

# Getting Them All Engaged:

Inclusive Active Participation

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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)

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## Learning Intentions

Participants will be able to:

- Outline **benefits** of eliciting frequent responses
- Reframe and strengthen **questions**
- Describe alternative **procedures for eliciting responses**
- Describe alternative **procedures for passage reading**
- Utilize participation procedures in their **own teaching**

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## Active Participation — Why?

Why is it important to frequently elicit responses from students?

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# Feedback

Why is it important to frequently elicit responses from students?

## Contributes to a positive learning environment

- increases **engagement**
- increases **on-task** behavior
- increases **accountability**
- promotes **desired behaviors**
- reduces **inappropriate behaviors**
- keeps class **moving** along

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# Feedback

Why is it important to frequently elicit responses from students?

## Embedded formative assessment

### Check for understanding

- allows the teacher to **monitor** understanding,
- **adjust** the lesson based on responses
- provide **feedback** to students

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# Feedback

## Promotes learning

- **focuses** students' attention on critical content
- provides **rehearsal** of information and concepts
- provides **practice** of skills and strategies

The three r's : **retrieve - respond - retain**

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# Active Participation — Why?

## Opportunities to respond related to:

- Increased academic achievement
- Increased on-task behavior
- Decreased behavioral challenges


## Caveat

- Only successful responding brings these results
  - Initial Instruction - 80% accuracy
  - Practice/Review - 90% or higher accuracy

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## Create Better Questions

(Embedded Formative Assessment by Dylan Wiliam)

Original	Reframed
What end punctuation should be used?	Why should this sentence end in a question mark?
Is this a sentence or a clause?	Why is this a clause rather than a sentence?
Is slate a metamorphic rock?	Why is slate a metamorphic rock?
Is 23 prime?	Why is 23 prime?
Is a spider an insect?	Why is a spider not an insect?
Are these lines parallel? 	

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## Create Better Questions

(Embedded Formative Assessment by Dylan Wiliam)

Original	Reframed using comparisons
What is a prime number?	Why is 17 prime and 15 not?
What was life under apartheid like?	How were lives of blacks and whites different under apartheid?
Is a bat a mammal?	Why is a bat a mammal and penguin not?
Does a eukaryote cell have a nucleus?	What is the major difference between a prokaryote and eukaryote cells?
What are parallel lines?	

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## Create Better Questions

(Embedded Formative Assessment by Dylan Wiliam)

Original Question	Reframed as Statement Agree/Disagree/Why or Why Not
Are all squares rectangles?	All squares are rectangles.
Do the Senate and the House of Representatives have the same powers?	The Senate and the House of Representatives have the same powers.
Is plywood a natural resource?	Plywood is a natural resource.
Why is Ben Franklin considered a <i>Great American</i> ?	Ben Franklin was a Great American.
Why is active participation important?	

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## Active Participation — What?

Opportunities to Respond

**Verbal Responses**

**Written Responses**

**Action Responses**

**All Students Respond.** When possible, use response procedures that engage all students.

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## Active Participation —

How can students respond in a lesson?

**Verbal Responses**

**Written Responses**

**Action Responses**

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## Active Participation — Brainstorming

- **Think (record)**
  - Have students think and record responses.
  - As students are writing, move around the classroom and write down students' ideas and their names.
- **Pair**
  - Have students share their ideas with their partners.
  - Have them record their partners' best ideas.
  - As students are sharing, continue to circulate around the room, recording ideas and names.
- **Share**
  - Display the ideas and names on the screen. Use this as the vehicle for sharing.

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## Video

- What active participation procedures were directly taught?

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## Video

- Good practices:

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## Preview of Active Participation Procedures

### Verbal Response Procedures

- Choral
- Partners
- Teams/Huddle Groups
- Discussions/Collaborative Conversations
- Individual

### Written Response Procedures

- Types of writing tasks
- Whiteboards/Virtual Whiteboards
- Response Cards/Response Sheets/Clickers/Plickers

### Action Response Procedures

- Acting out/Simulations
- Gestures
- Facial Expressions
- Hand Signals

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## Elicit frequent responses

The active participation procedure should:

1. Involve **all students**
2. Be **structured**
3. Allow adequate **thinking time**

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## Active Participation Essentials Think Time

When thinking time was extended beyond 3 seconds these benefits occurred:

1. Greater participation by all learners
2. Length of student responses increased
3. Use of evidence to support inferences increased
4. Logical consistency of students' explanations increased
5. Number of questions asked by students increased

