce Incrementally

### Session 2:

#### Choral Responses

#### Partner Responses

- Brainstorming - Think-Pair-Share
- Answering questions – Think – Pair – Share
- Teaching information to partner
- Studying with partner

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## Active Participation Implementation: Big Idea #2: Introduce Incrementally

### Session 3:

#### REVIEW

- Review choral responses
- Review partner responses
- Review just saying NO to calling on volunteers and inattentive students

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## Active Participation Implementation: Big Idea #2: Introduce Incrementally

### Session 3:

#### NEW – Individual Turns – Verbal Answers

- **Partner First** (Stand and Deliver)
- **Question First** (Stand and Deliver)
- **Procedures for Random Turns**
  - Sticks in a Can
  - Electronic Selection
- **Whip Around or Pass**

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## Active Participation Implementation: Big Idea #2: Introduce Incrementally

### Session 4:

#### Review

- Choral Responses
- Partner Responses
- Individual Verbal Responses
- Partner First
- Question First
- Procedures for Random Turns
  - Sticks in a Can
  - Electronic Selection
- Whip Around or Pass

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## Active Participation Implementation: Big Idea #2: Introduce Incrementally

### Session 4:

#### New – Hold-Ups

- White Boards
- Response Cards
  - General
  - Content Specific
- Hand Signals
  - Thumbs up/Down
  - Fingers match number

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## Active Participation Implementation: Big Idea #2: Introduce Incrementally

### Session 5:

#### Review –

- Choral Responses
- Partner Responses

#### Hold-ups

- White Boards
- Response Cards
- Hand Signals

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## Active Participation Implementation: Big Idea #2: Introduce Incrementally

### Session 5:

#### New –

##### – Discussions

- Engaging prompts for discussion
- Rules of conduct
- Procedure
  - Prompt
  - Plan
  - Partner Share
  - Participate – Huddle Group

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## Active Participation Implementation: Big Idea #2: Introduce Incrementally

### Session 6:

#### Review –

- Discussions
  - Prompt for discussion
  - Rules of conduct
  - Procedures
    - Prompt
    - Plan
    - Partner Share
    - Participate – Huddle Group

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## Active Participation Implementation: Big Idea #2: Introduce Incrementally

### Session 6:

#### New – Reading procedures for Large and Small Groups

- Whisper Reading (Silent Reading)
- Echo Reading
- Choral Reading
- Cloze Reading
- Partner Reading
- Team Reading

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## Active Participation Implementation: Big Idea #2: Introduce Incrementally

### Session 7:

#### Review – Reading procedures

- Whisper Reading (Silent Reading)
- Echo Reading
- Choral Reading
- Cloze Reading
- Partner Reading
- Team Reading

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## Active Participation Implementation: Big Idea #2: Introduce Incrementally

### Session 7:

#### New – Written Active Participation Procedures

#### Response Type

- Answers
- Sentences
  - Because – But – So
  - Sentence Expanding
  - Sentence Combining
  - Sentence Starter (Sentence Stem)
- Paragraph Writing Frames

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## Active Participation Implementation: Big Idea #2: Introduce Incrementally

### Session 7:

#### New – Written Active Participation Procedures

#### Response Type

- ◆ Personal notes
- ◆ Highlighting – Underlining
- ◆ Marking the Text
- ◆ Quick writes
- ◆ Quick draws
- ◆ Warm-up activity (Do Now)
- ◆ Exit Ticket

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## Active Participation Implementation: Big Idea #2: Introduce Incrementally

### Session 8:

#### Review – Written Active Participation Procedures

#### New – Actions

- Stand/Sit
- Move
- Touch
- Clap ... Snap ... Stomp ... Tap ...
- Act out
- Gesture
- Use facial expressions
- Use Clickers
- Use Plickers

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## **Implementation: Active Participation**

### **School-wide Implementation**

#### **Big Idea #3: Activate the Village**

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Implementation: Active Participation:

## **Big Idea # 3**

**It Takes a Village and ALL of the Residents**

**Grade Level Teams/Departments**

**Administration**

**Coaches**

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Implementation: Active Participation:

