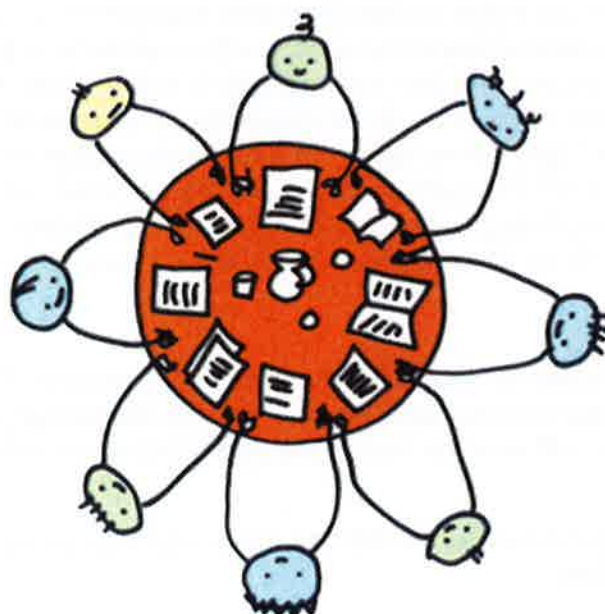


Engaging Learners in Discussion

A Potpourri of Protocols, Ideas, and Strategies



Compiled by Juliette Longchamp, Director of Professional Programs



Dear Vermont-NEA members and friends,

The Common Core Standards for Speaking and Listening are standards to which every educator can strive to achieve in their classroom, whether their classroom is in the gymnasium, science lab, core classroom, etc. We didn't need the CCSS to tell us how student engagement is greater in classrooms where the student talk is more than the teacher talk. However, planning is important to ensure that the questions you ask are questions that push learners to think more deeply about the topic being discussed, and the discussion structure allows for equitable participation for all learners. In the book, *Questioning for Classroom Discussion: Purposeful Speaking, Engaged Listening, Deep Thinking*¹, the authors write (p. 22-23)

A successful discussion is one that engages all students in thinking and exchanging ideas. Ensuring such a discussion is one of the greatest challenges teachers face as they prepare students for discussion and facilitate their engagement. To address this challenge, teachers need strategies for dealing with a number of difficult issues. For example: How do we prevent eager and enthusiastic students from monopolizing talk without shutting them down? How do we encourage shy and reticent students without embarrassing them? How can we approach these issues without interfering with the rhythm of a discussion? There are no simple answers. However, we suggest that teachers explore two strategies: (1) establish norms and guidelines that foster equitable participation, and (2) use structure that scaffold participation by all.

What you have in this document are many ideas for norms and structures. They are not in any specific order (yet), there are some protocols that are repeated, but hopefully you will find it a useful document and that it will save you time in planning as you create rich discussion in your classroom.

If you have a favorite protocol that is not in this document, send it to me and I will add it in the next iteration of the document.

If this has been a helpful tool for you and/or if you have a protocol that you would like to add, send me an email at jlongchamp@vtnea.org.

Best regards,



Juliette Longchamp

¹ Acree, J., and Sattes, B. (2015) *Questioning for Classroom Discussion: Purposeful Speaking, Engaged Listening, Deep Thinking*. (VA: ASCD).

A Teacher's Conversational Moves

- Can you tell us more?
- Would you say that again?
- Can you give me another example so we can understand?
- I'd like to hear what others are thinking about (name) comment.
- Take your time. I can see you've got further thoughts about this.
- Why do you think that?
- Where could we find that information you just brought up?
- I'll restate what you just said. Listen to make sure I got it right.
- That's a great question. Let's pose it to the rest of the class. What do you think?

Fisher and Frey (2014) *Speaking volumes*. Educational Leadership.

Authentic Teacher-Led Dialogues

- Why do you think so?
- What difference does it make in your life/future if _____?
- What impact does _____ have on you/your community/your future?
- Can you give an example of _____ to justify what you just stated?
- I would like to add to what you/_____ said _____.
- I would like to add to what you/_____ said _____.
- How would you persuade someone who _____?
- Is that (what you are saying) true for all cases?

From Honigsfeld and Dove (2013) *Common core for the not so common learner 6-12*. CA: Corwin p. 202

Scaffolded Language Frames

Example: I believe _____ because _____. I know that _____ is _____ because _____. Based on _____, I think _____. Based on _____, my hypothesis is _____.

