# Explicit Instruction Course Module 6—Part 5

## Dr. Devin Kearns

Okay. So this might be my favorite part of this whole module. Well, I love this module in general, but this part is really exciting because here we're talking about how to decide what method you're going to use under a particular circumstance, and I think this is a challenging thing to do is to think about: When would you use choral response? When would you use partner responses? So I think this is a great opportunity for us to think about how to help you help yourself process that a little bit better. The goal here is to figure out how to elicit responses that maximize student engagement. For some of you this may be something that comes intuitively and for some of you it's not, but I think for all of us it's a good reminder of a good practice. In terms of the way it fits DBI framework, as we know we're talking about explicit instruction principles. When we're doing that, a really critical piece - a really critical piece. I'm going to say that twice because it's so important - eliciting frequent responses is one of the most powerful things that you can do to increase student understanding and to maximize engagement. Data have shown consistently that when you elicit lots of responses, students learn more. So you got to do this and you got to make sure those other things that we've talked about are in places matched to the student ability and so on and we'll come back to that point but I can't stress enough how important it is to elicit lots and lots and lots of responses. I said that before. Now what I'm going to talk about is how to choose the right kind of response to actually make that happen. So that's the last thing here, is maximize student involvement by using the right kind of response. The goal here is to think about efficiency. When I say efficiency what I mean is maximizing the number of times an individual student in your class gets to participate. When I say participate, I mean active participation. That student is directly doing something. If you think about your response formats: written, verbal, physical. The student has to do one of those things. It's not adequate just to be listening because that's not actively processing the content. They may be processing it but doing something is going to verify that the student is doing it. So we need to think about how do we, very efficiently, get every student involved. When we think about the method we're going to use, we need to balance the number of students who are directly involved in the method we selected with the amount of time that it takes. This is a really critical idea. Here's what I think about it. This is obviously what device is this here. You probably identified it as a seesaw. There's also some physics name but I can't remember what it is. In any case, idea here is that if fewer students are involved - let's see - if more students are involved because this is heavier, it's okay to take more time whereas if fewer students are involved, seesaw is higher because it's lighter, you want to take less time. Okay. So let me say that again because I kind of I kind of messed up the seesaw thing at the start. So if you have a lot of students who are going to be involved now, lots of students are going to actively process the content/have an opportunity to show their understanding, it's okay to take a little bit more time. If you choose a method where fewer students are actively processing the content, then you need to make sure

it takes less time because at that moment not everyone in the class is actually getting it. Hopefully they're listening and we hope that they will for sure, but we're not really eliciting response when we're asking students just to listen to other students. So to get us started, I want you to think about this example and the problem that happens when you say, "Can someone raise their hand and tell me…? Let me ask you, people at home watching this video, have you ever asked an individual an individual student a question? If you say no, I don't believe you because everyone has asked individual students questions. That's what we know how to do because when we were students usually that's how we were taught. We were asked individual questions by students whether it's a small group, whether it's a whole class, it could be inclusive, it could be in a resource room. We're always asked to raise our hand, tell an answer or the teacher calls on us one by one to give an answer. So if you have never asked an individual kid a question, I don't believe you but there's a potential problem with doing this. So if you think about this example, we're going to talk about this student. This is a student here wearing the Cal shirt and this student is the one you ask the individual question. So at the moment that you are asking her the question, think about how much is she cognitively processing the content. Think back to that graph I showed you at the beginning of Ms. M and her class. How active is she in processing the content as a percentage? Estimate. I'm going to throw out 100%. So if she's involved and actively processing content and you just asked her a question, then providing she can answer it, she is perfectly engaged. What about these kids here next to her? How engaged would you say those students are? Because they are not actively processing the content. They are listening so I'm going to go with 65%. The level of engagement here for these kids might depend on, for example, attention. So if you're working with a student who has attention difficulty and as you know, many students who need intense intervention also have attention difficulty, this number even for kids sitting close by might be lower. might be lower. For a kid with god attention skills this number might be higher. Why are we at 60% - 65% and not even lower than that? Is because these students are nearby. They're under the watchful eye of the teacher and that sort of is a prompt for them to stay engaged but as you get further away and you think about these, their percent engagement is lower and again, higher or lower depending on the individual kid's ability to stay focused on the content. Here in the back you have this student who I'm estimating a 15% engaged. Now this kid is real excited, has the hand up, and so on but the teacher didn't call on this kid and so and I'm imagining this the moment after the teacher talked to the student with the Cal shirt over here. This student's arms are down, maybe arms are folded, and was tuned out because they didn't get to answer the question. At that moment are they processing the content? Absolutely not. They are not cognitively engaged in the lesson. This is potentially a challenge with asking individual student questions. So I said a lot of stuff here. This is important stuff. So I want you to look at activity workbook and Activity 6.21 and stop and jot and answer questions there about the potential problems with this approach. So go ahead and do that now and then you can come back.

