

Explicit Instruction Course Module 6-- Part 1

Dr. Devin Kearns

So what are these methods and purposes for eliciting responses? Let's talk about that. Our objectives here are, one, not surprisingly, to learn the methods for eliciting responses, and two - guess what - to learn the two key purposes for eliciting responses. I think it'll make sense to you.

Before we get into all of that, let's put this in context in terms of the DBI Framework. As you know, we're thinking about explicit instruction as an intervention adaptation, something you do when you realize that the Secondary Prevention Program isn't working for students. As we've already said, it's possible that the Secondary Prevention Program isn't working because it doesn't have enough explicit instruction or it hasn't been described that you need to use explicit instruction, so perhaps you haven't been using those techniques enough. So the adaptation you make then is to use the explicit instruction principles more and we're going to talk about how to do that in terms of, now, eliciting responses. It's a critical aspect of intervention adaptation for explicit instruction.

So turning to our checklist, let's first talk about this piece of using eliciting responses to maintain or check accuracy processing. This is a critical purpose of this. Let's talk about this in terms of that idea. We mentioned already that the goal here is for students to be engaged and we talked about engagement, meaning students having their effort focused on the lesson content really specifically. So there are a variety then of response formats we can use to maximize student engagement in the lesson. These are not the only ways of eliciting responses in the world; there are many others and we recommend to you a book called *Explicit Instruction*, not surprisingly, by Anita Archer and Charles Hughes. You've already seen before a clip of Dr. Archer and they have many other methods to elicit responses.

These are some of the ones we're going to use in this module to give you a sense of the kinds of ways you can elicit those responses. I'll give you an example. I'll give you descriptions of each of these briefly and you'll see them further on in the module. So whip around is one of my favorite techniques to very quickly get every student to participate. You ask a question where students can give a variety of responses, you move up and down the rows or around the U or whatever, around your small group, however you're doing your lesson, and you ask students to give you responses without any interruption. I often tell them to think of something in 10 words or less, sometimes give them a moment to write it down, and then give them an opportunity to say their response.

I usually tell students, "Well, if someone's already said it, it's okay, you can just say it again." They can, however, pass if they wish to. What I love about this technique is that it actually gets a lot of ideas on the table very quickly. It's a great way to summarize what's been learned in a certain section

of a lesson. It's also a great way to talk about something that students have a lot of prior knowledge about. One of my good examples of this is I did a lesson where I asked students to tell us what they knew about pirates before we start a lesson, and then I do a quick whip around about what we know about pirates, and of course, students have many ideas about what pirates are.

Choral response is another way to elicit response and what I recommend you use very often. This works even through middle school. In high school, it can be a little trickier, but the idea of a choral response is to ask a question, allow a short amount of thinking time, and then ask everyone to respond after a signal, putting their hands out or something like that. You saw a video of Dr. Archer doing that exact thing in the video we watched in Module Five. So that's a great way of getting all the students engaged in one time, they all give this response. It only works for certain kinds of responses though, a point we'll come back to later.

Hand signals are another great way to get all students involved at the same time. For example, you ask a question, you allow a little thinking time as we've described - you'll do it for all of these methods - and then give a clear signal for how students respond to you when you signal for them to do so. You can do thumbs up, thumbs down, fist of five, fist meaning "I don't understand something at all" and so on, five meaning "I have a complete understanding or a complete nod of a certain topic," and then using fingers as numbers. "Hold up a one if you think the answer is this one. Hold up a two if you think the answer is this one."

Cued retell is a great strategy for getting students to, with a partner, remember what's been taught. So with cued retell, when you've, let's say, taught a series of things or a list of things, you want students to remember all of them, but you know that they've learned a lot of stuff, but they might not remember everything. You then have them work with a partner and they can think of all the things that they know, the partner then cues them, gives them hints if they don't know the answers, and then after that, they switch jobs and the other student provides the prompts if students need support.

Whiteboards are a great way to get students to all give an answer, and probably at some point in the future when people watch this module - because perhaps they'll watch it for many, many years, or not, but whatever. They'll probably just draw on an iPad or some other tablet-like thing, but for now in the history of teaching, we're talking about whiteboards. Basically, it's a way where students conveniently write their answer on a board so that they can all share that at the same time and hold it up for the class. It's often a nice way to do a math problem and it can be used for a variety of other purposes as well. They all, at the same time when you signal, put up their boards.

Response cards are similar in some ways to doing the numbered responses, and so you can have there, for example, a one and a two, or an A and a B and students can hold up the one that corresponds with the answer. You could also have specific answers written on the response cards if you chose to do that. There are actually special response cards now. You can actually get an app for it and you can

actually use an iPad or something to scan the room to see if the actual answers are correct, because you can put a barcode, a QR code on the actual response cards. That's pretty fancy and I'm sure in the future there'll be even fancier ways to do this, but response cards is a nice way to very quickly get a snapshot of what students are understanding about the concept you're teaching.