Reader/Writer/Speaker Response Triads

- One student (the reader) reads aloud the assigned selection (a portion of the text the entire group is going to tackle). The text could be adapted or annotated since students will need to decode the text independently and process the meaning in small groups, not with direct teacher support. The other two students jot down at least one clarifying discussion question (which could be scaffolded as needed).
- The next student (the writer) writes responses to the questions about the text based on a small-group discussion. It is critical that the writer does not take sole responsibility for providing the answers; instead, his or her role is to be the note taker or scribe who gathers information from the others in the triad and jots down the important details.
- Finally, the third student (the speaker) will use the notes recorded by the second student and report the answers to the whole class. This step helps students gain practice in public speaking for which they are well prepared through the previous two steps.

To ensure that each member of the triad takes turns, an effective way to set up this activity is to assign each student one of the three possible roles before the activity begins. The roles will be rotated so each student will read, write, and speak publically. So by the completion of the activity, all language skills are practiced within the context of the lesson (Vogt & Echevarria, 2007).

Four Corners - Each corner of the room is a category related to the curriculum. Examples: Four seasons, four characters in a story, Strongly Disagree to Strongly Agree, etc. They should be able to articulate their choice.

Inside Outside Circle - Each students generate notes on index cards with questions on one side and key ideas as answers on the other. One-half class form inner circle and the other half form the outer circle. Students are facing each other. The students in the inside circle start with a question to their partners; outside-circle students answer the question and then the roles are reversed. After a few minutes of discussion, the outside circle is signaled to move down one person while the inside circle stays in place. When new pairs are formed, the process is repeated.

Discussion Protocol – Reading Standard #4

1. Person 1 read the quote you selected.
2. Person 2..... What do you think this means in the context of the story?
3. Person 3..... Add to #2's thoughts. You might say, "I agree with you. I also think it means....."
4. Person 4 (if you have a person four).... Respond to #2 and #3.
5. Person 1 responds to the interpretations from #2-4 and adds anything else they noticed about the quote, including connotative meanings, the impact of word choices on meaning and tone, and any analogies or allusions to other texts, places, events, etc.

Repeat the protocol selecting the next person to be #1, and repeat until all the quotes, phrases, etc. from the group have been discussed.

The first part of the book is devoted to a general history of the...
The second part is devoted to a general history of the...
The third part is devoted to a general history of the...
The fourth part is devoted to a general history of the...
The fifth part is devoted to a general history of the...
The sixth part is devoted to a general history of the...
The seventh part is devoted to a general history of the...
The eighth part is devoted to a general history of the...
The ninth part is devoted to a general history of the...
The tenth part is devoted to a general history of the...

Discussion Protocols:

Student must always come prepared, which means having read a text or closely studied a concept. I suggest this be done in class. They must bring discussion questions and thoughtful ideas to share. They must enter discussions respectfully and skillfully. Reflection on content and process is required at the end of every activity. All these skills may need to be explicitly taught. The goal for all: Students learn how to run these completely on their own!

1. **Fishbowl:** (Any Subject)

- Divide class into 2 groups
- Give each group member a partner in the opposite group
- All students read and respond to the same text with questions and comments
- One group discusses the text using their notes in the center of the room while their partners evaluate the content and process of their partner's participation
- Students switch roles and the second group goes into the "fishbowl"
- Older students can be assigned to take notes on content
- Whole class debriefs about content and process

(To increase rigor assign discussion roles and other parameters make the discussion more complex)

2. **Save the Last Word for Me** (Great for ELA: to discuss figurative language, symbolism, practice providing evidence for ideas)

- Divide class into groups of 3
- All students do assigned reading (groups do not have to read the same text – this is a great place to differentiate)
- Each student chooses a quote from the text that best supports a question, idea, prompt or significance of a character or the text as a whole)
- The first student shares the quote and the remaining two say why they think the student chose that quote
- The discussion comes back to the first student who then explains how the others were right or wrong and then finally gives their reasoning
- Older students take notes on each quote and each analysis

3. **Salon or Matrix Protocol:** (Any subject)

- Divide class into groups of 3 or 5
- All students should have read a variety of texts on a particular topic
- Assign a "host" at each group
- Assign each group to take a particular subtopic, point of view or perspective to focus on. They must discuss and agree on their position on the topic and develop questions for their class mates to discuss.
- The host remains at the table and half the student rotate left and the other half rotate right
- The hosts facilitate discussions at their tables using their questions
- Students keep rotating until there are back in their original groups
- Hosts share out the salient points of the discussions they facilitated
- Older students can be required to take notes on content
- Class debriefs on content and process