I hope that you had an opportunity to understand my message here about the importance of focusing on not asking so many individual student questions. That doesn't mean you shouldn't do it ever. I'll talk more about that. I'm not saying don't ever ask individual kid questions but keep in mind that when you ask one kid a question and you have a small group or you're in an inclusive setting, it isn't the case that all the students are going to be completely engaged. It is the case that the student you're focusing on is most engaged. Other students are less engaged and again, some students may have very well engagement depending on their ability to stay focused when someone else is answering a question so we'll say more about this but it's a really important point. Now let's take a look at a couple of examples. So now you're going to have an opportunity to analyze some videos of Ms. M who you saw before. She's here and Ms. W, a new teacher. She's here and I want you to note how many students participate in each lessons. They're both review components. As you remember from Ms. M's video, she was reviewing the questions, asking them questions one by one and I want you to compare that to Ms. W's lesson where she's doing something similar and I want you to answer the question: Who is eliciting responses more effectively? I want you to think about how the teachers are matching the way that they're doing it, the method to the way they can maximize engagement for all of the students. So let's take a look. You do this on your own. Analyze that video. I'm going to tell you what I think about how effective these teachers are. So go ahead and do that now. We'll come back together and we'll watch the video. So, good luck analyzing the video example. We'll come back in just a second when you're done.

## Video Presentation

| | |
|---|---|
| *Ms. M:* | *Okay. So just a quick review. An equilateral triangle. Blair, what's the measure of all angles in an equilateral triangle?* |
| *Blair:* | *60.* |
| *Ms. M:* | *60° and how did we figure that out? Mira?* |
| *Mira:* | *[Unintelligible]* |
| *Ms. M:* | *How did we figure out that all the angles in the equilateral triangle are 60°?* |
| *Mira:* | *[Unintelligible]* |
| *Ms. M:* | *You did the measurement?* |
| *Mira:* | *I mean the [Unintelligible]* |
| *Ms. M:* | *And where did that 180° come from?* |
| *Mira:* | *The [Unintelligible].* |
| *Ms. M:* | *Exactly. A triangle, the measurement's always add up to 180. Okay? So knowing that all three of these angles are 60° then we know what about our sides? Chelsea?* |
| *Chelsea:* | *[Unintelligible] equilateral.* |
| *Ms. M:* | *That they're all equal, so it's an equilateral triangle. Crystal, did you have a question?* |
| *Crystal:* | *No.* |

*Ms. M:* *Okay. So looking at our second property, it's just the opposite. If our angles are equal, so we know all of our angles are 60° and our sides are the same. It's equilateral. Okay? So - Michael?*

*Michael:* *[Unintelligible]*

*Ms. M:* *Yes. Okay. So we're going to take a look at some examples just using these same triangles that we have and figure out what kind of information we can use these tria- these properties for. Okay…*

## Dr. Devin Kearns

Okay. So you've seen Ms. M do some listening responses. It turns out that only about three students were involved in processing the content directly. She only ended up asking three questions in this clip that is, as you can see here, over a minute and a half. So what happened here? She asked individual student responses and you can see the challenge with that. One thing that's particularly interesting here is the type of question she asked the student and the challenge the student had in answering it. The first question was a simple remembering question. Student answered right away and teacher moved on. The second question was a comprehension question/an understanding question. Teacher asked, "How do you know?" That's a more complex piece and it requires more thinking and the teacher asked that one student who's now put on the spot and may not be sure and it takes several questions just to get that one student to understand it. You have no clarity about the rest of the students. Eventually she asked if the student had a question. Student says no and ultimately, as you remember from before, we have Michael who ended up being very poorly engaged because he ended up over here sharpening a pencil at the back of a room and it's interesting that he did that because it's possible he's not feeling engaged. It's not because he doesn't want to be. It's possibly because he isn't having an opportunity to process the content himself. Just like I talked about. One of these kids is at risk of not processing the content. So now let's take a look at Ms. W and let's see how effectively she elicits responses from students during her short review.

## Video Presentation

*Ms. W:* *Okay. We learned about algebra tiles yesterday. Spill them out, Delilah. We'll review and then- yes, please work closely with her. Okay. So let's talk quickly. This represents what? This represents-? Let's fly through this. This represents? Dazia?*

*Dazia:* *One.*

*Ms. W:* *One. This represents? Ebony?*

*Ebony:* *Negative one.*

*Ms. W:* *Joan, let's go when you're done. This represents? Ania?*

*Ania:* *[Unintelligible]*

*Ms. W:* *No. This represents? Adia?*

*Adia:* *1x.*

*Ms. W:* *It represents X, exactly. 1X because there's one of them. This represents? Kishon.*

*Kishon:* *Negative X.*

*Ms. W:* *Negative X. this last one is the length of the Xs so what does this block represent? Natalia? Couldn't hear you.*