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## Verbal Responses —

### **Structured Choral Responses**

*Use when answers are short & the same*

*Use when recall and rehearsal of facts is desired*

*Use for quick review of information*

- **Students are looking at teacher**
  - Ask question
  - Put up your hands to indicate silence
  - Give thinking time
  - Lower your hands as you say, “Everyone”

OR

Simply say “Everyone”

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## Verbal Responses — *Structured Choral Responses*

- **Students are looking at a common stimulus**
  - Point to stimulus
  - Ask question
  - Give thinking time
  - Tap for response

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## Verbal Responses — *Structured Choral Responses*

- **Hints for Choral Responses**
  - Provide adequate thinking time
  - Have students put up their thumbs or look at you to indicate adequate thinking time
  - If students don't respond or blurt out an answer, repeat (*Gentle Redo*)

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## Structured Choral Responses —

### **Agree/Disagree Why**

Structured choral responses are beneficial in a range of classes with a range of students.

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## Verbal Responses — *Structured Partners*

*Use when answers are long or different*

*Use for foundational and higher order questions*

### **Partners**

- Assign partners
- Pair lower performing students with middle performing students
- Give partners a number (#1 or #2)
- Sit partners next to each other
- Utilize triads when appropriate (#1 #2 #2)
- *Effective secondary procedure* — Prepare a seating chart indicating names, partners, and numbers

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## Verbal Responses — *Structured Partners*

- Other hints for partners
  - Teach students how to work together  
*Look, Lean, and Whisper* or  
*Look, Lean, Listen, and Whisper*
  - Change partnerships occasionally (every three to six weeks)

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## Uses of Partners

1. Responding to a question, task, or directive
2. Teaching information to a partner
3. Explaining process, procedure, or answer to a partner
4. Studying with a partner

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## Partner Uses Responding to a question

### Saying answer to partner (Partners First)

1. Ask a **question**
2. Give students **thinking time**
3. Provide a verbal or written **sentence starter**
4. Have students share answers with their **partners** using the sentence starter
5. Call on a student to share answer

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## Partner Uses Responding to a question

What are the benefits of having students share answers with their partners before you call on them?

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## ***Partner Uses*** **Teaching information to a partner**

### **Teach information using:**

Graphic organizers, maps, diagrams, charts, PowerPoint slides, drawings, notes, vocabulary log, etc

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## **Partner Uses** **Explaining process, procedure, or answer to a partner**

### **Examples**

1. Tell your partner the steps you went through in creating your animal drawing.
2. Using your worked math problem, explain how you solved the problem.
3. Explain to your partner how you displayed your experiment results.

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## ***Partner Uses*** **Studying with a partner**

### **A. Partner studying (Spelling Example)**

### **B. Study content area information using:**

1. Textbook, notes, handouts, etc
2. **Study - Tell - Help - Check**

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## ***Partner Uses*** **Studying with a partner**

### **Studying with a partner**

### **A. Study foundation skills using a consistent routine**

#### *Spelling Example*

1. Tutor dictates word
2. Tutee writes the word
3. Tutor displays correctly spelled word
4. Tutee checks the spelling and if the word is misspelled tutee crosses out the word and writes it correctly

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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
- **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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## **Other Partner Uses**

### **Other uses of partners**

1. Monitor partner to see if directions are followed
2. Share materials with partners
3. Assist partners during independent work
4. Collect papers, handouts, assignments for absent partners
5. Read text material with partners

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## **Verbal Responses — Teams**

Use for higher order questions

Use when there are multiple perspectives/opinions

- Join two partnerships to form a team of four.
- Label the members of the team with letters (a, b, c, d) OR
- Indicate by position.

“Team members sitting in this location will begin sharing.”

“Team members sitting in this location will report to the class.”

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## **Verbal Responses — Teams**

### **Rounds**

- First team member shares for a limited time.
- Other team members ask clarifying questions.
- Rounds are repeated until all 4 have spoken.
- Selected reporter summarizes.
- Reporter reports to the class.

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## Preparation for Team Rounds

Write on a separate paper.

Partners will be used in my class in a variety of ways. First, partners will \_\_\_\_\_. This will be useful because \_\_\_\_\_.  
Next, partners will \_\_\_\_\_ and \_\_\_\_\_.  
Both of these uses will extend students' \_\_\_\_\_.  
Partners will also \_\_\_\_\_,  
a practice that will \_\_\_\_\_.  
Finally, and perhaps most importantly, partners will \_\_\_\_\_ in  
all of my classes.