Turn and talk is probably the way of eliciting responses I use most often. This is an opportunity for students to get into the content with a partner in slightly more detail than you could with a lot of these other methods. So basically, you ask a question, give students a chance to think about it a little bit, ask them to talk with their partners about their answers. It's a great way to get all the students engaged at the same time, giving them a chance to learn from their peers because partner learning is one of the best evidence-based strategies for students with disabilities, students who need intensive interaction.

Stop and jot is a great way to very quickly get students to think about something. So you've taught a certain amount of content. Basically, after a long period - hopefully not too long a period; we'll say more about not using too long a period of teacher talk - you ask a comprehension question and then ask students to jot their thinking about that. Sometimes you call it a quick write, for example, as well. It's a nice way for students to synthesize what they've learned thus far and they can think about that. Another term for something similar would be pause and process which would be an opportunity to kind of synthesize as well.

Finally, you have the individual response which is the most common, the classic way of eliciting responses in which you have students basically give you answers one by one. I'm going to say more about this later, but I want to preview for you that I'm not a great fan of individual response and I'll say why more later. I want you to think about the potential problem with individual responses in terms of engaging all students. Think about that for a second. What might be the problem with individual responses in terms of engaging all students? Pause the video for a second and sort of reflect on that question. I'm going to hold my hands like this. Pause the video, come back and we'll talk about it.

[Pause] Well, hopefully, you didn't make me hold my hands like this for too long. I'm sorry, terrible joke, but the idea here is that one problem with individual responses is that students aren't all engaged at the same time. You're asking one student a question. They're giving a response. As you saw in the video of Miss M at the beginning of this module, that resulted in student engagement sort of declining pretty rapidly. We don't want that to happen. So individual responses have a lot of risk there. I'm going to say more about that later.

An alternative that I like for individual response, the cold call is a way to get students to very quickly give you answers. It only works well if students are prepared. It's a good way to activate students' prior knowledge of a topic. It's not a good way to have students tell you something that you just

taught that they may not understand very well yet. One way to give students the option to participate is to do something called a friendly cold call. You can have students put a thumb on the desk or have some way of indicating they feel prepared to give an answer without having to raise their hands and distract the airspace of the lesson. If you do that, then you can call on students, but you don't put students on the spot if they're not ready to give you an answer.

So these are a variety of different ways of eliciting responses, and some of these you probably already use in your classroom. So pause the video now and in your workbook, circle the methods of the ones I described that you already use, and maybe circle twice the ones you use a lot and maybe a question mark on the ones that you say, "Well, I don't know if I use it that much," and sort of leave blank, I guess, the ones that you don't use. That will give you a hint about things you might want to change. So pause the video, do that in your workbook and we'll come back together. I'm going to step off the screen, you do that, come back and I'll come back on.

[Pause] Okay, so presumably you had a chance to think about the ones that you use frequently and the ones that you don't, and one thing to think about throughout this module is which ones you might target, those two you might target for your lesson that you want to use more often, and this might be a way to think about when you get to your journal entry, which ones do you wish you'd used maybe in a recent lesson?

Let's talk about now the purposes for eliciting these responses. So I gave you a bunch of forms. That's wonderful, there're different ways to do it. Why are we doing this? There're two reasons that we do eliciting responses. One, as I've already said, is to maintain processing. Sometimes I describe it as keeping students' heads in the game. So as you're going, making sure that they're with you, thinking about that line of Miss M's lesson, if she'd been able to maintain processing, student engagement would've sort of stayed at the same level throughout the lesson, whereas in fact, it didn't because students weren't able to maintain the processing because she didn't elicit responses in a way that was effective for the students.

Another reason to elicit responses is to check accuracy of processing. Not all methods of eliciting responses are particularly good at checking the accuracy of the processing. For example - and I'll say more about this later - you might not always be able to do something like a choral response to get accuracy because it's a very quick way of doing it, and you'll see more about that in just a second. Before we talk about that one, we'll talk about this one.

So in terms of maintaining processing, you want to involve students as often as possible. You want to, during modeling in particular, elicit responses at least four times a minute, and during practice, greater than once a minute. One way to think about this, you saw the timer clicking away here, [unintelligible] a red flag. The reason that was there is that you can see I was thinking about whether or not it's been a minute and whether or not I've been eliciting response. If I haven't elicited a

response within a minute, it's a big, red flag here. Why is it a red flag? Why is it important to elicit responses so often? Think about that for just a second.

You can say it with me - because you need to what? Maintain processing. If you don't have students responding frequently, then you may not be able to maintain that processing. That's a very critical idea, and that again results in keeping students' heads in the game. It may not tell us whether or not they're totally understanding, but it would give us a picture of whether or not they're essentially with us and sort of able to engage in the content as we teach it.

