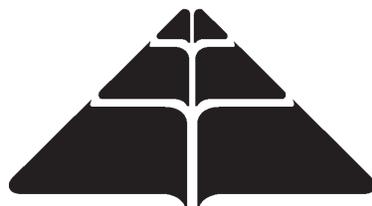


**Show Me What Ya Got:
Student Engagement Strategies
to Keep the Pulse
on Student Learning**

Maria Nielsen



Solution Tree



MIX
Paper from
responsible sources
FSC® C103525

Show Me What Ya Got!

Student Engagement Strategies to Keep the Pulse on Student Learning

“The professional learning community concept simply provides a format, a framework, for connecting best practices into a rational, logical, common-sense approach to schooling.”

—DuFour, DuFour, & Eaker, 2011

“The seemingly easiest and most sensible rule for a doctor to follow is: always fight. Always look for what more you could do. It gives us our best chance of avoiding the worst error of all—giving up on someone we could have helped.”

—Gawande, 2007

“High expectations for success will be judged not only by the initial staff beliefs and behaviors, but also by the organization’s response when some students do not learn.”

—Lezotte, 1991, p. 4

“Most of us have an ever-expanding ‘to do’ list, trying to build momentum by doing, doing, doing, and doing more. And it rarely works. Those who build good to great (schools), however, made as much use of ‘stop doing’ lists as ‘to do’ lists. They had the discipline to stop doing all the extraneous junk.”

—Collins, 2001, p. 139

“The one thing in a professional learning community [is that] ‘learning’ rather than ‘teaching’ is the fundamental purpose of your school.”

—Rebecca DuFour

“If you could get all the people in an organization rowing in the same direction, you could dominate any industry, in any market, against any competition, at any time.”

—A business executive, in Lencioni, 2002

“Teachers must communicate to students: ‘This is important. You can do it. I won’t give up on you.’”

—Saphier & Gower, 1997, p. 296

“There comes to every man in his lifetime, one moment when he is figuratively tapped on the shoulder and offered the chance to do some great thing, unique to him and fitted in his talents. What a tragedy if that moment finds the man unprepared or under-qualified for the work which would be his finest hour.”

—Winston Churchill

Your Name _____

Basketball, Football, Soccer Partners

- Find someone to be your basketball partner. Sign each other's paper.
- Find someone to be your football partner. Sign each other's paper.
- Find someone to be your soccer partner. Sign each other's paper.

Basketball _____

Football _____

Soccer _____



Student Engagement

Why?

Opportunities to respond are related to:

- Elevated academic achievement
- Decrease in behavior problems
- Increase in on-task behavior

How?

Opportunities to respond include:

- Verbal responses
- Written responses
- Action responses

Goal: 100 percent of students respond!

Think, Pair, Share

What are ways that students can respond in a lesson?

The Nifty Nine

Strategies for the Highly Engaged Classroom

1	Organize for learning	Teacher establishes routines and procedures. <ul style="list-style-type: none">• Expectations are clear.• Students know what to do and when to do it.
2	Attention strategies	Teacher uses prompts to quickly get students' attention. <ul style="list-style-type: none">• Teacher: "Class, class." Students: "Yes, yes."• Teacher: "Class, may I have your attention?"• Count down.• Hold hand in the air.• Use chimes or a bell.

3	Proximity	<p>Teacher moves strategically throughout the room.</p> <ul style="list-style-type: none"> • Whisper to off-task students. • Give positive reinforcement to on-task students. • Greet students at the beginning of class at the door. • Scan the room.
4	Positive verbal feedback	<p>Teacher uses positive verbal feedback to reinforce expectations.</p> <p>Example: “Kathy is holding up five cubes, Kaden is too—excellent. Who’s next? Thanks, Aubrey!”</p> <p>Tips:</p> <ul style="list-style-type: none"> • Avoid sarcasm, anger, and frustration. • Use proximity and a calm voice to reinforce with feedback. • Be specific in your praise.