*Natalia:* *$X^2$. So this one right here represents? Mustafa?*

*Mustafa:* *[Unintelligible]*

*Ms. W:* *Negative what? Thank you. $-x^2$. Very…*

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So now you see that we have Ms. W and she now has done a very different way. Instead of asking students questions that are more difficult like the other teacher asked Blair, Ms. M asked Blair in her second question, she's now asking questions that are very rapid fire and getting multiple students involved in that way. She asked about six questions and it takes actually less time than it did for Ms. M to ask three or four and so we can see here it's a good example how the teacher's able to maximize efficiency here by in this case ask individual students questions but doing it in a way that it's so quick that lots of students get to be engaged, and so directly engaged and so she got six students. There would've been other ways to do this that might have even been better. This isn't necessarily optimal but you can see that she's going in the right direction. I want to highlight one other point that goes back to the last part of the module that you just completed. When you think about matching the response format to the question or instruction given, one of the things to think about is what happened when she did that at first? There's a moment early in the video where it's not clear - I think it's Dazia. It's not clear to Dazia actually knows what they expect or response format is because the teacher, Ms. W did not specify what format was expected and so Dazia has this moment and she realized, "Oh the teacher wants me to say it out loud," because Ms. W didn't specify it, there's this lack of clarity and you could get something you don't expect, and so that's a good example of where to watch out for that. So moving back to this point about choosing the best method to elicit responses. Here for her, the individual responses worked okay. It's possible there would've been other ways to do it. So I've now sort of reviewed all of this with you and you can see here, just to kind of summarize, this was not a bad question to ask because it's a quick question. She gets student response and this one also not a bad question to ask because it is a quick question, get a response. So both teacher attempting to use individual student responses to maximize engagement. For Ms. W ends up going better but it doesn't mean it's optimal. Both of them relied on the strategy we always think about as kind of go to strategy that is not always the best.

So what options do you have? What else could you do? Well, you may think back to earlier parts of this module where we gave you different response formats. Now, to help you even further, we've given you a tool. This is the eliciting responses card. The eliciting responses card is something we developed as a

tool for teachers to decide when it is appropriate to elicit one kind of response or another. I want to talk to you about sort of the rating scale we have down here on this. So you look at the rating scale here. You can see that first it tells you what level of question that it works for. So you can see these are levels of Bloom's taxonomy and we've given a letter to represent each one to make it easy on the chart to choose that. So we need to think about the fact that not all questions work for all levels of Bloom's taxonomy. So for example, the kind of questions that Ms. M and Ms. W asked right at the beginning, those were remembering questions. It's a simple response. How many angles are in a triangle? 180. Then the next question was then asked was not. It was an understanding question and she asked for an individual response. It's a little bit more difficult there. Not all of these will work for every student for every question. So then here we think about the amount of time taken. We have this rating scale in terms of the amount of time taken a and we have this bizarre thing we did where the five is the best but it's the least amount of time and this is just a way we've decided to rate these to indicate the number is the highest level. So here we have five, four, three, two, one and five is a few seconds. Four, 30 seconds or less. Three - 30 - 60 seconds and so on. You can see here that we have made these ones green because it's a quick response. You're eliciting more responses from students. When we get down here, some of these responses are going to take more than a couple of minutes. We didn't turn them red though because there are certain cases in which you should be cautious - that's what the yellow means - but it doesn't mean that's a bad idea. Depending on the kind of thing you're teaching and the expectation you have. Perhaps students are going to practice, it might be appropriate. The last piece here is the total number of students directly involved. Here the rating matches up with a number. So five is the highest rating and that is when you have every student directly involved in giving responses. You can see it down here. We have down here one student in red because rarely we want to be in a situation where just one student is directly involved. So that's a challenge with this card and we'll go ahead and we'll talk more about how we've used this in our card to make it work.

So let's look now at how you can do this with say, choral responses. With choral response you can see here that the level is remembering. What does that mean? T hat means that the only case in which choral response really works is when you have remembering level class objective. It gets on our rating scale: a five for the amount of time it takes and a five whenever students directly involved. It's a five because it does not take very long if you're doing it for remembering question which is the only case when you should use it. It gets a five for the number of students directly involved because when you are engaging all students, that's great and choral response is designed to do that. On this card we've also given you a description of what it means to do it, some examples of how it works, and we give you an example of when it's useful and some cautions about using it. So for example, choral response - can't tell you everybody is participating. They also are not good for checking the accuracy of process and you don't know if students are getting everything the way you intended. So this comes back to this idea of balance. We use our seesaw before. So let me use this graph here to illustrate the importance of balancing. So

here you have the number of students - one, some, all. We simplified the rating scale here. The number of seconds we have from short - the amount of time here is the lowest to the highest, so basically lower is sometimes better and generally want lots of responses. We want them to be short but it doesn't mean that's always bad to do. We can rate these in terms of the appropriateness of them. Here we have in some cases the optimal way of thinking about this. If all the students are engaged and it doesn't take a lot of time to elicit response, that's an optimal kind of response. Of course it depends on the question. Then here we have a case where it's short but only involved some students and so that's not as good. Here we have the case of where have is short but it only involves one student and so that kind of gets an orange color to indicate that's a big caution for us. We don't want to ask a lot of those individual student questions. It doesn't mean it's totally bad. Here we have a situation which we have 30 - 60 seconds but all students are engaged. That's not bad either. This is sort of yellow because sometimes it takes longer. It can be problematic in terms of maximizing the number of times you elicit response from students but you're asking say, an understanding question. This might be the only situation which is the only way you can get that response. So then you come over here. Some students engage and the amount of time is 30 - 60 seconds then that is probably okay. It depends on the definition of some. If we're closer to one, if you have a group of say six students in a resource room and you're only engaging two kids, that's your some, that's not as good as say engaging four kids at the same time. So some is okay here if it's 30 - 60 seconds. If it's going to be just one student, this is a big caution because now we're taking a lot of time and one kid engaged. That's exactly the example you saw with Ms. M and Blair, is they took a long time and engagement for the rest of the kids disappeared because they weren't actively engaged in processing the content. Come up here, 60 seconds. All students. Yes. Good. More than 60 seconds it's kind of a warning sign because the more time it takes, the less likely it is students will be all focused on your individual instructions. Again, it's not always the case and for certain types the response in certain types of activities it might be appropriate. We're giving that an orange color there or a big caution. Think carefully is the idea. Same thing with some. If it takes a long time, only some students are involved, that's more of a problem. If you still have some students, that's a caution because it might be a case in which that's appropriate. We're putting a big red here. If I were working with you, if I were in your classroom, I would be very, very concerned if I saw cases where you had just one kid giving response for a long time. I see this often in classrooms. I've done it myself. You get in these situations where you have one kid. One kid is really getting it and you're just like so excited because this one kid is getting it and so you let the kid talk and give a long response to you and it's exciting because you're like, "Okay, we're getting there. The kid's understanding. I'm really excited about that," but all of that time you don't know what's happening to the other students. It's entirely likely that they are headed downhill in terms of their engagement. I've already expressed to you that when I'm teaching for myself and I'm giving instruction, if I've gone 60 seconds and I haven't given people an opportunity to respond, I'm worried that people aren't engaged anymore. Hopefully you are still engaged in my talking for a little while here, but the point here is that if we have just one student engaged even if it's because they're' so excited,