4. Jigsaw: (Any subject)

- Divide the class into groups of 3 or more (depends on the number of students)
- Assign complimentary or separate readings to each group/word problems
- Each group reads/solves together, takes notes and agrees on the most important facts/ideas/questions to ask/solutions/formulas for teaching others about their text/problem
- Each member of the groups rotate so that they sit with members of the class who read different texts/solved different problems
- The goal is for the entire class to have a complete set of notes on a text or how to solve a variety of problems
- Class debriefs on content and process

Tenets of a class room discussion:

- Stay on topic
- Listen actively
- Give everyone a chance to speak
- One speaker at a time
- Build off each others comments
- Refer back to the text
- Back up your opinions – SAY WHY
- Bring people into the discussion
- Play devil's advocate
- Debate respectfully
- Think before you speak
- Don't pontificate
- You don't have to agree with all ideas, you have to respect the speaker
- Keep professional body language, be profession in the way you act and speak
- Speak clearly

Sample rubric: (Can be made as simple or as complex as your students need it to be)

My name:

My partner's name:

Fishbowl Rubric

I give my partner's body language a

a. thumbs up

b. thumbs in the middle

c. thumbs down

because...

I agreed with my partner when he/she said....

because...

My partner is really good at...

For next time, my partner will work on....

Line up and Fold - Ask students to line up in a particular order (birthdays, alphabetically, etc). Once students have formed a straight line, the first student at one end of the line is directed to walk down to face the last student at the other end of the line, followed by the other students until the line is “folded in half” and everyone has a partner. Similar to the Inside Outside Circle, index cards or notes may be used to scaffold the interaction between the partners. The line closer to the teacher may start with a question, and the students on the opposite line will answer, and then the roles are reversed. After a few minutes of discussion, students in one of the lines are signaled to move down two people while the other line stays in place. When new pairs are formed, the process is repeated.

From Honigsfeld and Dove (2013) *Common core for the not so common learner 6-12*. CA: Corwin.

From Honigsfeld and Dove (2013) *Common core for the not so common learner K-5*. CA: Corwin.

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The Constructivist Listening Dyad

Adapted from the National Coalition for Equity in Education by Victor Cary

Purpose

To create a safe space to become better at listening and talking in depth. Constructivist listening dyads help us as we work through feelings, thoughts, and beliefs that sometimes produce anger, passivity, undermine confidence, or cause interference in relationships with students or colleagues.

Time allotted: 2 to 30 minutes

Group format: Pairs.

Supplies: A timer

Facilitation tips: Talk about the purpose of a constructivist listening dyad.

The simplest form of doing constructivist listening is a **dyad**, which is the exchange of constructivist listening between two people....

I agree to listen to and think about you for a fixed period of time in exchange for you doing the same for me. I keep in my mind that my listening is for your benefit so I do not ask questions for my information.

Start with two minutes — at first it may seem difficult. But participants, over the course of time, may work their way up to 5-8 minutes and more each. *Remind participants that the purpose of a constructivist listening dyad is that the listening is for the benefit of the talker.* This is an essential point to access the usefulness and power of a constructivist listening dyad.

Guidelines for Constructivist Listening:

- 1) Each person is given equal time to talk. (Everyone deserves to be listened to.)
- 2) The listener does not interpret, paraphrase, analyze, give advice or break in with a personal story. (People can solve their own problems.)
- 3) Confidentiality is maintained. (People need to know they can be completely authentic.)
- 4) The talker does not criticize or complain about a listener(s) or about mutual colleagues during their time to talk. (A person cannot listen well when she/he is feeling attacked or defensive.)

The Activity:

1. Each person will have two minutes or more to respond to a prompt. It is very useful to scaffold the prompts.
Ex: When is the last time you remembered being fully listened too? How did it feel?
Growing up, what was your experience as a learner? What felt supportive? What interfered with your learning?
How did race, class or gender impact your experience as a learner in school?

Reflection questions following the activity:

- What came up for you using this structure? What came up for you reflecting on the prompt?
- What worked for you? What was difficult for you?
- What purpose do you think it might serve?
- When could it be used?

THE UNIVERSITY OF CHICAGO

OFFICE OF THE DEAN OF STUDENTS

Dear Student:

Thank you for your letter of [Date] regarding [Subject].

