

Literate Student Engagement Every Classroom, Every Lesson, Every Day!

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Variables Accounting for Variance in Student Learning

- John Hattie, Visible Learning "Meta-Analysis" (800 Meta-Analyses)

Student	50%
Teacher	30%
Peer Effects	5-10%
Homes	5-10%
Schools	5-10%



A True-ism for Improving OUR Schools

It is impossible to significantly improve student achievement unless **we** figure out ways to improve our teaching...ALL students/grade levels/content areas!

How well we teach = how well they learn
- email stamp, Dr. Anita Archer

MTSS (RTI) Works (When It Is Implemented Correctly)

By Amanda VanDerHeyden, Matthew Burns, Rachel Brown, Mark R. Shinn, Stevan Kucic, Kim Gibbons, George Batsche, & W. David Tilly
- Ed Week, Jan. 6, 2016 <http://www.edweek.org>

- ◆ First, it is time for smarter screening
- ◆ Second, the focus of effective MTSS implementation must be core instruction
- ◆ Third, schools need effective intervention systems that match student need
- ◆ Fourth, intervention intensity is not the same as "longer and louder."

Perhaps the most significant challenge with effectively implementing MTSS ...

- ◆ "Second, the focus of effective MTSS implementation must be core instruction "

One way of framing our inquiry today is this question:

*What are the most effective and
Efficient strategies to improve Core
(Tier 1) Literacy Instruction across the
grades and content areas?*

**MEANINGFUL Engagement
is the Foundation for
Effective Core Instruction**

Engagement is **NOT** the goal... it is the means...

Our Goal:

Continuing to grow our students' competence, get smarter cognitively and social/emotionally...

- Spark curiosity, creativity, imagination, etc and have some fun!



A simple yet powerful definition...

Visible Participation

- Thanks to Bend HS



The Engagement Challenge:

Thinking, listening, reading, are all “**covert**” – you can’t see them.

We don’t know if students are truly understanding, grasping the concepts, etc unless we prompt/cause them to make their thinking “**overt**” or prompt -

VISIBLE THINKING

In two words; Engagement at it's core is:

“Visible Participation”

4 Key Engagement Principles

- ① **NOT a Choice** – it’s how we play the “game” – we make ALL students an offer they can’t refuse!

- safe
- prepared
- supported/scaffolded
- obvious you “have their back!”

But in the classroom, Max, like many students, looks for the **ZME**...

Z – Zone of...

Bad News - **WE** taught him that “chilling” is OK – acceptable...

M – Minimal

Good News – **WE** can change the game – push “re-set” at any time!

E – Effort !!

The Bottom Line...

4 Key Attributes of Meaningful Student Engagement:

- ① **NOT a Choice** – it’s how we play the game
- ② **Observable** – you can see it!
- ③ Requires **Student Action**; saying/writing/doing
- ④ **Intentional** – not by chance, Teachers “make it happen” by design - **Structure**

Academic Engagement at its Core is the Quantity & Quality of Student:

☐ **Saying** - Oral Language



☐ **Writing**- Written Language



☐ **Doing** - pointing, touching, demonstrating, etc.



**** NEVER more than 2-10 Rule ****

Why Not Simply “turn and talk”?

- ❖ One student can't dominate/do all the work
- ❖ Both students need to practice “active listening”
- ❖ Active means – listeners have discrete “jobs”
(e.g. paraphrase, agree/disagree, add to...)
- ❖ Students practice using academic language
- ❖ No opting out – Everyone Does Everything !

Precision Partnering: Teaching the 4Ls

“**Precision Partnering**” Structures for Success
Determine/Assign who will be partner #1 and #2
no #3s (second #2 will share after first #2).

Teach the “4 LS” for working with a partner:

- ❖ **Look** - Make eye contact.
- ❖ **Lean** - Lean toward your partner.
- ❖ **Low Voice** - Use your private or Library voice.
- ❖ **Listen** - Demonstrate active listening/responding/
“accountable talk” (building on partner's idea,
agree/disagree & why, etc.)



Yes – No – Why ?

- ☐ Both partners re-read the statement silently
- ☐ Reflect on your experience and pick Y or N
- ☐ 2's share your response in 30 sec or less
- ☐ 1's briefly paraphrase 2s- “You think that...”
- ☐ Then add your response, noting how it is similar and/or different and continue to discuss until time is called

COSMOS

Dr. Neil deGrasse Tyson

Yes – No – Why?