we're losing everybody else. They're sliding right down the scale. The other thing that could happen is sometimes kids give you an answer that you don't know how to stop and you're like, "Oh my gosh, this is not what I intended to do. I did not want to say all this," but then you're sort of concerned like, "How do I stop this kid?" and it goes on for like a minute and a half. Raise your hand if you've been there. Even from the comfort of your own home you can raise your hand. It's happened to be. I've got some solutions for you in the next part, Module 6. In Module 7 I'm going to talk to you about some suggestions for you about how to handle that kind of situation but again, one kid, a long time, big red problem.

So now let's place some of our ways of eliciting responses on our grid here. Let's start with choral response. So first, you want to think about how many students are engaged and processing the content when you elicit a choral response? So the number of students is down here. We have all students. It's somewhere along here. Then we think about how much time does it take to elicit a choral response? Because you're using only for remembering questions, then it's going to be right here because remembering questions usually do not require a long response so this one gets in our green category of a good type of response. Is it a good balance? We're going to say it is. A green. Good balance because we are getting every kid engaged and we're taking very little time to do it, so that strikes an excellent balance there. Okay. So that's a good one but for what type of question? That's right, it's only for remembering questions.

So now let's look at individual responses and there are different ways you could do this that can be effective but again, not always and again, be cautious. Cold calling or friendly cold calling is a way of doing it we talked about before and this can be good for higher level questions. It can be difficult, as we said, with choral responses to get students to engage in some of these higher level pieces. Not so card with cold calling if you could have an individual student give that response and maybe they go on for some time. That's a challenge. You could also ask student's individual response that require a very short answer. It could be a remembering question. If that's the case, it might not be so bad. So let's start with how many students in this case. Number of students is just one because it's an individual response by definition. How much time does it take? It can vary, so it could be short. Often teachers do it for longer. They often don't ask students to do it just for a few seconds and although if you did, that would be appropriate perhaps if you're getting lots of kids involved, one to three seconds for just one response and you ask a question that takes another one to three seconds, you could conceivably get 15 or 20 kids engaged in a minute and you saw that Ms. W was able to do about six kids a minute. Not most of her class but that's probably less of a problem than if it took longer. So if an individual response is taking this long, is it a good balance? I hope that you're thinking the same color I am which is red.

Okay. Let's do turn and talk now. So how many students are engaged in turn and talk? Again, you're doing that with a whole class which you call a small group. That would be everyone and that's really

good. Then how much time does it take? It does depend on the level of the question. So if we're talking about understanding here, typically an understanding question is not so high level. It requires a complex response but it would fit here where it requires 30 - 60 seconds, so let's say to get the response. Is that a good balance for an understanding question for turn and talk? I'm actually going to go with still yellow. I think in general that it's probably a pretty good balance because now it's not taking so long that students are going to get off task but every minute past 30 seconds I'm going to start to worry that students being able to focus. Even with a turn and talk for an understanding question, I'm going to try to limit the amount of time that it takes. Every second that it goes on, there's a likelihood students are going to stop being cognitively engaged in the content and also because many of your students who need intensive intervention have difficulty with attention. This is going to be a really big challenge for them. So now you can see here some of the methods that we've just described and where they kind of fit in our grid here. So your task now is to look at the rest of the response formats that we've given you, and these are not the only ones in the world, but just some that we think are effective and your goal is to place these on the chart. So take some time to think about these. Look back at the descriptions if you're not sure. They're also going to be available to you in other ways later but take a look and think for yourself where do they fit in this grid. Good luck to that. We'll come back together and we'll talk more about it.

