**BIG IDEAS: Ensuring Your School Is a "NO Chill Zone – Literate Engagement in Every Classroom…**

- PPT plus additional tools & resources posted: http://www.uvm.edu/~cdci/best/?Page=institute2018.html Kevin Feldman drkfeldman@gmail.com cell: 707 338-2381

Engagement is not the goal - it is the means, the prerequisite for enhanced teaching & learning - students becoming smarter (more capable/competent) and having fun, developing agency in the process ... this is the goal of improved instruction.

**Precision Partners** is an excellent starting point once groups are larger than 4-5 Keys to Precision Partnering:

1) assign pairs using alternate ranking (high with middle, middle with high or low) - include maturity/social behavior

2) assign A/B, 1s/2s, teach the basics of being an excellent partner (**4Ls** Look, Lean, Low/Library Voice, Listen), assign 2-3

floaters to pair with needier students if their regular partner is absent - structured equity

3) Ensure listeners have an **explicit "job" that is cognitively robust** (e.g. paraphrasing, agree/disagree w/justification

(Yes - No - Why?, elaborate/add to, note similarities & differences, etc.) to structure thinking (teach/model if new)

4) Structure academic language (sentence frames, vocabulary bank, etc) into the partner talk

5) As students internalize these structures provide more student choice, less teacher guidance or gradual release

Pragmatic Definition: **Engagement is** **VISIBLE PARTICIPATION** (pulse & respiration don't count!) Essential Attributes: 1) Not a Choice - it is how we "play the game" - scaffolds ensure ALL can play including SpecEd & ELLs, 2) Observable, 3) Takes only 3 possible forms; Saying/Writing/Doing, 4) Intentional - on purpose, planned by the teacher - not an accident – it is by design!

"**Never more than 2 to 10"** - minutes goes by in any classroom without **EVERY** single student saying/writing/and-or Doing something directly tied to the learning target or related aspect of the lesson - including doing it wrong - mistakes are your friends, usually need to be wrong many times before you are “right”... Growth Mindset idea, smart is something you get, not something you are (we all become “smarter” by effort/practice + effective strategies + feedback – it is NOT an accident!

Thoughtful engagement **IS** formative assessment - students' visible participation shows the teacher whether or not what has been taught has been learned, and if not guides doing something about it “**YOU HAVEN'T TAUGHT UNTIL THEY HAVE LEARNED”**

- John Wooden, famed UCLA basketball coach extraordinaire (fun book about his coaching/teaching insights of this title)

**Eliminate Hand Raising** as a primary discourse structure (implies engagement is a choice - same 20-30% dominate) - replace with inclusive engagement practices or "ALL IN" structures (of course we love hands up for questions and when we ask for volunteers) Basic flow is; EVERYONE - teacher addresses prompts, questions/directions to ALL, think time, some form of making thinking visible (say/write/do), usually partner rehearsal (sometimes move to groups if topic warrants), faux or fake random calling on a few students (more from bottom 1/2 of your class), ask for volunteers, provide feedback/scaffolding as necessary so everyone benefits. The goal is to have calling on students look random but actually be strategic (call on bottom 1/3 to 1-2X more often to set them up for success - encourage a growth mindset & build their self-confidence/social capital - also call on students who have a contribution you want to be certain everyone hears/learns (key insight, common misunderstanding, etc)

**Basic Engagement "Tool Kit"** (thanks to Anita Archer) Types of Responses; Choral (verbal/non-verbal), Partner/Small Group, Written, Individual) - embed these is **EVERY** strategy (e.g. Reciprocal Teaching, Cornell Notes, Socratic Seminar, Graphic Organizers, Paragraph Shrinking, etc) - so it is "ALL IN – ALL THE TIME!" - endless options including Response Cards, Clicker/Plickers, Numbered Heads Together, Jigsaw, Ambassadors, Give One Get One, Inside/Outside Circle, Round Table, ...

Engagement bumper sticker/Poster - **EVERYONE DOES EVERYTHING** (including doing it wrong - we love mistakes!)

Develop peer tutoring (e.g. Peers Assisted Learning Strategies http://vkc.mc.vanderbilt.edu/pals/) where student teach one another in a structured manner - from K-PALS to HS Physics debriefing homework or studying for a unit quiz where those who know tutor those who are confused (great way to differentiate based on students' self-assessment).

**A few key engagement resources:**

- Anita Archer - website, book, videos - https://explicitinstruction.org, Engagement Video Course:

https://pacificnwpublish.com/products/Active-Participation-DVD-Series-Elementary-Level.html

- Spencer Kagan's Cooperative Learning - https://www.kaganonline.com

- Jim Knight's High-Impact Instruction book & video - https://us.corwin.com/en-us/nam/high-impact-instruction/book234377

- Chris Biffle's Whole Brain Teaching - http://wholebrainteaching.com - books and free videos

- Robert Marzano et al, - The Highly-Engaged Classroom- http://www.marzanoresearch.com/the-highly-engaged-classroom