“One of the biggest problems with the world today is that we have large groups of people who will accept whatever they hear on the grapevine, just because it suits their worldview—not because it is actually true or because they have evidence to support it. The really striking thing is that it would not take much effort to establish validity in most of these cases... but people prefer reassurance to research.”

— Neil deGrasse Tyson

Accountable or “Close” Listening: The Key? Listeners Have a Clear “job” – Visible Evidence

For Example:

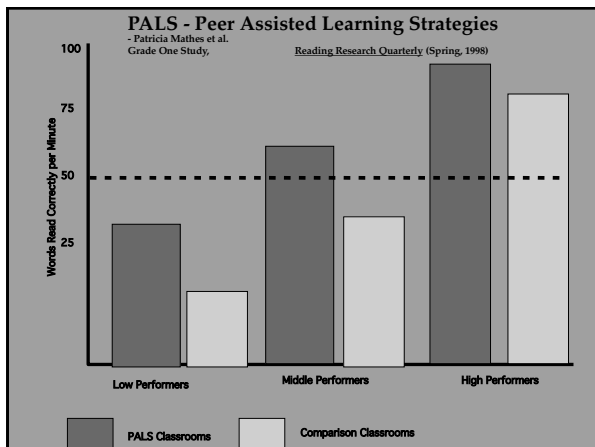
- ◆ Paraphrasing
- ◆ Agreeing/Disagreeing + why (justification)
- ◆ Correcting & prompting the correct response
- ◆ Build upon/elaborate/extend
- ◆ Make Connections (“this reminds me of__ because”)
- ◆ Identify similarities/differences
- ◆ Identify critical attributes/information
- ◆ ETC – any focused/thoughtful response...

Gr. 1 PALS – Peers Assisted Learning Strategies (Each student has a clear “job” or role)



PALS resources:

Vanderbilt University: <http://kc.vanderbilt.edu/pals/>
SoprisWest Publishers: <http://www.sopriswest.com>



CCSS Speaking & Listening Standards Gr. 2

1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

b. Build on others' talk in conversations by linking their comments to the remarks of others.

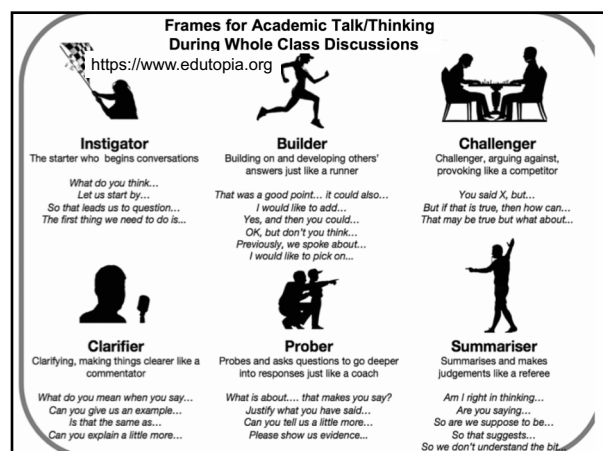
c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

Are the linguistic and cognitive skills of academic listening, speaking, being taught to **ALL** in your core ELA/Math/etc ?

The Critical Role of Discussion

“Whatever their intended major or profession, high school graduates will depend heavily on their ability to listen attentively to others so that they are able to build on others' meritorious ideas while expressing their own clearly and persuasively.” - CCSS

Are ALL students in your system **explicitly being taught** how to speak/listen/discuss at this level of intention, sophistication? Evidence? Implications?



Key Shift ~ Academic Listening Needs to be Explicitly Taught, Not Simply Assigned

- ◆ Clearly modeled
- ◆ Specific “job” or listening task that is cognitively robust (critical thinking)
- ◆ Provide academic language support/ scaffolding
- ◆ Practice/Practice/Practice + Feedback

Our Goal: More Academic “miles” on EVERY Tongue!



What percentage of students actively participate in typical classroom discussions ??

20/80 Dilemma

Decades of research clearly demonstrates approximately 20% students are responsible for 80% of the “doing (answering, asking, volunteering etc)... We Must “flip” this equation... shooting for 100%, and routinely producing at least 80%...