So let's take a look at maintaining processing during a model and to see how often you can elicit responses during the model. I want you to watch this video and answer these questions about what types of methods you see the teacher used of the ones that we described. Think about how often you see the teacher elicit responses. Think about whether they meet the criterion we set for four times a minute in terms of eliciting responses frequently, then we'll come together to evaluate the model. I'll step off the screen so you can watch the video without being distracted by me sitting here and smiling, working the video, so you can think about how often this happens.

You may notice a similarity between the person in this video and the person here. That's because this is me. So you're seeing me do a demonstration lesson in a sixth grade classroom in which students are learning new vocabulary words. You're going to get a sense of how I teach that lesson. So let me step off the screen, you watch the video and we'll come back together and talk about the answers to these questions.

Video Presentation

Dr. Kearns: I also want to share with you a couple vocabulary words that are going to be in the story. Okay, so the first word is "exhibit." What's the word?

Students: Exhibit.

Dr. Kearns: Great. An exhibit is a display. What is it?

Students: A display.

Dr. Kearns: A display. In this case, we're talking about display like at a museum. So when you go to a museum, they have lots of what?

Students: Exhibits.

Dr. Kearns: Exhibits, displays where they show you things and you can walk around and see those things. Great. The second word is "disembark." What's the word?

Students: Disembark.

Dr. Kearns: "Disembark" means you get off. What does it mean?

Students: Get off.

Dr. Kearns: It means to get off like a boat, like in this example. These are soldiers and they are - what are they doing?

Students: Getting off.

Dr. Kearns: They are getting off or disembarking. What are they doing?

Students: Disembarking.

Dr. Kearns: They're disembarking. Here's another example of people getting off of a ferry, so they're what?

Students: Disembarking.

Dr. Kearns: They're disembarking from the ferry, that's right. In the text today, the girl and her family go to visit the Ellis Island museum. They have to take a ferry to get there. When they arrive on Ellis Island, what do they do?

Students: Disembark.

Dr. Kearns: They disembark from there. Okay, good.

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Okay, so you got to really get a nice picture here of how often responses are elicited and you probably now have a sense already the answers to the question, so let's talk about them. So in this video, the first question - let's go back here - what types of method the teacher used to elicit responses. You saw mostly what? It was choral response. You saw the teacher do lots of choral responses throughout the video, asking the questions, getting the students all to respond. How many times were responses elicited? It's a whole bunch of times. The counter I think had eight times during the minute, so it definitely meets our criterion of at least four times in a minute during the model, getting the students to participate.

Choral responses is great to use during a model because it's a very quick way of getting students to respond without taking too much time from your model, because remember, we've already said in Module Five, a model is where you're doing the work and so you don't want to distract attention from your model, but you want to do what? What's the purpose of responding four times a minute? It's to what? That's right, it's to maintain processing. If you didn't say that with me, let's do it now. Everybody, maintain processing. That's the goal of this. Okay, so [unintelligible] more casual for this one. It's elementary school, so this is what you do.

So here, let's talk about maintaining processing during a different part of lesson-guided practice. Think about already how many times we mentioned you want to elicit responses at least during guided practice. What was that number that we targeted before? It was greater than or equal to one, if you don't remember the alligator sign. I think it was going this way, had a little line underneath. So greater than or equal to once per minute. So again, let's look at the types of methods that the teacher uses. How many times is this, and does this meet the criterion in terms of being at least once per minute? So go ahead and watch this video. Again, I'll step off the screen and see if we can answer these questions. We'll come back together and we'll answer them.

Video Presentation

Teacher: This time, we do it together. We're going to catch the word and move your tokens, and then you can check with me. Here we go. The word is "munch." "I like to munch on potato chips." Catch it.

Students: Munch. [Students verbalizing phonemes].

Teacher: With your tokens, show those phonemes. [Pause] Double-check with me. [Students verbalizing phonemes] Good. Give me a thumbs up if you got that. Excellent.

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Okay, so first of all, let's look at what types of methods she used. You can see a variety of methods here. What would you say is the primary method that she used? [Unintelligible] a lot of gestural responses and sort of like the thumbs up, thumbs down, the catch-it sort of thing, having students move their tokens. So she had a lot of different responses involved using a card and moving things around, showing her how they're doing using their hands. How many times did the teacher elicit responses? She does at least four ways of eliciting responses there and that rate certainly meets our criterion of once or more per minute.

So obviously, you can see here two different examples of how teachers have maintained processing throughout the lesson. Particularly in this case, we can see the students, they're certainly engaged. Every single one of them seems to be following along the lesson. In the video that I did, you can't see the students, but I can tell you from having taught the lesson that they were in fact engaged throughout.