I am sorry that [Subject] is not possible at this time.

However, I would like to suggest an alternative [Subject] that you might find interesting.

I am sure that you will find this alternative [Subject] to be a most interesting and rewarding experience.

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The Feedback Carousel

Developed in the field by educators affiliated with NSRF.

The purpose of the feedback carousel is to get a variety of different kinds of feedback from a large number of people in a relatively short period of time. We have found the carousel to be particularly effective for getting feedback on a plan for any future work.

To set up this activity, have each person or team display the significant elements of their plan on a piece of chart paper. Encourage the use of color and creativity.

Next to each piece of chart paper, put up another chart paper that is divided into 4 parts. The top left quadrant is for clarifying questions, the top right quadrant is for probing questions, the third quadrant is for recommendations and the fourth quadrant is for resources that would be useful to the planning team.

Distribute small post-its to every participant and ask them to rotate through as many plans as time permits and write feedback on a post-it and place the feedback in the appropriate quadrant.

Allow a few minutes to debrief the process.

Protocols are most powerful and effective when used within an ongoing professional learning community such as a Critical Friends Group[®] and facilitated by a skilled coach. To learn more about professional learning communities and seminars for new or experienced coaches, please visit the National School Reform Faculty website at www.nsrharmony.org.



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The Final Word

Adapted from the original by Jennifer Fischer-Mueller and Gene Thompson-Grove for the NSRF.

Purpose

The purpose of this discussion format is to give each person in the group an opportunity to have their ideas, understandings, and perspective enhanced by hearing from others. With this format, the group can explore an article, clarify their thinking, and have their assumptions and beliefs questioned in order to gain a deeper understanding of the issue.

Roles

Facilitator / timekeeper (who also participates); participants

Facilitation

Have participants identify one "most" significant idea from the text (underlined or highlighted ahead of time), stick to the time limits, avoid dialogue, have equal sized circles so all small groups finish at approximately the same time.

Process

1. Sit in a circle, and identify a facilitator/time-keeper.
2. Each person needs to have one "most" significant idea from the text underlined or highlighted in the article. It is often helpful to identify a "back up" quote as well.
3. The first person begins by reading what "struck him or her the most" from the article. Have this person refer to where the quote is in the text - one thought or quote only. Then, in less than 3 minutes, this person describes why that quote struck him or her. For example, why does s/he agree/disagree with the quote, what questions does s/he have about that quote, what issues does it raise for him or her, what does s/he now wonder about in relation to that quote?
4. Continuing around the circle each person responds to that quote and what the presenter said, briefly, in less than a minute. The purpose of the response is:
 - to expand on the presenter's thinking about the quote and the issues raised for him or her by the quote,
 - to provide a different look at the quote,
 - to clarify the presenter's thinking about the quote, and/or
 - to question the presenter's assumptions about the quote and the issues raised (although at this time there is no response from the presenter).
5. After going around the circle with each person having responded for less than one minute, the person that began has the "final word." In no more than one minute the presenter responds to what has been said. Now what is s/he thinking? What is his or her reaction to what s/he has heard?

6. The next person in the circle then begins by sharing what struck him or her most from the text. Proceed around the circle, responding to this next presenter's quote in the same way as the first presenter's. This process continues until each person has had a round with his or her quote.
7. For each round, allow about 8 minutes (circles of 5 participants: presenter 3 minutes, response 1 minute for 4 people, final word for presenter 1 minute). The role of the facilitator is to keep the process moving, keep it clear and directed to the article, and keep time so everyone gets an opportunity for a round. Total time is about a forty minutes for a group of 5 (32 minutes for a group of 4, 48 minutes for a group of 6). End by debriefing the process in your small group.

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Fortune Cookie Warm-Up

Developed by Dave Lehman, April 28, 2005.

1. Give each participant a Chinese fortune cookie; open it but don't read the "fortune" out loud or share it with anyone else.
2. Think how this "fortune" may relate to you and your work. Jot down notes if you wish as you will be asked to share this.
3. Do a "go round" where participants one at a time read their "fortunes" and describe how it relates to their work.
4. Eat the fortune cookie!

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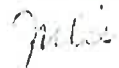
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Authentic Teacher-Led Dialogues

- Why do you think so?
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4. Person 4 (if you have a person four).... Respond to #2 and #3.
5. Person 1 responds to the interpretations from #2-4 and adds anything else they noticed about the quote, including connotative meanings, the impact of word choices on meaning and tone, and any analogies or allusions to other texts, places, events, etc.

