

THE BIG 8

Skills for maximizing student engagement.

Class Acts:

**Your Guide to
Activate Learning**

1. Expectations
2. Time Management
3. Cueing
4. Attention
5. Proximity
6. Signals
7. Voice
8. Tasking

TASKING

(ASK AND ENGAGE)



- Teacher in "teacher stance" with active lesson plans.
- Students in response mode such as note taking guides, whiteboards, discussion groups, lab positions, etc.
- Teacher in position for prompting work to start or continue.



- Teacher directing instruction with prompts, cues, student signals, questions, etc.
- Students responses such as questions, answers, choral responses, etc.

MAKE YOUR QUESTIONS COUNT

- Assessment Questions
- Open Questions
- Engagement Questions/Statements

Re-Phrase Questions for Engagement

Questions You Want Students To Answer	Type of Question	Ways To Re-phrase for Engagement
<i>"Raise your hand if you can name the parts of a flower."</i>	Assessment	<i>"Show me with your fingers how many parts there are in a flower. Whisper to your neighbor what those are."</i>
<i>"Ellen, what is the capital of Utah?"</i>	Assessment	[Raise hand to indicate stop.] <i>"Now think. What is the capital of Utah?"</i> [Lower hand.] <i>"Everyone?"</i> [Snap fingers for choral response.]
<i>"Which spelling is correct?"</i>	Open	<i>"Here are two different spellings the dictionary gives. Stand if you think option 1 is preferred. Stay seated if you think option 2."</i>
<i>"Which of the seven continents would you most like to live on?"</i>	Open	[Photos of continents in room.] <i>"Stand by the continent that you would like to live on."</i>

PLAN AND POSITION YOUR ENGAGEMENT REQUESTS

In this lesson, or segment, what are the essential knowledge, concepts, and skills I want my students to master?

In what ways, step by step might I engage students actively so that they interact with these new concepts and skills?

Use Teacher-to-Student Engagement Requests

These are directives you make when you want all students to respond simultaneously to you in real time. Notice that such requests do not end with question marks.

Laura structured her plan with teacher-to-student requests like these (here are more examples):

- Write the answer in the air.
- Point to the correct answer.
- Move to your choice.
- Write your thoughts on a sticky note.
- Show thumbs up/down.
- Hold up a card (yes on one side/no on the other).
- Use individual white boards.
- Respond in chorus (with think time and a signal to respond).

Some Strategies for Student-to-Student Engagement

Carousel Brainstorming: Post charts on the wall with key questions or ideas at the top. Form groups in which one person scribes for the group and adds to the chart as all brainstorm. Groups move to a new chart, read other groups' responses, and then add to the chart.

Gallery Walk: After teams have generated ideas on a topic using a piece of chart paper, they appoint a "docent" to stay with their work. Teams rotate to examine each other team's ideas and to ask questions of the docent. Each team then meets to discuss and add to their information so the docent also can learn from other teams.

Graffiti: Groups receive a large piece of paper and felt pens of different colors. Students generate ideas in the form of graffiti. Groups can move to other papers and discuss/add to the ideas.

Inside/Outside Circle: Divide class in half. One group forms a circle facing outward; the others find one person in the circle to stand opposite, so there are two circles of people facing each other to share and review information on a topic. Then the outer circle rotates to generate more responses or discuss new information.

Number Heads Together: Students sit in groups of four. Each group member gets a number. You pose a problem and all four students discuss. Then you call a number and that student is responsible for sharing for the group.

Talking Chips: Each student gets a certain number of chips; let's say 4. Each time a student talks, he must submit a chip until all his chips are gone and he may no longer talk. Students must use all their chips, so this ensures that all students have a chance.

Re-Wording for Rigor

Lower Level Request	Rewording Strategy	Higher Level Request
<i>Name the world's 7 continents.</i>	<p>Change a recall task to an analytic task.</p> <p>Add a thinking verb (<i>predict</i>).</p> <p>Specify task structure (group work).</p>	<i>In your group, predict how continental drift will change the future locations of the continents.</i>
<i>Summarize General Grant's strategy in the battle of Gettysburg.</i>	<p>Change a skill concept task to a synthesis task.</p> <p>Add or modify a factor.</p> <p>Specify task structure.</p>	<i>Hypothesize how one change in the Confederate strategy could have altered the outcome. Defend your hypothesis to your partner.</i>
<i>Identify a number under 100 that has many factors.</i>	<p>Change a skill/concept task to a synthesis task.</p> <p>Enlarge task to include a higher-level skill.</p> <p>Specify task structure.</p>	<i>With a team, find the numbers under 100 that have many factors. Design a question about these number patterns that will deepen our understanding of factors.</i>
<i>Infer how the main character feels about 2 other characters in the story.</i>	<p>Change a skill/concept comprehension task to one that combines analysis and synthesis.</p> <p>Add another dimension to the problem.</p> <p>Specify a structure.</p>	<i>With a partner, create a diagram to compare and contrast how the main character and two other characters feel about each other. Add evidence into your diagram.</i>