Okay, that was the first purpose, is to maintain processing. Now let's talk about the second purpose which is to check accuracy of processing. So a common way of describing this idea is to check for understanding, right? We want to check for understanding because we don't simply want to teach the lesson and blithely go on our way. We want to see if students are actually getting it. We want to do what we refer to as formative assessment. Formative assessment is assessment you do routinely to get

a sense of where students are and what you need to do next, because then, you can adapt your instruction within the lesson based on student response. That's a critical purpose of eliciting responses, is often to check the accuracy of the processing.

So now let's look at a curriculum example. Our nifty folder here indicates we're looking at curriculum examples. So when we do this now, let's talk about whether or not we're checking accuracy of processing in the way that we do this. So here was the original lesson from the curriculum that shall remain nameless here. This is Lesson 54, Exercise 6. In this lesson, the learning outcome was for students to draw inferences and note details in the particular paragraph, and the instructions to the teacher were to tell students that "After you read the section, without making more than two errors, we'll make some inferences and note some details." My concern about that objective is that the learning outcome involves multiple things here, and we've talked about the fact that there should be singular learning outcomes, lesson objectives.

So we've modified this and what we've said here is that students will be able to answer questions to identify key details which gets us to the idea of noting details, and we're skipping for now the inference piece. Why? Because one thing about reading comprehension is that students need to understand what's called the text base which is that if students don't understand the individual sentences, the individual parts in the text, they won't understand the whole piece and they won't be able to sort of summarize and synthesize what they've learned.

So now, the instructions we've designed here are to read the story in parts. After we read each part, stop to answer questions to check our understanding. This is a good example of the exact kind of thing we'll see in Secondary Prevention programs. This isn't a bad idea. It's not a bad idea to draw inferences or to note details; however, if we're thinking in terms of a good explicit instructions lesson, this isn't the way to approach that. So we want to design our lessons somewhat differently and this is what we've come up with.

So here's the text that we were given in Lesson 54, Exercise 6, and now let's talk about how we're going to meet our learning outcome of answering questions to, as we've described, establish a text base. So I'm going to read this aloud as a teacher and you can follow along as the students/participants in this lesson and we'll go from there.

"George pushed the shovel into the ground. Clink! He tossed the dirt aside, and there it was, the corner of a treasure chest." Okay everyone, so first question for you is what did George's shovel hit? On your whiteboards, write what George's shovel hit. Those of you at home, you can write on a piece of paper, pretend you're on a whiteboard. Alright, hold your whiteboards. Everyone show me, what did George's shovel hit? I see here everyone wrote "the treasure chest." Very nice. Okay, great thinking about what the shovel hit.

“He then began to dig. Slowly, the dirt was cleared from the chest. It was rusty and there were a couple of holes in it. George put his finger into one of the holes and then he brought out a round coin that looked like a black penny.” Alright, let’s talk about that part of the text. So my first question is what did George find in the hole? Everyone, you can scan the paragraph again and then write on your whiteboard what George found in the hole. I’m going to get out of the way of the text.

Whiteboards up. You should’ve said he found a black penny. My next question is how did he remove the coin? So look at that same paragraph again and see if you can find the answer how he actually got that coin out of the chest. Write it on your whiteboard. [Pause] So you should’ve said that he - and I see that most folks did. He put his finger into one of the holes, that’s right. Imagining I’m actually teaching this lesson, in this imaginary example, I’m assuming some students didn’t get that question correct, and so that suggests to me that that’s something I need to reinforce with them right now.

It also suggests to me that that’s something that I need to be aware wasn’t clear to students and it’s partly because I asked the end question first perhaps. It’s also because it’s sort of embedded here in the question. It’s probably not clear because he put his finger in the hole. It doesn’t say he took it out. That’s an inference, and so we need to sort of get at that idea for them.

So time in back to the lesson, again, I’m going to reinforce the point of the answer to this question. How did he remove the coin? If I look back at the paragraph, it says that George put his finger into one of the holes and brought out a round penny, so I know that he put his finger in, he brought out the penny. So that’s how he what? Everybody? That’s right, removed the coin.

Alright, next paragraph. We’ll do these two, this short dialog and then the last one. “‘What’s that?’ Lilly asked. George said, ‘I’ll show you what that is.’ He rubbed the coin on the leg of his pants and he held up the coin. It was shining like the sun. It was bright. It was...” Everybody? Gold. Alright, let’s answer some questions about that paragraph. So how did George remove the black from the penny? Look back and then write in your whiteboard how he removed it. [Pause] You should’ve said he rubbed it on the leg of his pants. Everyone said that, that’s great. I like how some people wrote in a short way, said something like “Rubbed on leg of pants.” That’s great to make it nice and short.