Okay. So let's review. Let's talk about where these fit on our chart. So cued retell. In a cued retell is your call. You have students going back and forth and doing things together, so that would be here in terms of all students being involved. A cued retell is often something where students have a list of things to do to remember in order and they are going to be going through them one by one and their partner is going to be giving them hints if necessary. I think in general you could say it somehow fits up here. So I'm going to try QR for cued retell because you are going to have students engaged but you're going to have all the students engaged but it often takes a long time to do that and that can be a challenge. Arguably, it actually fits down here. Why? Because the students are eliciting responses with each other because they're in a pair and there's a structure for them to do that so you could say that's down there. For whiteboards. For whiteboards, every student has one. That's good. Whiteboards typically take very little time to do and so it's a little bit hard to see there but I'm going to put WB for whiteboards down there. Every student is involved as long as you have whiteboard for everybody, which you should, and usually for white board it does not take a lot of time. You could say it fits up here depending on the kind of question you've asked or the kind of instruction you've given. Sometimes in mathematics it might take a little longer for students to do it. I put it there in general. Response cards, which are typically used to hold up responses that students are thinking - all students can be involved in that and so we can put it down here and we can say that response cards are also something where they usually don't take a lot of time. You're asking students to think about it for a short period of time and then give you an answer. Whip around. Whip around is another one that fits in this box right here. I put WA for whip around. WA

for whip around. With whip around all students are engaged. Actually, I take that back. Not all students are engaged because you are actually giving one by one response students are doing one at a time. That actually fits here. Whip around fits here because even though all the students are ultimately engaged, at any given point just one student is engaged. I got to erase that. Okay. Stop and jot. This is a written response. Every student can participate and stop and jot can take longer time, less time. I'm going to put it here because stop and jot by definition is usually pretty quick. We've asked you to stop and jot. Sorry, just put it on here. Usually pretty quick and we've asked you to do that sometimes but sometimes, as you noticed when you do a stop and jot with us, it can take a little bit longer so that could fit into one of those boxes. Finally, hand signals. Hand signals function very similarly to something like whiteboards where you get a quick response. Response card you're getting a quick response. Again, that's going to fit down here in this box or next to this back since we've run out of space. It's interesting to look at the way that we set this up. You can see that we have nothing over here. We especially have nothing right here. We have set this up so that the only places that we have responses we recommend are down in this area where you have all students getting involved or all students all the time, you're doing it in a way that takes very little time for something like whip around so you're not losing students and they're able to cognitively process the content. So I'm going to pause the video here just going to erase the board and then we'll come back together and I'll talk to you further.

I have successfully erased the board as you can see. So here are different response formats and you can see you place them, I place them, and you've had a chance to think about that. Now, let's add one more important piece which is that which way you do this is going to depend on some other variables. What are those variables? Well, it turns out it's the checklist. So we talked about all these elements in a way interplay. You're getting to think about all these things at the same time. So in order to maximize student involvement, you need to think about ways you're going to elicit responses based on everything else and not everything is going to work for everything. So for example, if you've got to maintain or check accuracy process, actually a choral response will not work as we've said before because you don't know if everyone actually is getting it. It always needs to match the learning outcome. If your learning outcome is for students to do something that requires analysis, it's not possible again to do a choral response. To be clear, a lesson where that learning outcome can certainly involve lots of questions that underpin that objective, as we've said before, that you don't go straight to. You can also ask questions underneath it but you need to make sure you match the learning outcome. You always need to make sure you match suitability. I think in the video of Ms. M you got a clear picture of how Ms. M asked an understanding question when a student didn't quite understand and what did she get? The student not being able to respond. The response format didn't really match. The way she decided was the response didn't match student ability. Of course you need to match desire response format, so you need to make sure that you're eliciting response in the same way that you want students to respond. So if you want them to be doing a math problem, probably you're going to want to a lot times a written response so you can't

choose choral response because it is not that time so you're going to be limited in some ways. You're going to need to decide which of the different methods we've talked about works for your particular context. The critical point though is that you always need to be thinking about how do you, whatever type of response you're using for whatever purpose, that you're maximizing student engagement by balancing the number of students involved and the amount of time it takes. Prioritize as much as possible every single student being engaged in processing the content actively at the same time.

So now to think about this further, let's take a look at a lesson. In this case Ms. Pollack is teaching a lesson on parallel line and the goal is to identify parallel lines based on the definitions. Watch the video of Ms. Pollack and let's think about whether or not Ms. Pollack, in the two different cases, how is it - because we're going to do one that's better and one that's not as good. How is it that she's eliciting responses in ways that are effective versus ways that are not? So go ahead and watch the video and we'll come back together.

## Video Presentation

*Ms. Pollack:* *Today, we will learn about parallel lines. What will we learn about, everyone? Parallel lines. That's right. Parallel lines are two lines that are always the same distance apart and never touch. Let's say that all together. Parallel lines are two lines that are always the same distance apart and never touch. Let's look at some examples and decide whether they are parallel lines or not parallel lines. Let's look at this one first. These are parallel lines because they area always the same distance apart and they never touch. So the distance from one line to the next here is the same as the distance from one line to the next there and I drew that one a little too long but you can see that those distances are the same and they never touch. They never come together and touch at a certain point. You should put your thumb up like me because this is an example of parallel lines. Great job putting your thumb up like me to show that these are parallel lines. Let's look at another example. Look here. These lines are not parallel lines because they were not two lines that are always the same distance and never tough. In fact. They are two lines that are not always the same distance and they do touch. So let's look here and see how we can explain that. The distance between the two lines here is different than the distance between the two lines at this point so they are not always the same distance apart and the two lines touch right there. So they do touch. They don't never touch so that doesn't meet our definition of parallel lines. You should put your thumb down like me because this is not an example of parallel lines. These lines are not parallel lines. As I erase the board, let's look at some more examples and it' going to be*