5	Time limits	<p>Teacher uses time limits to specify beginning and ending of task.</p> <ul style="list-style-type: none"> • Use time frame when a project is due during the term. • Chunk lessons to break down a larger task. • Create time for partner or independent work.
6	Direct instruction	<p>Teacher uses verbal or nonverbal signals to direct student learning.</p> <ul style="list-style-type: none"> • “Park your pencils.” • “Give me an air high-five when” • “Stand behind your chair when” • “If you need help, put your red pen on your notebook.” • “Show me on three: One ..., two ..., three Show me.” • Fist = my turn; palm = your turn • Fist on chin = think time; open hand = time to answer

7	Student engagement	<p>Teachers expect that all students will be actively engaged in learning.</p> <ul style="list-style-type: none"> • Engagement questions • White board response • Clickers • Turn-and-teach strategy • Response cards • Write-it-in-the-air strategy • Whisper-it-to-your-neighbor strategy
8	Monitor progress	<p>Teachers help students monitor their progress on mastery of standards and targets.</p> <ul style="list-style-type: none"> • Data folders • Shading charts • Self-assessment

9	Celebration	Teacher uses celebration to engage students in learning. <ul style="list-style-type: none">• Exemplary work walls• 90-percent club• Extra effort award
---	-------------	--

Question Observation Form

Over a ten-minute observation, scribe the questions asked in each category.

Single-Response Questions (Call on one student at a time to answer.)	Open-Ended “Fishing” Questions (A few students answer using hands up and shout outs.)	Engagement Questions (All students are expected to respond.)

Change the following assessment or open questions to engagement questions or requests:

1. Who knows the capital of Texas?
Example: “Think. What is the capital of Texas?” Teacher signals for whole-class response.
2. What is the main character feeling in the story?
Example: “What do you think the main character is feeling in the story?” Turn and teach.
3. How many characters are in the story?
Example: “On my signal, show me on your fingers how many characters are in the story.”
4. Who knows where the tallest mountain in the world is located?
5. Where would you like to visit if you had the chance?
6. What is your favorite kind of ice cream?
7. What did you think about that story?
8. Which spelling is correct?
9. What is the answer to number 7?
10. What is the sum of $34 + 16$?



Music



Games



Projects



Performances

Engagement Strategies

Types of Verbal Responses

- **Choral:** Whole class responds.
- **Partners:** Answer is explained to a partner.
- **Team:** Answers are shared as a team.
- **Individual:** Least effective practice—assesses the knowledge of one student and allows the rest of the students to “check-out.”

Guidelines for Individual Response

- Call on volunteers when the answer is a product of personal experience.
- Have students share with a partner first.
- Ask a question, give think time, call on a student.
- Don't call on volunteers when the answer is regarding instruction or reading. Instead, expect all students will answer your question.
- Don't call on inattentive students as punishment.

Types of Written Responses

Teachers should gauge the length of the written response to avoid down time. They should:

- Make the response fairly short.
or
- Make the response long or ongoing.

Students can write responses on paper, sticky notes, graphic organizers, journal pages, white boards, and so on.

White Boards

- Give a directive.
- Students write their answers on individual whiteboards.
- Give wait time then ask students to display their whiteboards.

Response Cards

- Students write responses on cards, paper, preprinted cards, for example:
 - Simple responses: yes–no, agree–disagree, true–false
 - Punctuation marks: ! . ? “ ” ; :
 - Vocabulary terms: *perimeter*, *area*, *circumference*

Process

- Ask a question.
- Have students select the best response.
- Ask student to hold up a response card.
- Carefully monitor responses and provide feedback.

*Electronic clickers are the technical way to record student responses.

Action Response Activities

A/B reciprocal teaching: Students take turns teaching or sharing ideas.

Act out: Students act out a story, concept, historical event, and so on.

Beach ball brainstorming: Participants form a circle and are given a topic. Each time the ball is tossed to someone in the circle, that person gives a word relevant to the topic.

Close partner: Students team with someone who is not at their table but close by.

Coaches circle (or inside–outside circle): Teacher makes up the questions and asks one group to move X steps to the right to interact with a new person.

Elbow partner: Student partners with the person who is next to them at their table or in their row to discuss a topic.

Exit slip: Each student writes a check and question mark on a sticky note. Next to the check, they write their take-away for the day. Next to the question mark, they write a question they still have about the lesson or concept.

Facial expressions: Students use expressions to provide insight to content. Example: “The word is *frightened*. When you are scared, you are frightened. Show me how your body would look if you felt frightened.”

Gallery walk: A team uses chart paper to draw, graph, or illustrate what they learned about the topic. The chart paper is then displayed in the room for everyone to preview.

Gestures: Students use gestures to indicate answer or to facilitate recall of process.

GOILS: Groups of Increasingly Larger Size. Partners find another partner group to form a foursome, then foursomes join to form groups of eight, and so on. Each time, the group must come to consensus on the key point in an article or priorities for ideas. Builds consensus.

Hand signals: Students use thumbs up, thumbs down, or number of fingers to vote.

I learned, you learned (or give one, get one): Students share insights gathered from the day’s work and exchange with a partner.