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## Verbal Responses – *Academic Discussions*

1. Carefully craft the question for discussion.  
*Agree/ Disagree/Why*  
Andrew Jackson was the “President for the common man.”
2. Have students write in response to the question (e.g., list words, complete sentence or paragraph frame, write answer).
3. Have students share response with their partners.
4. Scaffold discussion with sentence starters.

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## *Discussion*

### Discussion sentence starters

#### Disagreeing

I disagree with \_\_\_\_\_ because \_\_\_\_\_.  
I disagree with \_\_\_\_\_. I think \_\_\_\_\_.

#### Agreeing

I agree with \_\_\_\_\_ because \_\_\_\_\_.  
I agree with \_\_\_\_\_ and I also think \_\_\_\_\_.

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## Verbal Responses — *Discussion*

Adapted from presentation by Kate Kinsella, Ph.D.

### Structured Discussion

#### Agreeing

My idea is similar to \_\_\_\_\_ idea. I think \_\_\_\_\_.  
My ideas expand on \_\_\_\_\_ idea. I think \_\_\_\_\_.  
I agree with \_\_\_\_\_ and want to add \_\_\_\_\_.

#### Disagreeing

I don't agree with \_\_\_\_\_ because \_\_\_\_\_.  
I have a different perspective from \_\_\_\_\_. I think \_\_\_\_\_.  
My views are different from \_\_\_\_\_. I believe \_\_\_\_\_.

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## Verbal Responses — *Discussion*

### Structured Discussion

#### Clarifying

Will you please explain \_\_\_\_\_.

What did you mean when you stated \_\_\_\_\_.

Could you please clarify your idea for me

#### Paraphrasing

What I hear you saying is \_\_\_\_\_.

So you believe \_\_\_\_\_.

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## Verbal Responses — *Individual Turns*

### Common but less desirable practices

#### #1. Calling on volunteers

##### Disadvantages:

##### - **Specific students volunteer.**

- high performing students
- assertive students
- students proficient in English

##### - **Non-volunteers over time don't think or participate**

#### Limit calling on volunteers.

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## Verbal Responses — *Individual Turns*

### Common but Less desirable practices

#### #2. Calling on inattentive students

##### Disadvantages:

- Inattentive student unlikely to have correct response
- Answers of inattentive student unlikely to add to richness of class discourse
- Attention is given to inappropriate behavior

#### **Don't call on inattentive students.**

##### ■ **To regain attention of students:**

- Use physical proximity
- Give directive to entire class
- Ask students to complete quick, physical behavior

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## Verbal Responses — *Individual Turns*

### Option #1 - Partner First

1. Ask a **question**
2. Give students **thinking time**
3. Provide a verbal or written **sentence starter**
4. Have students share answers with their **partners** using the sentence starter
5. Call on a student to give answer
6. Engage students in **discussion** using discussion sentence starters

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## Verbal Responses — *Individual Turns*

### Option #2 - Question First

1. Ask a question
2. Raise your hands to indicate silence
3. Give thinking time
4. Call on a student
5. Provide feedback on answer OR  
Engage students in a discussion

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## Verbal Responses — *Individual Turns*

### ■ Procedures for randomly calling on students

**Procedure #1** - Write names on cards or stick. Pull a stick and call on a student.

**Procedure #2** - Use iPad or iPhone app (e.g., *Teacher's Pick*, *Stick Pick*, or *Pick Me!*)

**Procedure #3** - Use two decks of playing cards. Tape cards from one deck to desks. Pull a card from other deck and call on a student.

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## Verbal Responses — *Individual Turns*

### Option #3 - Whip Around or Pass

Use when many possible answers.

1. Ask a question
2. Give students thinking or writing time
3. Start at any location in the room
  - Have students quickly give answers
  - Go up and down rows, limiting comments
  - Allow student to pass

Note: If students are "habitual passers," alter the procedure. Return to students who pass. Have them report the best or most interesting idea of their peers.

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## Written Responses

### Materials

- |                      |                      |
|----------------------|----------------------|
| - Paper              | - Computers          |
| - Graph paper        | - Electronic tablets |
| - Graphic organizers | - Response slates    |
| - Journals           | - Response cards     |
| - Vocabulary logs    | - Clickers/Plicers   |
| - Post-its           |                      |
| - Posters            |                      |
| - Anticipation guide |                      |

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## Written Responses

### Response Type

- Answers
- Sentence starter
- Writing frame
- Personal notes
- Highlighting – Underlining
- Marking the Text
- Brainstorming
- Quick writes
- Quick draws
- Warm-up activity (Do Now)
- Exit Ticket

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## Written Responses

### ■ Written response

- Gauge length of written response to avoid “voids”
  - Make response fairly short OR
  - Make response “eternal”

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## Written Responses

### ■ Response Slates (white boards)

- Give directive
- Have students write answers on individual whiteboards
- When adequate response time has been given, have students display slates
- Give feedback to students

*Note:* “Virtual white boards” can be created using heavy sheet protectors or plastic plates.