Now, our last question is what did they find? I think we all know the answer to that one. Pause for just a second. Think about it and look back and we’ll all say the answer together. Everybody, the answer is? That’s right, it’s gold. Very nice. For those of you at home, I assume you also got the answer. It does help us probably that it’s written in capital letters.

So now you get a picture of how we’ve decided to check the accuracy of processing. So you noticed there, I didn’t use a choral response in this case. Why didn’t I use a choral response, because a lot of these questions perhaps I could’ve asked students to use a choral response. So think about that for a

second. What's the advantage here of doing it in the way that I just described? I'll pause for a second. Think about that. Answer it yourself. What is the advantage of using the whiteboards?

[Pause] So having paused the video and thought about that for a moment, or perhaps you just were so fast in thinking of the answer and you didn't even pause, my answer to that question is that if I do a choral response, I'm not entirely sure which students are getting the answer and which students might be simply sort of parroting everyone else's responses, listening for half a second before they say what everyone else says, or perhaps even sort of mouthing the answer to the class.

Now, even if students do that kind of thing in the midst of the lesson where I'm trying to maintain processing, that's going to be okay probably because they're still engaged in the lesson, are attempting to answer the question, and also because if I know which students might have difficulty with the topic, I'm already focusing in on which students might need the most help around a particular topic. So that though is not an appropriate way to check accuracy because it's every student at once in a way that I can't actually determine which students are getting it and which are not, and I chose whiteboards because I can scan the room and I can note for myself which students are getting the answer and which ones are not. So that's a good way to not simply maintain, but to check accuracy of processing.

You see here now that there're different degrees to which some of these methods are designed to maintain processing or to check accuracy of processing. So one thing that I think is useful to think about here is that ones that are good for maintaining processing often require very quick responses because when we're maintaining processing, we're trying to keep the lesson going, and if we stop and we check accuracy, that's a good thing, but it's not simply maintaining processing, it's not keeping students' heads in the game as we move forward in the content. It's pausing and establishing that students understand.

So for example, a whip around can be used to maintain processing, but because every student gives an answer, it also helps us check accuracy. Not in necessarily lots of details, students could repeat answers and so I could infer then some students don't totally understand, but it's still a good way to sometimes check accuracy - to a certain degree, check accuracy. Choral responses are not good in checking accuracy for the reasons I just described and in terms of our curriculum example.

Hand signals can be used to maintain processing and get a quick response, and they can also be used to check accuracy because you can scan the classroom and see which students are putting up the right fingers or not. Often, teachers will have students hold them in front of their shirt or something like that in order to make sure that they're just responding themselves and not looking at other students, not that they're trying to cheat, but they're trying to participate and sometimes they sort of get the anxiety and feel the need to look. So if they hold it in front of themselves, that is eliminated. So that's a nice way to sort of then check accuracy of processing.

A cued retell is not a good way to maintain processing because you're stopping the lesson essentially to do this. You're doing it to summarize a certain part of the lesson. It's really designed to check accuracy. Whiteboards can be used in both ways. Sometimes you get a very short whiteboard response. Response cards, you can imagine the same thing. They hold up the card, that can maintain processing, but because you can see everybody, you can check accuracy.

Turning and talking is primarily to check accuracy because students are engaged in conversation with each other. They'll check each other's accuracy; you can target the students you want to focus on. You know certain students are going to struggle more with a certain topic, you go and listen in to them. Occasionally, I use turn and talk to [unintelligible] a very quick turn and talk, but primarily, I used it for that.

Stop and jot is generally to maintain processing, but if I am walking around, I can see students' responses, I get a sense of where students are so I can sometimes use that to check accuracy. I particularly use it though because it's quick to maintain processing. Finally, the individual responses can serve that purpose, particularly if, as we described, you're doing the cold call type of responses where it's very quick. Then you're maintaining processing in that way and you're checking accuracy, but you're not checking accuracy for everyone unless you do it for every student in the class, in which case it's almost like a whip around.

So think about that when we get to deciding what types of response to elicit. You now have a nice sense of how these different methods fit into our framework of maintaining processing and checking accuracy. Both of those are valid reasons to elicit responses and to do it often, but we have slightly different purposes depending on the place that we are in the lesson.

Okay, so let's pause a process for a second. I want you to think about those two purposes. I just said them. Write that in your own words and write why it is that those are two valid purposes and how they're different. So pause the video, stop the video, take a break. Pause and process, a good chance to stretch your legs, get up and take a drink of water, whatever, and come back and we can talk about it together. So I'll pause here. I'm going to stand here and wait for you, and when you're ready, come on back.

[Pause] Okay, so presumably, you paused and processed. So as I already said, I would say that the purposes are, one, to maintain processing to keep students' heads in the game and also to check accuracy of processing. They're different in that one allows you to see if students are getting it - that's checking accuracy. One just kind of keeps students with you - that's the maintaining processing. But both are valid purposes for eliciting responses because they both keep students engaged in the lesson, and one, checking accuracy also gives you a sense whether it's a nice form of formative assessment.