*your turn to decide whether or not the lines are parallel lines or not. Are these lines parallel? Show me thumbs up if they are parallel lines or thumbs down if they are not parallel lines. I see a lot of you showing me thumbs down, that these are not parallel lines. Please turn and talk to your partner to explain why these lines are not parallel. Great job. Denise and Kristen, can you tell me why you said that these lines are not parallel lines? Great. I heard that description before. They are not parallel because they are not always the same distance apart and they do touch, so they are not parallel lines. Let's look at these lines. Are these lines parallel lines? Thumbs up or thumbs down? I see a lot of thumbs up. These are parallel lines. Turn and talk to a new partner and tell them why these are parallel lines. I heard a lot of good discussion. Everyone was saying that these are parallel liens because they're always the same distance apart and they never touch. Very good. Let's look at one more together. Let's look at these. These are a little tricky. Are these lines parallel? Thumbs up or down. See most of you showing me thumbs down that these lines are not parallel. Turn and tell your partner why these lines are not parallel. I heard some really good discussions. Kean and Oliver, can you come up to the board please and show us why these lines are not parallel. Kean and Oliver come up and show us that these lines are not parallel because the distance between the two lines is not always the same - that should've been a little bit more horizontal - and the lines do touch. If we connected or extended this line, the two lines would touch about here so thank you Kean and Oliver for showing us that example and that explanation. Now I'd like you to please look at the next three examples in your workbook and decide if the lines are parallel or not parallel. Remember that parallel are - say it with me - two lines that are always the same distance apart and never touch. I'll be around to check on your work.*

*Ms. Pollack:* *Today we will learn about parallel lines. What are we going to learn about, Zion? Parallel lines. That's right. Parallel lines are two lines that are always the same distance apart and never touch. Let's look here. These lines are parallel lines because they are two lines that are always the same distance apart and never touch. Eileen, are you listening? Make sure your eyes are on the board, please. All right. Let's look at these. These are not parallel lines because they are not two lines that are always the same distance apart and never touch. Let's try that one more time.*

*Ms. Pollack:* *Today, we are going to learn about parallel lines. What will we learn about, Zion? Parallel lines. That's right. So, parallel lines are two lines that are always the same distance part and never touch. Let's look at these examples. These are parallel lines*

*because they are two lines that are always the same distance apart and never touch. Let me show you what that looks like. So they are two lines that are always the same distance apart. We can see here that at different points on the lines they're still always the same distance apart and they never touch. They never come together and cross with the - the two lines never cross. Eileen, are you listening? Need your eyes to be up on the aboard, please. Let's look at these. These are not parallel lines because they are two lines but they are not always the same distance apart and they do not never touch. In fact, they do touch right here, so the lines cross just like we said. These lines do not cross. These lines do cross and they are not always the same distance apart. They're much closer together here than they are here so these lines are not parallel. Jasmine, can you tell me why these lines are not parallel? If you can't tell me, you need to be paying better attention, okay? Thanks. As I erase the board, we're going to take a look at some more lines and decide whether or not they are parallel. All right. So let's look at these lines first. Are these lines parallel? Vivian, what do you think? Good. I heard you say they're not parallel. You're right. They're not parallel. Can you come up to the board and show us why they are not parallel? Good. Vivian described that they are not parallel because they cross - so they do touch - and they're not always the same distance apart. So right here they are smaller distance apart than they would be. If we extended these lines, there would be a much larger distance apart if we extended the lines below. Good, Vivian. Thanks. Let's try this one. Are these lines parallel? Jose, why are these lines parallel? Not quite. Cardel, can you help him out? Why are these lines parallel? That's right, Cardel. They're parallel because they're always the same distance apart and they never touch. All right. Stay with me, Matthew, please. Thanks. Raven, can you please come to the board and tell us whether or not these lines are parallel? And be sure to tell us why.*

## Dr. Devin Kearns

Okay. So now let's look at that curriculum example. This is from Decoding Detective, the anonymizer. As you know that curriculum and this is the lesson in the curriculum or at least part of the lesson in the curriculum. What I'd like you to do is look at this lesson and think about how it uses explicit instruction and I want you to think about the whole explicit instruction sequence, modeling, and practice components and of course now we're in supporting practices but even go back to that and think about the objectives here. So read this to yourself and then I'm going to talk about how I think this fits into explicit instruction and we'll go from there in terms of eliciting responses.