Normative Discourse Structure



Changing Normative Discourse Structures



**How does this UNintentionally exacerbate the “gap”?
Implications for our work to improve literate engagement?**

Visible Participation “tool kit”: Ensure ALL Are Responding

- Adapted from Dr. Anita Archer

- 1) Choral Responses - do “it” together (verbal or physical)
 - teacher cues students to respond (e.g. hand signal, voice, eyes)
 - physical responses too; fingers under the word, chart, etc.
 - “thumbs up when you know”/fist of five (metacognition)
- 2) “Precision” Partner & Small Group (IF task warrants) Responses
 - teacher assigns - provide a label/role “1’s tell 2’s”
 - alternate ranking (high with middle, middle with lower)
 - thoughtful questions/prompts/up & down Bloom’s taxonomy
- 3) Written Responses: Brief explanatory writing
 - focused prompts increase thinking, accountability, focus
 - structure academic language (e.g. sentence starters)
 - e.g. power sentences, 5 min. papers (summarize, defend)
- 4) Individual Responses (AFTER rehearsal/practice)
 - random/strategic call on individuals (NO hands up)
 - use complete sentences, use new vocabulary/AL

Lecture/Discussion – Ensuring **EVERYONE** is Listening/Thinking – Onboard w/Learning

Eliminate: hands up to talk/answer/respond unless you have a question or T is asking for volunteers

Replace: **All Call**– Could be ANYONE/ANY TIME!

- ◆ sticks/names in a can
- ◆ deck of cards w/names linked
- ◆ students pick the next “victim”
- ◆ random number generator
- ◆ teacher choice (appears random but is not!)

* replace stick/card/etc – so S are “never done” or off the hook!

Goal: Ensure **Every** Classroom in Our School is a Chill-Free Zone !



The key “take away” here... 50 years of cognitive psychology has concluded the essential attribute of **ALL** effective comprehension strategies... they **ALL** clearly cause:

Active Cognitive Processing

Give One/Get One * Think-Ink-Link

- 1) Pose an Open-Ended Question
- 2) Specific think-time (set a timer) “the **think**”
- 3) Specify write-time (set a timer) “the **ink**”
- 4) Stand up/Match Up/Hands Up – “the **link**”
 - Share ideas w/classmates using complete sentences, and key lesson vocabulary (may provide sentence frames and/or a vocabulary word bank)
- 5) Record any new ideas plus your partner’s name should you choose to use their idea
- 6) Randomly (or faux random) call on various students to share ideas then ask for volunteers w/anything new to add as the discussion wraps up.

Numbered Heads Together



1. Students number off 1-4/5 in their groups
 2. Pose a Question + think time (may write too)
 3. Group discussion – find best answer, students check one another to ensure ALL are ready
 4. Randomly select one number to report out for each group (often stand up to report out)
- ❖ Initially often helpful to assign roles (e.g. facilitator, checker, recorder, encourager etc.)

Ambassadors (AKA Numbered Heads Plus)

1. Groups of 4-5 just like Numbered Heads (think/write/discuss)
2. Check the understanding of each other to ensure each member can represent the group (as in Numbered Heads)
3. “Ambassadors” are Chosen Randomly to visit a foreign country (e.g. “#2s Get up and move the closest group clockwise to your group)
5. Orally summarize the discussion, key findings, evidence, examples, etc. of your group with the new group (i.e. “foreign country”)
6. Bring “home” to your group something different from the “country” you’ve visited - a different opinion, example, point of view, etc.
7. Return “home” (“visa has expired!”) and share what you’ve learned with your group (your “native country”)
8. Whole class discussion & wrap up
 - * May choose to do 2 or more rotations

The Big List of Class Discussion Strategies

OCTOBER 15, 2015

A fav Ed-Blog, KF

<https://www.cultofpedagogy>

THE BIG LIST OF CLASS DISCUSSION STRATEGIES

Description & Video links for all 15 strategies! Free, of course!

Higher Prep

- Gallery Walk
- Philosophical Chairs
- Pinwheel Discussion
- Socratic Seminar

Low Prep

- Affinity Mapping
- Concentric Circles
- Fishbowl
- Hot seat
- Snowball Discussion

Ongoing

- Think/Pair/Share
- Teach- OK?
- Talk Moves
- Backchannel Discussions
- Asynchronous Voice (Voxer)

Another Goldmine of Evidence Based Resources

home about news publications resources contact

<https://www.fisherandfrey.com>

FISHER&FREY

Literacy for Life

Reading Comprehension

Helping Students Make Meaning

What can teachers do to help students understand complex texts?

