

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.

Where learning is the target.

***Why should I take time from
content instruction to teach
students discussion skills?***

Where learning is the target.

Improving Adolescent Literacy

Evidence-Based Practice Recommendations for Improving Adolescent Literacy	
Recommendation	Level of Evidence
Provide explicit vocabulary instruction.	Strong
Provide direct and explicit comprehension strategy instruction.	Strong
Provide opportunities for extended discussion of text meaning and interpretation.	Moderate
Increase student motivation and engagement in literacy learning.	Moderate
Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.	Strong

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

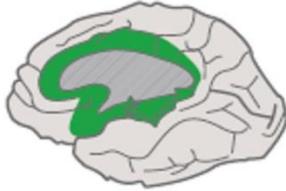
Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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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



INTERNALIZE & BECOME INDEPENDENT

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



INTERPRET & PROCESS

Provide options for recruiting interest

- + Optimize individual choice and autonomy
- + Optimize relevance, value, and authenticity
- + Minimize threats and distractions



ACCESS

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How can student-led discussions engage students?

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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.

... to Student Learning Targets

Language of the CCGPS	Student Learning Target
listen to others with care	I can look directly at my classmates who are speaking to show I am listening.
link comments to remarks of others	I can connect what my classmates say before me to what I am going to say.

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

Where learning is the target.

Grade 3 Teaching/Learning Rubric

What I can do . . .	What that will/won't look like . . .
<p>+ Foster collaboration & community</p> <p>+ Heighten salience of goals & objectives</p> <p>I can look directly at my classmates who are speaking to show I am listening.</p>	<p><i>To show my classmates that I'm listening, I can</i></p> <ul style="list-style-type: none">✓ 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

What I can do . . .	What that will/won't look like . . .
<p>+ Foster collaboration & community</p> <p>+ Heighten salience of goals & objectives</p> <p>I can connect what my classmates say before me to what I am going to say.</p>	<p><i>When I talk, I'll connect my ideas to other speakers' ideas by</i></p> <ul style="list-style-type: none">✓ summarizing or briefly restating what my classmate said before me✓ respectfully disagreeing with a classmate by saying something like, "John has a good point, but . . ."✓ adding to what my classmate said before me by saying something like, "I'd like to add to what Susan just said."

Student Self-Assessment of Learning

+ Develop self-assessment and reflection

My Learning Targets	I predict that I can meet this learning target:		
	Every Time	Most of the Time	Sometimes
I can look directly at my classmates who are speaking to show I am listening.		X	
I can connect what my classmates say before me to what I am going to say.			X

Teacher's Coded Seating Chart

  Sam	  Mariah	  Alberto	  Lucy	  Ben
  Zöe	 = I can look directly at the person who is speaking to show I am listening.  = I can connect what the people before me said to what I am going to say.			  Laney
  John				  Ralph
  Maisie				  Belinda
  Billy	  Veronica	  Demarcus	  Jeannie	  Wayne

Student Self-Assessment of Performance

+ Develop self-assessment and reflection

My Learning Targets	I believe that I met this learning target:		
	Every Time	Most of the Time	Sometimes
I can look directly at my classmates who are speaking to show I am listening.	!	X	
I can connect what my classmates say before me to what I am going to say.			X !

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**

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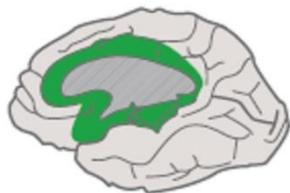
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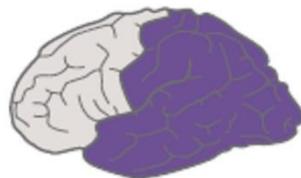
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Provide Multiple Means of Representation

Resourceful, knowledgeable learners

Provide options for comprehension

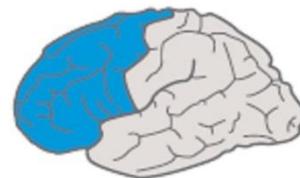
- + Activate or supply background knowledge
- + Highlight patterns, critical features, big ideas, and relationships
- + Guide information processing, visualization, and manipulation
- + Maximize transfer and generalization

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 options for perception

- + Offer ways of customizing the display of information
- + Offer alternatives for auditory information
- + Offer alternatives for visual information



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

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Resources

Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. New York: Routledge.

Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger T., & Torgensen, J. (2008). *Improving adolescent literacy: Effective classroom and intervention practices* (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=8>.

National Center on Universal Design for Learning. (2014). Universal design for learning guidelines. Wakefield, MA: CAST. Available at http://www.udlcenter.org/aboutudl/udlguidelines_theorypractice.

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