Promoting Engagement through Student-Led Discussions K-12

Georgia Department of Education
Cynde Snider Consulting

March 1, 2017
3:30 to 4:15 EST

Where learning is the target.
Learning Targets

1. I can provide a rationale for student-led discussions.

2. I can explain how student-led discussions connect to the UDL Engagement Principle and associated Guidelines and Checkpoints.
Why should I take time from content instruction to teach students discussion skills?
## Improving Adolescent Literacy

Evidence-Based Practice Recommendations for Improving Adolescent Literacy

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Level of Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide explicit vocabulary instruction.</td>
<td>Strong</td>
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<tr>
<td>Provide direct and explicit comprehension strategy instruction.</td>
<td>Strong</td>
</tr>
<tr>
<td>Provide opportunities for extended discussion of text meaning and interpretation.</td>
<td>Moderate</td>
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<tr>
<td>Increase student motivation and engagement in literacy learning.</td>
<td>Moderate</td>
</tr>
<tr>
<td>Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.</td>
<td>Strong</td>
</tr>
</tbody>
</table>

Where learning is the target.
Anchor Standards for Speaking & Listening

Comprehension & Collaboration
Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

Presentation of Knowledge & Ideas
Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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Universal Design for Learning Guidelines

Provide Multiple Means of Engagement
Purposeful, motivated learners

Provide options for self-regulation
+ Promote expectations and beliefs that optimize motivation
+ Facilitate personal coping skills and strategies
+ Develop self-assessment and reflection

Provide options for sustaining effort and persistence
+ Heighten salience of goals and objectives
+ Vary demands and resources to optimize challenge
+ Foster collaboration and community
+ Increase mastery-oriented feedback

Provide options for recruiting interest
+ Optimize individual choice and autonomy
+ Optimize relevance, value, and authenticity
+ Minimize threats and distractions

ACCESS

INTERNALIZE & BECOME INDEPENDENT

INTERPRET & PROCESS

ACCESS
Provide options for recruiting interest

ACCESS

+ Optimize individual choice and autonomy

+ Optimize relevance, value, and authenticity

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Where learning is the target.
Provide options for sustaining effort and persistence

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Where learning is the target.
How can student-led discussions engage students?
from Grade 3 Speaking & Listening CCGPS . . .

ELAGSE3SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.

a. Come to discussions prepared . . . .

b. 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).

c. Ask questions to check understanding of information presented, stay on topic, and link their comments to remarks of others. + Foster collaboration and community

Where learning is the target.
### Language of the CCGPS

<table>
<thead>
<tr>
<th>Listen to others with care</th>
<th>I can look directly at my classmates who are speaking to show I am listening.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Link comments to remarks of others</td>
<td>I can connect what my classmates say before me to what I am going to say.</td>
</tr>
</tbody>
</table>

- + Minimize threats and distractions
- + Increase mastery-oriented feedback

Where learning is the target.
**Grade 3 Teaching/Learning Rubric**

<table>
<thead>
<tr>
<th>What I can do . . .</th>
<th>What that will/won’t look like . . .</th>
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<tbody>
<tr>
<td>+ Foster collaboration &amp; community</td>
<td></td>
</tr>
<tr>
<td>+ Heighten salience of goals &amp; objectives</td>
<td></td>
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<tr>
<td>I can look directly at my classmates who are speaking to show I am listening.</td>
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To show my classmates that I’m listening, I can:

- keep my eyes on my classmate who is speaking
- lean forward to show that I’m interested in what my classmate is saying
- nod to show I hear what my classmate is saying and I agree
- refer to what my classmate says when I talk
## Grade 3 Teaching/Learning Rubric

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<th>What I can do . . .</th>
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<tr>
<td>+ Foster collaboration &amp; community</td>
<td>When I talk, I’ll connect my ideas to other speakers’ ideas by</td>
</tr>
<tr>
<td>+ Heighten salience of goals &amp; objectives</td>
<td>✓ summarizing or briefly restating what my classmate said before me</td>
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<tr>
<td></td>
<td>✓ respectfully disagreeing with a classmate by saying something like, “John has a good point, but . . .”</td>
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<tr>
<td></td>
<td>✓ adding to what my classmate said before me by saying something like, “I’d like to add to what Susan just said.”</td>
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I can connect what my classmates say before me to what I am going to say.
## Student Self-Assessment of Learning

+ Develop self-assessment and reflection

<table>
<thead>
<tr>
<th>My Learning Targets</th>
<th>I predict that I can meet this learning target:</th>
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<tr>
<td></td>
<td>Every Time</td>
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<tr>
<td>I can look directly at my classmates who are speaking to show I am listening.</td>
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<td>I can connect what my classmates say before me to what I am going to say.</td>
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## Teacher’s Coded Seating Chart

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<tr>
<td>Sam</td>
<td>Mariah</td>
<td>Alberto</td>
<td>Lucy</td>
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<td>Zöe</td>
<td>= I can look directly at the person who is speaking to show I am listening.</td>
<td>= I can connect what the people before me said to what I am going to say.</td>
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<td>Laney</td>
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<tr>
<td>John</td>
<td>Maisie</td>
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<td></td>
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<td>Billy</td>
<td>Veronica</td>
<td>Demarcus</td>
<td>Jeannie</td>
<td>Wayne</td>
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# Student Self-Assessment of Performance

+ Develop self-assessment and reflection

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Brief Teacher-Student Conferences

1. Ask student to compare his/her predictions and performance data to teacher’s charted data from discussion:
   - What do you see?
   - What do you think?
   - What makes you think that?

+ Develop self-assessment and reflection
+ Increase mastery-oriented feedback
Brief Teacher-Student Conferences

2. Have student set goal for improvement or challenge:
   - Where would you like to improve?
   - What goal do you want to set for yourself?
   - What can you do to achieve this goal?

+ Promote expectations & beliefs that optimize motivation
+ Facilitate personal coping skills and strategies
+ Optimize individual choice & autonomy
+ Optimize relevance, value, and authenticity
Universal Design for Learning Guidelines

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Purposeful, motivated learners

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Provide Multiple Means of Representation
Resourceful, knowledgeable learners

- Provide options for comprehension
  + Activate or supply background knowledge
  + Highlight patterns, critical features, big ideas, and relationships
  + Guide information processing, visualization, and manipulation
  + Maximize transfer and generalization

- Provide options for language, mathematical expressions, and symbols
  + Clarify vocabulary and symbols
  + Clarify syntax and structure
  + Support decoding of text, mathematical notation, and symbols
  + Promote understanding across languages
  + Illustrate through multiple media

Provide Multiple Means of Action & Expression
Strategic, goal-directed learners

- Provide options for executive functions
  + Guide appropriate goal-setting
  + Support planning and strategy development
  + Enhance capacity for monitoring progress

- Provide options for expression and communication
  + Use multiple media for communication
  + Use multiple tools for construction and composition
  + Build fluencies with graduated levels of support for practice and performance

- Provide options for physical action
  + Vary the methods for response and navigation
  + Optimize access to tools and assistive technologies
Learning Targets

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Resources


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Where learning is the target.

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