READ MORE

Collaborative Learning

Student to Student Interaction

Learning is a social endeavour so students need time to work collaboratively with their peers.

READ MORE

21st Century Literacy

Technology Tools and Functions

Literacy 2.0, New Literacies, Blended Learning and so much more!

READ MORE

Reflect & Discuss

How did these different teachers, with different ages, content areas, and goals **ALL** ensure **EVERY** student was **RESPONDING & Making Their Thinking Visible**?

How did they **STRUCTURE** or Cause student engagement?

Take aways for you & your colleagues?

Breaking Old Habits That Don't Work!

Common Questioning Tactics That Are Less Effective

- ✓ T asks questions & S raise hands to answer
- ✓ T asks "does anyone know?"
- ✓ T asks "who can tell me?"
- ✓ Who would like to share?
- ✓ Who has an idea?
- ✓ John, why was?
- ✓ Etc...

Inclusive – "ALL Call" Tactics to Raise the Bar, Increase Rigor/Learning

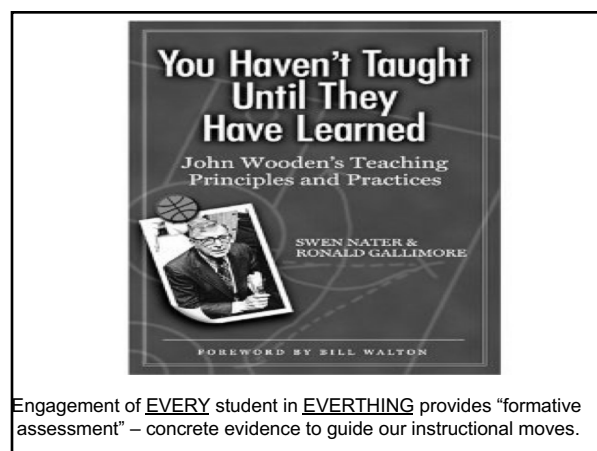
Everyone,

- + stop and think- pose Q
- + visible evidence of thought (e.g. write/signal, etc)
- + partner share/compare/explain
- + precision partner talk (A/B, etc)
- + "strategic calling on - no hands up - "faux random"
- + volunteers add new info
- + scaffold/prompt as needed
- ALL means ALL !

An Engagement Bottom Line:

How Well We Structure =

How Engaged They Are



Engagement – Formative Assessment Nexus

Formative assessment is an essentially **interactive process**, in which the teacher can find out whether what has been taught has been learned, and if not, to **do something about it**. Day-to-day formative assessment is one of the most powerful ways of improving learning in the classroom.

- Dylan William, 2007
<http://www.dylanwilliam.org/>

The Growth Mindset

<http://www.mindsetworks.com> - Carol Dweck, *Mindset*

"The growth mindset, the understanding of intelligence and abilities as qualities we can develop, has been shown over and over to have powerful ramifications on student **motivation, engagement and learning**, and school success. When teachers focus on improvement, effort, persistence instead of on whether they're smart, kids learn a lot more.

Smart is something you get, not something you are.

Levels of Engagement Beyond Simply Responding in Mathematics

- Franke et al. *Elementary Journal*, Student Engagement w/Others' Mathematical Ideas, Sept. 2015

Engagement Level	Description	Example
None	sitting quietly watching, maybe be listening? who knows?	* silent.....
Low	references another's idea in a general way	* "I agree with ___"
Medium	references details of another's idea	* explains another student's strategy
High	builds upon the details another's idea	* provides a correction or adds further detail to another student's solution

Hundreds of studies and my personal experience confirms...

Individuals can't profoundly "move the dial" on engagement – it requires the **entire school to Cohere...Focus, really "Nail it" !**

Collective Efficacy

Hattie ES 1.57 !!

**Engagement “take aways” :
Making Sure it Happens**

- ① Own it – it’s our responsibility - schoolwide
- ② Teach it - the “game” of school – day #1
- ③ Model the “engagement tool kit”
- ④ Monitor your messages – “Everyone_____”
- ⑤ Post reminders (like the seat belt beeper)
- ⑥ Give/Get Feedback – “walk the talk”,
observe colleagues, video your classes,
collect student response data, refine ...

**Thanks for Your
Commitment to
Supporting Improved
Results for Your Students!!**

Please send along any
questions; drkfeldman@gmail.com

Kevin Feldman