Repeat the protocol selecting the next person to be #1, and repeat until all the quotes, phrases, etc. from the group have been discussed.

the following conditions: (a) the total number of

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b. thumbs in the middle

c. thumbs down

because...

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My partner is really good at...

For next time, my partner will work on....

Line up and Fold - Ask students to line up in a particular order (birthdays, alphabetically, etc). Once students have formed a straight line, the first student at one end of the line is directed to walk down to face the last student at the other end of the line, followed by the other students until the line is “folded in half” and everyone has a partner. Similar to the Inside Outside Circle, index cards or notes may be used to scaffold the interaction between the partners. The line closer to the teacher may start with a question, and the students on the opposite line will answer, and then the roles are reversed. After a few minutes of discussion, students in one of the lines are signaled to move down two people while the other line stays in place. When new pairs are formed, the process is repeated.

From Honigsfeld and Dove (2013) *Common core for the not so common learner 6-12*. CA: Corwin.

From Honigsfeld and Dove (2013) *Common core for the not so common learner K-5*. CA: Corwin.

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The Constructivist Listening Dyad

Adapted from the National Coalition for Equity in Education by Victor Cary

Purpose

To create a safe space to become better at listening and talking in depth. Constructivist listening dyads help us as we work through feelings, thoughts, and beliefs that sometimes produce anger, passivity, undermine confidence, or cause interference in relationships with students or colleagues.

Time allotted: 2 to 30 minutes

Group format: Pairs.

Supplies: A timer

Facilitation tips: Talk about the purpose of a constructivist listening dyad.

The simplest form of doing constructivist listening is a **dyad**, which is the exchange of constructivist listening between two people....

I agree to listen to and think about you for a fixed period of time in exchange for you doing the same for me. I keep in my mind that my listening is for your benefit so I do not ask questions for my information.

Start with two minutes — at first it may seem difficult. But participants, over the course of time, may work their way up to 5-8 minutes and more each. *Remind participants that the purpose of a constructivist listening dyad is that the listening is for the benefit of the talker.* This is an essential point to access the usefulness and power of a constructivist listening dyad.

Guidelines for Constructivist Listening:

- 1) Each person is given equal time to talk. (Everyone deserves to be listened to.)
- 2) The listener does not interpret, paraphrase, analyze, give advice or break in with a personal story. (People can solve their own problems.)
- 3) Confidentiality is maintained. (People need to know they can be completely authentic.)
- 4) The talker does not criticize or complain about a listener(s) or about mutual colleagues during their time to talk. (A person cannot listen well when she/he is feeling attacked or defensive.)

The Activity:

1. Each person will have two minutes or more to respond to a prompt. It is very useful to scaffold the prompts.
Ex: When is the last time you remembered being fully listened too? How did it feel?
Growing up, what was your experience as a learner? What felt supportive? What interfered with your learning?
How did race, class or gender impact your experience as a learner in school?

Reflection questions following the activity:

- What came up for you using this structure? What came up for you reflecting on the prompt?
- What worked for you? What was difficult for you?
- What purpose do you think it might serve?
- When could it be used?

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The Feedback Carousel

Developed in the field by educators affiliated with NSRF.

The purpose of the feedback carousel is to get a variety of different kinds of feedback from a large number of people in a relatively short period of time. We have found the carousel to be particularly effective for getting feedback on a plan for any future work.

To set up this activity, have each person or team display the significant elements of their plan on a piece of chart paper. Encourage the use of color and creativity.

Next to each piece of chart paper, put up another chart paper that is divided into 4 parts. The top left quadrant is for clarifying questions, the top right quadrant is for probing questions, the third quadrant is for recommendations and the fourth quadrant is for resources that would be useful to the planning team.

Distribute small post-its to every participant and ask them to rotate through as many plans as time permits and write feedback on a post-it and place the feedback in the appropriate quadrant.

Allow a few minutes to debrief the process.

Protocols are most powerful and effective when used within an ongoing professional learning community such as a Critical Friends Group[®] and facilitated by a skilled coach. To learn more about professional learning communities and seminars for new or experienced coaches, please visit the National School Reform Faculty website at www.nsrffharmony.org.



The Final Word

Adapted from the original by Jennifer Fischer-Mueller and Gene Thompson-Grove for the NSRF.