So I hope you paused the video because I didn't give you enough time to read that if you didn't pause the video. So what's interesting about this lesson here is I think there are two parts to it. The first part is about orally segmenting words into syllables. In this part of the lesson, the teacher does it him or herself. It's not said that the teacher should ask the students to do it. What's interesting about that is that that way of doing it is not going to result necessarily in students understanding that skill of dividing the word syllable. In fact, I'm not sure why you would do it at all because the rest [Unintelligible] that. Maybe to review but if it's to review, why isn't the teacher having the students do it? Doesn't make a lot of sense. That should be if the students are going to be doing something, that should be its own part of the lesson. Then down here you could see there's a whole separate piece about identifying the sound and word at the beginning, middle, and end. Not syllables as it was up there. So let's break this into two lessons and you know, as we talked about from the very beginning of this module, that it does not have to be a long lesson to be explicit instruction. So here now let's look at this first lesson and let's think about the fact that how does this lesson work in terms of eliciting responses? So how does this lesson work in terms of eliciting responses? How good is it at eliciting them in terms of the balance between number of students and the amount of time taken? The answer is that there are no responses, which is probably the least good thing. It is the least good thing here. The teacher's just saying something. Students aren't involved at all and probably that's because it's sort of a throw away part of the activity which literally in my judgment means just throwing it away unless there is a purpose. If there doesn't seem to be, I would throw it away but let's imagine that that was a real lesson where the goal was to have the students orally segment syllables. So if that was the lesson and this was the beginning of the lesson and then you were going to finish the explicit instructions sequence for this lesson, what would you do? You can use these words as examples. I want you in your workbook to do this activity of analyzing this example and coming up with additions to this lesson that you would use to complete the explicit instruction sequence. So good luck with that. Take some time to think about how you would actually do that and we'll come back together.

Okay. So presumably you've done that. Now I'm going to give you my example, which is probably longer than what you came up with. I've written here the entire sequence of explicit instruction I would use. We've already done the model here. The teacher did the model shadow. So now we're going to go right into guided practice because presumably this is easy for students to do. The students are engaged because the teacher did it, and so the teacher is ready to do guided practice with the students because it's a very simple model. Totally appropriate. So the teacher then goes right into the guided practice of that. Actually, this is a good clear explanation, here's the guided practice, and then the teacher goes into the independent practice using the words that I described. So this is a great way to finish out the explicit instruction sequence and elicit responses. You notice here I've determined we should elicit two kind of responses put together which are: a physical response and a verbal response. They're clapping and they're saying the syllables. I think that's perfectly appropriately here to do it just in those ways

because we're maximizing the amount of students that are involved and it's not taking a lot of time. Arguably, you could use a turn and talk or a cold call in these cases because the turn and talk the students are whispering to their neighbor. The cold call you'd be having individual students respond. I think occasionally those would be appropriate. For this kind of lesson, usually the focus is on choral response because it's the easy way to get every student involved. If you put in one of these ideas, I think it'll be okay. With the caveat that cold call, as you know, put you at risk of students not all being engaged in the lesson as you listen to other students do it. With turn and talk you can't verify they're both getting the pair or actually getting it but that's also true for a response, so that might have been another option that you used. This would be another good one for maximizing the number of students involved. It might take more time and that puts us at risk in terms of the amount of time taken, so you have to decide what those are. For my money, I'd go with choral responses but I can imagine other examples.

Okay. So now let's look at the second half of that same curriculum example for Decoding Detective and you now can see the second lesson which is really its own lesson on identifying beginning, middle, end - in the beginning, middle, end of words which is appropriate skill for students to learn with a prerequisite they understand how to do each of those individually and now we're making them up. So if we've done that, the students are ready for this objective then we have to think about what is the method used here to get students to participate? So take a look at this. What is the method that's been chosen to get students to participate? Well, if you said hand signals, you're right because there was a thumb up/thumb down here, and so now we can think about where does this fit into our list here of all the different - our diagram of balancing - maximizing engagement by balancing the time taken the students involved. So how well does this do? Where does this fit into our quadrants here? Think about it for yourself and assuming you're thinking while I'm talking and I would say it goes right here. All the students are going to be involved. It's not going to take a lot of time so it does meet our criteria for engaging students. So I love that example of that curriculum because it has very different parts to it that meet and then do and do not meet our criteria for engaging students and using explicit instruction. So if you were teaching this curriculum, you would need to make the decision with that first part on shadow  in the orally segmented syllables. Do you want to get rid of that entirely - which would be my decision - or do you want to teach a little mini lesson on that which you could do if students needed that practice and then the second half of the lesson is better because now you actually have hand signals built in. They do follow our criteria in terms of maximizing student involvement/number of students involved and having limited time taken and so that would be a good example of that one.

So now let's turn to an actual example of a teacher here maximizing engagement. This is Ms. Didion. The third grade resource room. She's talking about features of graphs and she is attempting to maximize student involvement by using different methods of eliciting responses so I want you to think about whether the method that she is using actually do maximize student involvement and when they do, why

and when they do not, why not? So I want you to think about how could she maybe elicit responses differently to maximize student engagement and again, thinking about our criteria of number of students involved and the amount to I'm taken. Let's watch the video and see what we come up with. So let's go.