So now we've talked about the two purposes of eliciting responses. You now have a sense of them, you now have a sense of some different methods for doing it. Let's watch our lead teacher for this video, Ms. Pollack, who's a third-grade special educator. She's teaching geometry [unintelligible] shape properties. The learning outcome here is for her students to identify polygons or quadrilaterals. I want you to look for three things. One, Ms. Pollack maintaining processing; two, Ms. Pollack checking accuracy of processing; and three, Ms. Pollack doing a non-example which is neither of those things. So watch the video, see if you can figure out how she does those things. I'll pause, I'll step off the screen and you can watch Ms. Pollack and then we'll come back together. So enjoy Ms. Pollack's lesson.

Video Lesson: Ms. Pollack

Today, we're going to be talking about quadrilaterals. A quadrilateral is a polygon with four sides. Show me on your fingers, how many sides does a quadrilateral have? Four, that's right. A quadrilateral is a polygon with four sides. We're going to look at some shapes today and decide whether or not each shape is a quadrilateral. The first shape we'll look at is a square. What shape, everyone? A square, that's right. This square has four sides: one, two, three, four. This square is a quadrilateral because it has four sides.

Let's look at this rectangle. How many sides does this rectangle have? Show me on your fingers, everyone. Good, you should be showing me that this rectangle has four sides. Here they are: one, two, three, and four. Is this rectangle a quadrilateral? Yes or no? Good. Yes, it is a quadrilateral. Turn and tell your partner why this rectangle is a quadrilateral. I heard some good discussions. This rectangle is a quadrilateral because it has four sides.

Let's look at this trapezoid. This trapezoid has how many sides, everyone? Show me on your fingers. Four, that's right. One, two, three, four. Is this trapezoid a quadrilateral? Yes or no? Yes, you're right. Turn and tell your partner why this trapezoid is a quadrilateral. That's right, everyone, because it has four sides.

Let's look at this last shape. This is a triangle. How many sides does this triangle have? Show me on your fingers. Three, that's right. I'll show you: one, two, three. Is this triangle a quadrilateral, yes or no? I see a lot of people showing me no. Turn and tell your partner. Why is this triangle not a quadrilateral? That's right, this triangle is not a quadrilateral because it has three sides, not four.

Great job! A quadrilateral is a polygon with four sides. This is a square. This square is a quadrilateral because it has four sides: one, two, three, and four. This a rectangle. The rectangle is a quadrilateral because it also has four sides: one, two, three, four. This is a trapezoid. The trapezoid is a quadrilateral because it has four sides. This is a triangle. Is this triangle a quadrilateral? Yes or no? Good, I see a lot of people telling me that it is not a quadrilateral. Why is it not a quadrilateral? Turn

and talk to your partner about why it is not a quadrilateral. Good. I heard a lot of people telling me that the triangle is not a quadrilateral because it only has three sides, not four.

Now, I want you to take out your whiteboards and draw an example of a polygon that is a quadrilateral. I'll give you about 15 seconds to work on that and then I'll ask you to show me your boards. [Pause]

Today, we'll be learning about quadrilaterals. Look at the board. A quadrilateral is a polygon with four sides. I've given you each a worksheet today to work on. On the worksheet, you will go through and circle the polygons that are quadrilaterals. Once you're done circling all the shapes or polygons that are quadrilaterals, turn the page over and draw a shape that is an example of a quadrilateral. I'll collect these at the end of class.

Dr. Devin Kearns

So you've gotten three nice examples to contrast the different purposes of eliciting responses. Let's talk about how that works. In the first example, you saw Ms. Pollack give lots of different ways of maintaining processing. She did thumbs up, thumbs down, she did choral response quite a lot, and she used these methods to elicit student responses. Those were maintaining processing and you can see that she did it many, many times. She definitely exceeded that criterion of four times per minute.

She thinks in her lesson that she's focusing on maintaining processing. I think you could argue that she's also checking for understanding. She's also determining whether students are processing the content because as you see, she was able to scan the room when students were doing their thumbs up, thumbs down and see whether students were getting it. She also did a turn and talk somewhere in there and if she were walking around the classroom, that would be another opportunity, a case in which she was checking accuracy of processing.

The second example was more clearly an example of checking accuracy of processing because the things that she had students do, particularly using the whiteboards and turning and talking - and I know from having talked with Ms. Pollack, her intention was to circulate the room - this is me circulating the room - and watching to see if students are actually getting it and focusing in on the students that she's most concerned about.