Mail call: Students write a question on a piece of paper that they would like answered. They mark the envelope so they can identify it without writing their name on it. The envelopes are then sent to another table where each person there has a chance to answer the question.

Mini Tweet: Students sum up an event or idea in five words. Words may then be combined in a sentence.

Placemat activity: Teacher places chart paper in the center of the table. A concept or word is written in a circle in the middle of the paper. Each student takes a colored marker and writes their thoughts into a graphic organizer.

Square, circle, heart: This activity uses the saying, “This is *square* with my thinking, I’m trying to get my brain *around* this idea, I am taking this to *heart*.”

Table team: Everyone at the table collaborates on a topic or idea.

Two-minute frenzy: Students write as many things pertaining to the topic as they can in two minutes.

Whip around or pass: This activity is best used when there are many answers to a question. Ask the question. Give think time. Start at any location in the room. Students quickly give answers going up and down the rows without commenting. Students are allowed to pass if they do not have a response or someone had the same idea.

25,000 dollar pyramid: Team up with a partner. One partner stands with his or her back to screen. The partner facing the screen gives clues by describing the word on the screen.

Check in



Which engagement activities will you incorporate in your teaching this year?

Have a wonderful school year!

References and Resources

Print

- Ainsworth, L. B., & Viegut, D. J. (2006). *Common formative assessments: How to connect standards-based instruction and assessment*. Thousand Oaks, CA: Corwin Press.
- Bailey, K., & Jakicic, C. (2010). *Common formative assessment: A toolkit for professional learning communities at work*. Bloomington, IN: Solution Tree Press.
- Buffum, A., Mattos, M., & Weber, C. (2011). *Simplifying response to intervention: Four essential guiding principles*. Bloomington, IN: Solution Tree Press.
- Burke, K. (2010). *Balanced assessment: From formative to summative*. Bloomington, IN: Solution Tree Press.
- Burke, K., & Depka, E. (2011). *Using formative assessment in the RTI framework*. Bloomington, IN: Solution Tree Press.
- Campbell, M. F. (2011). *The PLC at work cartoon book*. Bloomington, IN: Solution Tree Press.
- DuFour, R., DuFour, R., & Eaker, R. (2008). *Revisiting professional communities at work: New insights for improving schools*. Bloomington, IN: Solution Tree Press.
- DuFour, R., DuFour, R., Eaker, R., & Karhanek, G. (2009). *Raising the bar and closing the gap: Whatever it takes*. Bloomington, IN: Solution Tree Press.
- DuFour, R., DuFour, R., Eaker, R., & Many, T. W. (2010). *Learning by doing: A handbook for professional learning communities at work*. Bloomington, IN: Solution Tree Press.
- DuFour, R., Eaker, R., & DuFour, R. (Eds.) (2005). *On common ground: The power of professional learning communities*. Bloomington, IN: Solution Tree Press.
- Eaker, R., & Keating, J. (2011). *Every school, every team, every classroom: District leadership for growing professional learning communities at work*. Bloomington, IN: Solution Tree Press.
- Erkens, C., Jakicic, C., Jessie, L. G., King, D., Kramer, S. V., Many, T. W., ... Twadell, E. (2008). *The collaborative teacher: Working together as a professional learning community*. Bloomington, IN: Solution Tree Press.

- Erkens, C., & Twadell, E. (2012). *Leading by design: An action framework for PLC at work leaders*. Bloomington, IN: Solution Tree Press.
- Gawande, A. (2007, June 09). Turning point: Always fight. *New scientist*. Retrieved from www.newscientist.com/article/mg19426071.900-turning-point-always-fight.html
- Graham, P., & Ferriter, W. M. (2009). *Building a professional learning community at work: A guide to the first year*. Bloomington, IN: Solution Tree Press.
- Guskey, T. R. (2009). *The teacher as assessment leader*. Bloomington, IN: Solution Tree Press.
- Lencioni, P. (2002). *The five dysfunctions of a team: A leadership fable*. San Francisco, CA: Jossey-Bass.
- Lezotte, L. W. (1991). *Correlates of effective schools: the first and second generation*. Okemos, MI: Effective Schools Products, Ltd.
- Reeves, D. (Ed.) (2007). *Ahead of the curve: The power of assessment to transform teaching and learning*. Bloomington, IN: Solution Tree Press.
- Saphier, J., & Gower, R. (1997). *The skillful teacher: Building your teaching skills*. Action, MA: Research for Better Teaching.
- William, D. (2011). *Embedded formative assessment*. Bloomington, IN: Solution Tree Press.

Websites

All Things PLC (allthingsplc.info)

Solution Tree (solution-tree.com)