## **Big Idea # 3**

**It Takes a Village and ALL of the Residents**

### **Grade Level Teams/Departments**

- Learn – Apply – Share
- Learn – Annotate Curriculum – Apply - Share
- Learn – Apply – Video - Share
- Learn – Apply – Observe – Share
- Share additional procedures

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Implementation: Active Participation:

## **Big Idea # 3**

**It Takes a Village and ALL of the Residents**

### **Administrators (Instructional Leaders)**

- Make active participation and engagement a school focus
- Attend and Participate in all trainings (Sit in the front)
- Present at trainings
- Utilize active participation procedures in staff meetings
- Engage in targeted walk-throughs focused on active participation

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## Implementation: Active Participation:

### Big Idea # 3

It Takes a Village and ALL of the Residents

#### Administrators (Instructional Leaders)

- Include *Active Participation Reminders* in staff newsletters
- Encourage the filming of short videos to illustrate active participation procedures
- Review video with staff member
- Establish a bank of videos
- Encourage staff members to observe peers with expertise in active participation

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## Implementation: Active Participation:

### Big Idea # 3

It Takes a Village and ALL of the Residents

#### Coaches (Instructional Leaders)

- Make active participation and engagement a coaching focus
- Attend and Participate in all trainings (Sit in the front)
- Present at trainings
- Focus on active participation procedures in grade-level meetings
  - Review procedures with team members
  - Have team members describe how they are using procedures
  - Annotate lessons

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## Implementation: Active Participation:

### Big Idea # 3

It Takes a Village and ALL of the Residents

#### Coaches (Instructional Leaders)

- Encourage team members to observe peers who have expertise in active participation
- Engage in targeted walk-throughs focused on active participation with administrators
- Encourage the filming of short videos to illustrate active participation procedures

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## Implementation: Active Participation:

### Big Idea # 3

It Takes a Village and ALL of the Residents

#### Coaches (Instructional Leaders)

- **Demonstrate Active Participation Strategies**
  - Observe and provide feedback to teachers
  - Observe videos with teachers and provide feedback
  - Observe lessons with teachers (side by side coaching)
- Assist teachers in getting the materials needed for active participation
- Encourage teams to collaborate in creating active participation materials

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## **Implementation: Active Participation**

### **School-wide Implementation**

**Big Idea #4: Maintain it as a Priority**

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## **Implementation: Active Participation**

### **School-wide Implementation**

**Big Idea #1: Link to Learning**

**Big Idea #2: Introduce Incrementally**

**Big Idea #3: Activate the Village**

**Big Idea #4: Maintain it as a Priority**

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## **Implementation: Active Participation**

### **Individual Teacher Implementation**

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## **Implementation: Active Participation Individual Teacher Implementation**

**Behavior**

**Student Learning**

**Beliefs and Attitude**

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## Implementation: Active Participation Individual Teacher Implementation

The **closer** the new behavior is to current practice the more likely that it will be implemented.

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## Implementation: Active Participation Individual Teacher Implementation

If the practice can be used **again and again and again**, the teacher is more likely to implement the active participation strategy.

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## Implementation: Active Participation Individual Teacher Implementation

If the active participation strategy is **“High Outcome – Low Prep”**, the teacher is more likely to implement the strategy.

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## Implementation: Active Participation Individual Teacher Implementation

- The new active participation strategies are more likely to become apart of teaching practices if follow-up occurs:
  - checking in with teacher
  - walk-throughs by administrator, coach, and/or peer
  - sharing with grade-level team or department
  - consistently linked to learning

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## Case Study –

### Middle School Social Studies Teacher

#### Observation Notes:

- is very knowledgeable – a content expert
- has taught for many years
- has little personal connection with students
  - stands behind counter
  - sits at desk when students arrive
- prepares power points to augment his lectures

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## Case Study –

### Middle School Social Studies Teacher

#### Observation Notes: Structure of Period

**Warm-Up – Do Now** – Open book and read.

**Lecture** – The teacher lectures on a topic using power point slides. Students take notes. Teacher occasionally asks a question and calls on volunteers.

**Textbook Reading** – Students read independently.

**Discussion** – Presents topic. A few consistent students participate.

**Closure** - Bell

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## Case Study –

### Middle School Social Studies Teacher

**Current Practice: Lecture** – The teacher lectures on a topic using power point slides. Students take notes. Teacher occasionally asks a question and calls on volunteers.