## VIDEO PRESENTATION (Audio Unclear)

## Dr. Devin Kearns

Okay. So there's a great example of ways in which they're a great way to elicit responses and ways which we could probably improve. So let's answer this question. Do the methods of eliciting responses maximize student involvement? What's your answer? What do you think about that? Well, if you're using a hand signal, you might use one of these, right? So it's sort of like there's some good and there's some ways in which there could be more. So you might already be thinking of some different ways that you might further maximize student involvement. Let's talk about what she did. So what kind of responses did she elicit from students almost all the time? Probably in your head right now you're thinking or you said out loud if you're by yourself and no one is watching you do this, you probably said that she did individual student response. Even though she only has three students, she's still using individual responses and in a small group like that it might be appropriate because student are getting a chance - every third student to actually be engaged in the content so in that way it might not be so bad to use individual student response. You also noticed she asked lots of remembering questions and so it's happening very frequently, so that's less time involved so in terms of that quadrant, she's not engaging all students at the same time but it doesn't take long for each question and she does engage all the students as she goes. You can see she does it at a rapid pace so that's what's great about that. Now we think about what we could do to change it and improve it. There are some places where she could have for example, done a choral response. So it's interesting toward the very end of the last sentence you may have caught this. You may want to watch the video again if you didn't catch it. She had a moment where she sort of tried to get students to respond chorally. She sort of paused and she asked sort of expected students to say something. That didn't happen. One kid said it because she hadn't set up the expectation of choral response but that was what she was intending and that could have worked here in this very small group for all the of the students to be engaged in that way. The other thing she could've done was to use some sort of physical response. Point to this point in the line graph and so on. You could see the first student was confused about the temperature because I think he wasn't quite sure where to look. I don't have a copy of it in front of me but I think that if she had had students give a physical response of pointing to the graph, she might have avoided that difficultly. There's another possibility that she might have done a quick turn and talk. Having students talk to each other. One student could talk with her, two could talk to each other about a response very quickly. That could have the risk of taking too much time so in this lesson where she's trying to get a lot of concepts across, that might be a less effective use of that

thinking about our maximizing student involvement. Well, sort of it's taking too much time but it is involving all of the students. You could perhaps use response cards in this case or having an up and down response card to get students to understand how to do the response cards could be a little bit of effort and maybe that's not so good but you can see I thought of very different ways in which I can maximize student involvement by balancing the number of students involved and the amount of time taken and I concluded for myself that more of a choral response would have been effective in helping students do this better and maybe some physical prompts as well to help students [unintelligible]. So those are my thoughts about this. You may have had different ones but this is giving you an opportunity to think deeply about how teachers are actually applying them. In the video she's a good teacher. You can see that she's working hard to get students to understand this content. You can see there are ways that even good teachers like yourself hopefully and eventually and definitely with the work from explicit instruction that you are thinking all the time about your own practice and how you can improve. That's that.

So now we're wrapping up part five here. We've now talked about the maximizing student involvement in these ways. We have two more activities we'd like you to do. One is to complete a journal entry and the other is to take the quiz. The journal entry I'm really excited to get you to do. You're going to get to see Ms. Crandall's a sixth grade teacher. She's teaching reading comprehension lessons using a main idea strategy and I want you to think about the different ways that she's eliciting responses to maximize student engagement and why does she use those particular methods. Then four of these five responses she elicits. She does it more than five times. What method is she using? How many students are involved? How much time that it's taken and then summarizing for yourself. Do you think that in each of those cases did she maximize student engagement? So take an opportunity to do that. I think you'll see Ms. Crandall does a good job. This is another good example of lesson but I guarantee there are places where you think it might be a little bit better, so go ahead and do that now and then we'll talk about it together. So enjoy Ms. Crandall's video and I'll come back and tell you what I think.

## Video Presentation

| | |
|---|---|
| *Ms. Crandall:* | *What's the first thing we're going to look for?* |
| *Student:* | *Who or what.* |
| *Ms. Crandall:* | *Who or the what. So we're looking for how many words?* |
| *Students:* | *One.* |
| *Ms. Crandall:* | *One word. So we want one word. Who or what was that sentence about that Karen just read. Turn to your partner. Discuss it.* |
| *Students:* | *[unintelligible]* |
| *Ms. Crandall:* | *Yes, that's a nice job. All right. So I'm going to read that Section 1 so put your finger on Section 1 while I read it aloud. Scientists are searching in mind…* |

*Ms. Crandall:* *All right. I'm going to go around the room. Give me your word.*

*Students:* *[unintelligible]*

*Ms. Crandall:* *Okay. We all agree that scientists is the who or the what that sentence is about. I'm going to put mine over here on the side. You guys can put yours right on your chart. Scientists. We need two words that support scientist. Turn to your partner right now. Tell me two words that support what scientists.*

## Dr. Devin Kearns

Okay. So a lot of different kinds of responses there. Wow. What a great use of different kinds of response formats in that lesson and we obviously clipped it. So she didn't do all of them that quickly but you saw a variety of response formats there. You saw her do a choral response, you saw her do individual responses, you saw her do written responses, you heard her do a whip around and several others at the moment I can't think of. Those are all good examples. I think most of them are really effective in this instance. Whip arounds are always tricky because every student has to do it but in every example you saw students doing things that were quick. Even when she did a turn and talk - that's another one I didn't think of. When she did the turn and talk, she didn't spend a lot of time having the students do it. They just had to say two words in the sentence that they found to be important for understanding the main idea of the sentence. So you can see there in that example Ms. Crandall did a good job using many responses formats and most of them met our criteria for maximizing student engagement by balancing the amount of time taken and the number of students involved. In almost every case she involved lots and lots of students and if it was like a whip around, there was a very short period of time that not every student was engaged. Lots of them had lots of opportunities to respond.

So, nice example to close out this part on maximizing student engagement. Now let's take a look at a quiz. So have an opportunity now to summarize all this by taking this quiz and when you're finished, you can watch the answers so I can tell you what I think the answers to the quiz are. It may not be right but they might be helpful to you at least to have you think about what I thought. So, good luck on the quiz. We'll come back and I'll talk about the answers.