Ipad/notebook apps available for “response slates.”

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## Written Responses

### Response cards

- Have students write possible responses on cards or paper or provide prepared cards

Examples:

Simple responses: Yes, No; True - False; a.b.c.d., agree disagree

Punctuation Marks: . ? ! , “ ”

Branches of Government: Legislative, Executive, Judicial

Math Vocabulary Terms: perimeter, area

- Ask a question
- Have students select best response card
- Ask students to hold up response card
- Monitor responses and provide feedback

*Note:* Utilize a *Response Sheet*. Label sides: True, False; Agree, Disagree; yes no; a b c d.

*Note:* Electronic clickers or pickers can also be used.

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## Action Responses

### ■ Act out

- Students act out historical event, vocabulary term, concept, or process
- Students participate in simulation  
*Example: Stock market  
United Nation*

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## Action Responses

### ■ Gestures

- Students indicate answers with gestures

### ■ Facial expressions

- Students indicate answer with facial expression
- Example: “Show me despondent.” “Show me not despondent.”

### ■ Hand signals

- Students indicate answer by holding up fingers to match numbered answer

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## Action Responses

### Hand signals

- Level of understanding
  - Students display one (no understanding) to five (clear understanding) fingers
- Students place hand to indicate level of understanding (high-forehead, OK-neck, low-abdomen)

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## Action Responses

### Hand signals

1. Display numbered items on the screen  
*Example: 1. elude 2. intention 3. reluctant*
2. Carefully introduce and model hand signals
3. Ask a question
4. Have students form answer (e.g., 3 fingers to indicate item #3) on their desks
5. When adequate thinking time has been given, have students hold up hand

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## Passage Reading Procedures

- What are some disadvantages of “round-robin reading” when the group size is large?

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## Passage Reading — *Silent Reading*

### Augmented Silent Reading (Whisper Reading)

- Pose pre-reading question
- Tell students to read a certain amount and to reread material if they finish early
- Monitor students’ reading
- Have individuals whisper-read to you
- Pose post-reading question

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## Passage Reading — *Echo Reading*

### ■ Echo Reading

- Teacher reads a word, phrase, or sentence
- Students “echo” read the word, phrase, or sentence
- Useful for building fluency and expression
- *Beginning Readers*: Fade as students grow in reading skills
- *Older Readers*: Use to introduce difficult words

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## Passage Reading - *Choral Reading*

### Choral Reading

- Read selection with students
- Read at a moderate rate
- Provide precorrection. “Keep your voice with mine”
- *Beginning Readers*: Chorally read text after silent reading or whisper reading
- *Older Readers*: Chorally read wording on slide, directions, steps in strategy, initial part of story/chapter

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## Passage Reading - Cloze Reading

### Cloze Reading (delete word)

- Read selection
- Pause and delete “meaningful” words
- Have students read the deleted words
- *Beginning Readers:* Use for additional practice
- *Older Readers:* Use when you want to read something quickly and have everyone attending

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## Passage Reading - Cloze Reading

### Cloze Reading (delete portion of sentence)

- Read first part of a sentence.
- Have students read to the end punctuation of the sentence.

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## Passage Reading - Individual Turns

### Individual Turns

- Use with small groups
- Call on individual student in random order
- Vary amount of material read

### If used with large group,

- Assign paragraphs for preview and practice OR
- Utilize the me or we strategy

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## Passage Reading - Partners

### Partner Reading

Assign each student a partner

**Reader** whisper reads to partner

Narrative - Partners alternate by sentence, page, or time

Informational text - Partners alternate by paragraph

**Read - Stop - Respond**

**Coach** corrects errors

- Ask - *Can you figure out this word?*
- Tell - *This word is \_\_\_\_\_. What word?*  
*Reread the sentence.*

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## Passage Reading - *Partners*

### Scaffolding lowest readers

- Students read the material together
- First reader (better reader) reads material  
Second reader reads the SAME material
- Lowest reader placed on triad and reads with another student
- Partners allowed to say “me” or “we”

*Beginning readers:* Additional practice

*Older readers:* After initial part of story/chapter is read with class

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## Summing it up

I intend to use the following active participation procedures:


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## Learning is not a spectator sport

Many responses  
Many responders

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## May you thrive as an educator

How well you teach = How well they learn

Teach with passion  
Manage with compassion

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