#### **New Practice: Lecture – Stand and Verbally Retell Content**

The powerpoint will be broken into short segments. Students will be given time to reread, rehearse, and study content in notes and slides. Partners will stand, face each other, and one student will be asked to retell and explain critical points in lecture.

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## Case Study –

### Middle School Social Studies Teacher

**Current Practice: Lecture** – The teacher lectures on a topic using power point slides. Students take notes. Teacher occasionally asks a question and calls on volunteers.

#### **New Practice: Partner Share and Random Call-on**

Teacher will ask a question. Have ALL students think of the answer or write an answer. Students will share answer with their partner. Teacher will randomly call on a student to stand and share answer of partnership.

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## Case Study –

### Middle School Social Studies Teacher

**Current Practice - Textbook Reading** – Students read independently.

**New Practice – Textbook Reading –**

- Teacher will select segments of text to be read.
- Students will read text with team of four (two partnerships). One student will read a paragraph (ME) or ask team to read with him/her. Students will reread the paragraph.
- Team leader will ask:
  - What was the topic of the paragraph.
  - What were the most important details about the topic?

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## Case Study –

### Middle School Social Studies Teacher

**Current Practice – Discussion.** Presents topic. A few consistent students participate.

**New Practice** – Use the procedure presented in staff development. See Slides from Schoolwide training.

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## Discussions

### How to optimize participation in discussions

- a. Provide a **well-designed question** or prompt to direct the discussion.

*Agree/ Disagree/Why*

Andrew Jackson was the “President for the common man.”

- b. Have students **plan** their responses (talking points) to the prompt before the discussion. A **written** plan will increase accountability and subsequent participation.

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## Discussions

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

- d. Have students discuss the prompt in a **small group (huddle group)** of six.

- Student presents one or more of their ideas from their talking points.
- One or two group members respond to ideas, agreeing or disagreeing with talking points.
- Teacher monitors and encourages deeper analysis.

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## Case Study –

### Middle School Social Studies Teacher

**Current Practice: Warm-Up – Do Now** – Open book and read.

**New Practice:** Have a written task as they enter.

- Because – But – So (with current content)
- Sentence Expanding (with current content)

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## because – but - so

Kenya is an independent nation today **because** Kenya gained independence from Great Britain in 1963.

*(Because explains WHY something is true.)*

Kenya is an independent nation today, **but** there are still major conflicts in the nation due to different languages, histories, cultures, and traditions.

*(But indicates a change in direction.)*

Kenya is an independent nation today, **so** the court system can make important decisions. For example, the Supreme Court found that the August election was not held according to the law, **so** a new election will be held in October, 2017.

*(So tells us what happens as a result of something else.)*

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## Sentence Expansion

Name \_\_\_\_\_ Date \_\_\_\_\_

Expand each sentence using three of the following question words: **who, what, when, where, why, and/or how.**

Sentence: Andrew Jackson and his American forces won.

*What The Battle of New Orleans*

*When January 8, 1815*

*Why wanted to keep British from seizing  
New Orleans and Louisiana Purchase*

Expanded Sentence:

*On January 8, 1815, Andrew Jackson and his American forces won the Battle of New Orleans, stopping the British from invading and seizing New Orleans and the vast Louisiana Purchase.*

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## Writing Foundations – Sentence Expansion

Expand each sentence using three of the following question words: **who, what, when, where, why, and/or how.**

**Start Sentence:** \_\_\_\_\_

**When:** .....

**Where:** .....

**Why:** .....

**Create Sentence:** \_\_\_\_\_

\_\_\_\_\_

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## Case Study –

### Middle School Social Studies Teacher

**Current Practice: Warm-Up – Do Now** – Open book and read.

**New Practice: Study**

Tell

Help

Check

See slide from original training.

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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
  - Post directive on screen as students enter
- **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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## Case Study –

### Middle School Social Studies Teacher

**Current Practice: Closure** – Bell

**New Practice: Exit Ticket**

- Teacher posts Exit Ticket questions on screen and indicates what questions are to be answered.
- Students record date and answer to question or questions in composition book.
- Students underline critical content in complete sentence answers.
- Teacher stands at door, glancing at answers and personally excusing students.

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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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