The third example was a non-example, and it was partly a non-example because the lesson is not really a lesson on, it's designed in a way we want to see an explicit instruction lesson designed, she simply gives a clear explanation - it's pretty clear - but she does not give any planned examples and she doesn't give multiple examples, of course, as a result. She moved to independent practice. When she moves to independent practice, she has not had any opportunity to maintain processing because she skipped all of that, she skipped the model entirely, she simply told the students the information, and then she went on in an independent practice to check the accuracy processing with the worksheet and

with having students write the quadrilateral on the back of the page, but because she has not checked students' accuracy of processing throughout the lesson, she hasn't used methods to maintain processing that perhaps also check understanding. We have no clarity that students will actually understand this content.

I like that third example, not because it's a good example, but because it's a common thing that teachers do, is to move too quickly to independent practice on the presumption that with a very simple, clear explanation - that was clear - students are going to get it. Often as we've already said for students who need intensive intervention, those students are not going to be able to respond simply by us explaining things clearly and then doing something like a worksheet. They need us to move methodically through the explicit instruction process, and while we're doing that, maintaining processing and checking accuracy. By the time they come to the independent practice, we've given them multiple opportunities to respond where we maintain the processing, where we check for the understanding, we check the accuracy of the processing, and then independent practice would be a beautiful opportunity for students to really demonstrate on their own the accuracy of processing.

So three nice examples. Thanks, Ms. Pollack, for those.

So now, in Activity 6.4, you have another opportunity yourselves to analyze curriculum materials and go look at that curriculum example that's in your workbook and to see in that example the purpose for each of the response that the curriculum says you are supposed to elicit. So that example, is it either designed to maintain processing or to check the accuracy of processing? Do that now. Look in that workbook and go through those examples, and when you're done, you can come back and we'll talk about it.

[Pause] Okay, so let's talk about the curriculum example that you saw here. These first two bullets are teacher language. Those don't involve any student response at all, and then here we have the teacher asking what these sounds are called and the students give the response altogether. It's a signal to give a choral response and that is maintaining processing. We're not checking accuracy; choral responses aren't designed to do that. More teacher language, and again, maintaining processing by eliciting a choral response.

Now, in the second part of the lesson, the teacher is going to say some sounds and ask students to give her some feedback about that, so that's a teacher language here. So let's look here. "Is it a continuous sound or stop sound? Show me your response card." Presumably, teachers have two cards: one that has a continuous sound, maybe a little wiggly line under it showing it's a continuous sound. I'm imagining something like this with a C and a little wiggly line underneath it. Then for the stop sound, maybe a stop sign and it has a little S for "stop" in it and those are the two response cards.

In this case then, you can now see those better and so now the students hold up the one that best matches the type of sound it is. In this case, it would be - as it can be a continuous sound, they hold that up. That's a good way to check accuracy of processing. The teacher can see everybody's response cards. Finally, it says here, "Tell your partner why," and presumably, the teacher's going to walk around and make sure that she or he is actually looking at the students, listening in to the students that he or she is most concerned about. So that will get the partner response.

It's really good as a partner response because anytime you ask a why question that require students to do a little more thinking and discussing, this is a good opportunity to do that. In this case, it's actually pretty simple because the teacher has been very clear about this. I still think it's a good opportunity to turn and talk as a way to check accuracy of processing. I would tell you though that actually, this is a modification of the lesson, so this was not actually in the original lesson. There's actually more choral response built in here.

We decided for the purpose of demonstrating, it'll be good to change things, but also because we actually believe pretty strongly that what we've designed here may be a more effective way of doing this because it's going to be more effective in terms of checking accuracy of processing. A teacher can do that better by being able to listen in. It's not going to take any more time to do it the way that we've designed it if we do it speedily, and I think we can, but I think this is a good example of how, again, in a curriculum example, you might have to change things in order to improve the quality of the explicit instruction. I think in general, this is a good example of an explicit instruction lesson, but you can see ways in which it could probably be improved.

So now, let's look again at a real video example. Again, you get to watch our friend Mr. Kearns here. So again, in this real video example, we want to focus on the purpose for each of the responses that's elicited from the students. This is a continuation of the same lesson with sixth-graders on Ellis Island and some vocabulary and concepts related to that. So look at this and determine whether the teacher's maintaining accuracy or checking accuracy of student processing, then we'll come back together. Here's the video. I'll step away. Watch it and we'll come back together and we will discuss it.

Video Presentation

Dr. Kearns: There's one word that's really important that we've already talked about before, and that word is "immigrant." What's the word?

Students: Immigrant.

Dr. Kearns: That's immigrant, right. An immigrant is a person who moves to a new country permanently. Let's say that all together, a person who moves to a new country permanently. What does "permanently" mean? Tell your partner what

“permanently” means. Alright, who wants to tell me what “permanently” means?
In the green shirt.

Student: Forever.

