**Literate Student Engagement**

*Every Classroom, Every Lesson, Every Day!*

**BEST/MTSS Summer Institute**
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**Variables Accounting for Variance in Student Learning**

<table>
<thead>
<tr>
<th>Source</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>50%</td>
</tr>
<tr>
<td>Teacher</td>
<td>30%</td>
</tr>
<tr>
<td>Peer Effects</td>
<td>5-10%</td>
</tr>
<tr>
<td>Homes</td>
<td>5-10%</td>
</tr>
<tr>
<td>Schools</td>
<td>5-10%</td>
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**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

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

By Amanda VanDenHeyden, Matthew Burns, Rachel Brown, Mark R. Shinn, Stevan Kukic, 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."

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**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?*
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!

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**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**

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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 !!**

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**Visible Participation**
- Thanks to Bend HS

A simple yet powerful definition...

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**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!”

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**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

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"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

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?

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?
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

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

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**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%...

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**Changing Normative Discourse Structures**

- 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)

- “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

- 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)

- Individual Responses (AFTER rehearsal/practice)
  - random/strategic call on individuals (NO hands up)
  - use complete sentences, use new vocabulary/AL

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**Visible Participation “tool kit”:**

- Ensure **ALL** Are Responding
  - Adapted from Dr. Anita Archer
**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!

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

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**Active Cognitive Processing**

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**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.

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**Numbered Heads Together**

1. Studentsumber 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.)

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**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)
4. Orally summarize the discussion, key findings, evidence, examples, etc. of your group with the new group (i.e. “foreign country”)
5. Bring “home” to your group something different from the “country” you’ve visited - a different opinion, example, point of view, etc.
6. Return “home” (“visa has expired!”) and share what you’ve learned with your group (your “native country”)
7. Whole class discussion & wrap up
   ✷ May choose to do 2 or more rotations
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?

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

- 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/promt as needed

Everyone, ALL means ALL!

An Engagement Bottom Line:

How Well We Structure = How Engaged They Are
Engagement of EVERY student in EVERYTHING provides “formative assessment” – concrete evidence to guide our instructional moves.

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 Wiliam, 2007
  http://www.dylanwiliam.org/

The Growth 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.

<table>
<thead>
<tr>
<th>Levels of Engagement Beyond Simply Responding in Mathematics</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engagement Level</td>
<td>Description</td>
</tr>
<tr>
<td>None</td>
<td>sitting quietly watching, maybe be listening? who knows? * silent.......</td>
</tr>
<tr>
<td>Low</td>
<td>references another’s idea in a general way * “I agree with ___”</td>
</tr>
<tr>
<td>Medium</td>
<td>references details of another’s idea * explains another student’s strategy</td>
</tr>
<tr>
<td>High</td>
<td>builds upon the details another’s idea * provides a correction or adds further detail to another student’s solution</td>
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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