Purpose

The purpose of this discussion format is to give each person in the group an opportunity to have their ideas, understandings, and perspective enhanced by hearing from others. With this format, the group can explore an article, clarify their thinking, and have their assumptions and beliefs questioned in order to gain a deeper understanding of the issue.

Roles

Facilitator / timekeeper (who also participates); participants

Facilitation

Have participants identify one "most" significant idea from the text (underlined or highlighted ahead of time), stick to the time limits, avoid dialogue, have equal sized circles so all small groups finish at approximately the same time.

Process

1. Sit in a circle, and identify a facilitator/time-keeper.
2. Each person needs to have one "most" significant idea from the text underlined or highlighted in the article. It is often helpful to identify a "back up" quote as well.
3. The first person begins by reading what "struck him or her the most" from the article. Have this person refer to where the quote is in the text - one thought or quote only. Then, in less than 3 minutes, this person describes why that quote struck him or her. For example, why does s/he agree/disagree with the quote, what questions does s/he have about that quote, what issues does it raise for him or her, what does s/he now wonder about in relation to that quote?
4. Continuing around the circle each person responds to that quote and what the presenter said, briefly, in less than a minute. The purpose of the response is:
 - to expand on the presenter's thinking about the quote and the issues raised for him or her by the quote,
 - to provide a different look at the quote,
 - to clarify the presenter's thinking about the quote, and/or
 - to question the presenter's assumptions about the quote and the issues raised (although at this time there is no response from the presenter).
5. After going around the circle with each person having responded for less than one minute, the person that began has the "final word." In no more than one minute the presenter responds to what has been said. Now what is s/he thinking? What is his or her reaction to what s/he has heard?

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6. The next person in the circle then begins by sharing what struck him or her most from the text. Proceed around the circle, responding to this next presenter's quote in the same way as the first presenter's. This process continues until each person has had a round with his or her quote.
7. For each round, allow about 8 minutes (circles of 5 participants: presenter 3 minutes, response 1 minute for 4 people, final word for presenter 1 minute). The role of the facilitator is to keep the process moving, keep it clear and directed to the article, and keep time so everyone gets an opportunity for a round. Total time is about a forty minutes for a group of 5 (32 minutes for a group of 4, 48 minutes for a group of 6). End by debriefing the process in your small group.

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Fortune Cookie Warm-Up

Developed by Dave Lehman, April 28, 2005.

1. Give each participant a Chinese fortune cookie; open it but don't read the "fortune" out loud or share it with anyone else.
2. Think how this "fortune" may relate to you and your work. Jot down notes if you wish as you will be asked to share this.
3. Do a "go round" where participants one at a time read their "fortunes" and describe how it relates to their work.
4. Eat the fortune cookie!

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Four "A"s Text Protocol

Adapted from Judith Gray, Seattle, WA 2005

1. The group reads the text silently, highlighting it and writing notes in the margin on post-it notes in answer to the following four questions (you can also add your own "A"s">
 - What Assumptions does the author of the text hold?
 - What do you Agree with in the text?
 - What do you want to Argue with in the text?
 - What parts of the text do you want to Aspire to?
2. In a round, have each person identify one assumption in the text, citing the text (with page numbers, if appropriate) as evidence.
3. Either continue in rounds or facilitate a conversation in which the group talks about the text in light of each of the remaining "A"s, taking them one at a time – what do people want to argue with, agree with, and aspire to in the text? Try to move seamlessly from one "A" to the next, giving each "A" enough time for full exploration.
4. End the session with an open discussion framed around a question such as: What does this mean for our work with students?
5. Debrief the text experience.

1980
1981
1982
1983
1984
1985
1986
1987
1988
1989
1990

1980-1990

The following table shows the number of people who were employed in the manufacturing industry in the United Kingdom from 1980 to 1990. The number of people employed in the manufacturing industry has generally been declining since 1980, with a notable increase in 1985. The number of people employed in the manufacturing industry in 1990 was 2,100,000.

Year	Number of people employed
1980	2,200,000
1981	2,150,000
1982	2,100,000
1983	2,050,000
1984	2,000,000
1985	2,100,000
1986	2,050,000
1987	2,000,000
1988	1,950,000
1989	1,900,000
1990	2,100,000



Jigsaw Description

Adapted from the work of Spencer Kagan, Resources for Teachers, San Juan Capistrano, CA.