Dr. Kearns: Forever. So if you move to a new country, if you’re an immigrant, do you go for a couple of weeks? No, you go for the rest of your life, right? When you’re an immigrant, you move to a new country permanently, forever, like you were saying. What was your name?

Student: Julia.

Dr. Kearns: Julia, thanks. That was great. Okay, so I’m going to give you a couple examples and I want you to tell me if these are examples of immigrants, alright? Give me a thumbs up if it’s an example of an immigrant, a thumbs down if it’s not, but don’t do it right away. I’m going to show you the example, I want you to think, and then I’ll say go when I want you to do a thumbs up or a thumbs down, okay? So when I put up the example, are you going to do a thumbs up or a thumbs down? No, you’re going to wait until I say go, right? Okay, here’s the first example: someone who visits the country of Spain for a month. Think about it. Is that an immigrant? Go. I see a thumbs down. Tell the person next to you why that’s not an immigrant.

Dr. Devin Kearns

Okay, should I give myself some credit here? Yes, I think it’s a pretty good lesson. I think - hopefully you’ll agree - that there’re some nice examples here of maintaining processing and checking accuracy. So you had your workbook, you had [unintelligible] the lesson. Presumably, you’ve put in some M’s and C’s to indicate maintaining and checking accuracy of processing. That section started off with a couple examples of maintaining processing and what kind of ways I maintain processing. Presumably, you said choral response and that’s basically what I did. I didn’t use any other method there.

I checked accuracy in a couple of ways and I did this multiple times. So you have that in your book. I’ll just say what it is. I used the partner work as one way to check accuracy of processing, and one thing that I did there that’s really critical is I walked to the different pairs in the class to check in to see how particular pairs of students were doing with this content, and I knew based on my experience working with this class that it’ll be imperative to work with the particular pairs that I did.

The other thing that you saw me do in there was to do some thumbs up, thumbs down to have students indicate whether or not they thought it was an example of an immigrant or not, and another good example of the case when I can scan the room and see. You saw also I gave a very, very quick explanation of how I do a thumbs up, thumbs down. That was the first time I’d done that with that

class and so if I had been working with this class on that concept before, I would not have done that so quickly.

But again, you can see there I'm using the thumbs up, thumbs down to check accuracy of student processing, and I was able to see in that lesson that students were quite accurate in their processing, so some good examples of those things there. I think you can agree that there's some quality of that lesson that does meet our criteria for eliciting responses in terms of, well, it serves the two different purposes of eliciting responses.

So this is maybe the most exciting part for you. For me, I may not get to see you actually do this, but with this wrap-up now, you're going to have an opportunity to show how well you've been able to process this content. Throughout this module or this part of the module, you've seen us elicit responses in a variety of ways. We've asked you to do things in the workbook to show that you are, one, maintaining processing and also checking your own accuracy of processing. Perhaps the person who's doing this module with you has sort of guided you through that if the instructor of this course has set that up for you. If not, you've hopefully checked your own accuracy and I've given you the answers to help you do that.

Now, our goal is for you to do the independent part of this to show your understanding with a discussion board post and a quiz. Let me describe how these things will work. First, in terms of the discussion board post, here are the criteria for how to do a good discussion board post. You've likely seen these before. You may want to review these guidelines for posting on the discussion board. You can pause the video now to look at this. They'll also be in your workbook.

Let me describe the actual activity. You're going to give an example of how you might elicit response to either maintain processing or check accuracy of processing. My recommendation to you would be to use either a lesson you've recently done or a lesson you intend to do soon. It might be a good idea to focus on what you intend to do soon, thinking forward to the journal entry you're going to be doing, the lesson you're going to be executing and the discussion you will have with the coach who'll be helping you.

You want to include in your example for your peers the learning outcome and context information so they understand the context in which this lesson is occurring so they won't be confused about why you're doing what you're doing when you elicit those responses. Clearly, importantly, don't include that purpose. The goal for your peers is to be able to explain why they think it is one of these two. So you tell them the answer, they won't be able to show their own understanding of the content. You'll be able to evaluate their understanding. You'll also do the same thing for others. You'll look at their responses and evaluate your own understanding of the content by evaluating their responses and getting feedback from them through the discussion board. It's a nice opportunity to have some dialog to determine how well you all understand this content.

Then for the quiz, you're going to complete this quiz to demonstrate how well you understand this part of the module. You can watch the quiz answer video when you're done to see how I would explain the answers to these questions, but be sure to do the quiz entirely first because it's going to give you an opportunity to make sure that you understand. Hopefully, because we've had all these opportunities to elicit responses and you've done even the discussion board which should solidify your understanding because your peers can help you correct any misunderstandings you have, we hope you'll do very well on this quiz.

So good luck with the quiz. When you're finished and your instructor gives the opportunity, you can watch the video or they can discuss it with you to help you understand those things. So go ahead and take the quiz.