The purpose of Jigsaw is shared learning. Members of a group become “experts” in a particular area of a mutual pursuit and share their learning/ research with the other group members. It is also used when a lot of learning needs to happen in a short time. Chapters of books can be split up, various approaches to the same outcome can be researched, different experiments with the same materials can be conducted, different viewpoints on the same issue can be studied, and the results shared. This is effective for students or adults. There are several ways this can happen:

Within Team Jigsaw

Each member of a team/group works independently to master a portion of a topic or skill. When each team member has completed the work as planned, they gather at an agreed upon time to share the new knowledge. Often there is some kind of synthesis of the shared knowledge. *Example: There are four protocols for observing in a classroom. Each person in a group of four reads one of the observation protocols and presents that approach to the other team members, with guiding questions to assist the shared learning, such as “What kind of feedback is generated by this protocol?” “What kind of observation is most appropriate for this protocol?” “What is the value of this protocol in terms of student learning; teacher practice?” The group compares and contrasts the four protocols.*

Team Jigsaw

Each team becomes an “expert” on one topic or skill. Team members spread out to share their new knowledge with the rest of the teams. Team #1 spreads out and sends a member to each of the other teams to share, then Team #2 does the same. There’s a bit of math to do here as there have to be enough “experts” to share with all the other teams, or teams have to be combined to share “experts.” Two teams can research the same topic and check with one another for completeness and agreement before they “consult” with the other teams - this provides some checks and balances. Synthesis can be done as a whole group or in teams. *Example: There are four protocols for observing in a classroom. The room is divided into 4 teams of 3 people, (or 6 people). Each team studies one protocol, talking together and planning the best way to present the protocol to the other teams, using the guiding questions. Each team takes turns sending its “experts” out to the other teams (alone or as a pair) to share the protocol they have studied. A whole group synthesis that compares the four approaches.*

Expert Group Jigsaw

Each member of a team takes on a portion/aspect of a topic or skill. More than one member of the team will take on the same portion/aspect if there are more group members than portions/ aspects. The team splits up and everyone goes to an “expert” group of all the people from all the teams taking on the same portion/ aspect. The “expert” group masters the topic/skill or does the research necessary. The “expert” group plans a way to present their learning in the best possible way and practices the presentation if necessary. The “experts” all return to their teams where they make presentations to their team members. Synthesis is done in the teams. *Example: There are four protocols for observing in a classroom. Each team assigns its members one of the four protocols. The team members break up and go with the appropriate “expert” group to study the protocol, discuss it together for understanding, using the guiding questions. They plan a presentation. The “experts” return to their team and each protocol is presented in turn. The protocols are compared in the teams.*

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Pair Communication Active-Listening Exercise

Developed by Emily White and Nancy Mohr.

In pairs

1. Person #1 has 1.5 minutes to talk about:

- "Some strong feelings I've been having about work lately..." or
- "A highpoint of this week..." or
- "A place of peace..."

Person #2 cannot talk (imaginary Band-Aid over mouth) until time is up. Facilitator will announce time; wait until time is called to switch. (90 seconds)

2. Person #2 paraphrases, restates content and reflects feelings. You don't have to be a tape-recorder, just say back what hits you: "So, I heard you saying..." (45 seconds)

3. Person #1 gives feedback about how it felt. Appreciation if it felt like you were really heard. (15 seconds)

4. Now switch.



A Rationale for Protocols

Developed by the Southern Maine Partnership

The word “protocol” has taken on a more specific meaning in education in recent years. **In the context of educators working to improve their practice, a protocol is a structured process or set of guidelines to promote meaningful and efficient communication and learning.** Gene Thompson-Grove, co-director of the national CFG project, writes, “[protocols] permit a certain kind of conversation to occur — often a kind of conversation which people are not in the habit of having. Protocols are vehicles for building the skills — and culture — necessary for collaborative work. Thus, using protocols often allows groups to build trust by actually doing substantive work together.”

Many protocols involve one or a small group of presenting educators and another small group of “consulting” educators. The Tuning Protocol was one of the first, and that term is sometimes used as a generic term for many similar protocols. Protocols are sometimes modified by their users, but it is highly recommended that users try them exactly as they are written several times before making modifications. Please feel free to contact SMP staff if you have questions about protocols.

Why should we use a process for communication that feels so artificial, awkward and restrictive?

This is probably the most frequently asked question about protocols. There are two “rules” in many protocols that seem to cause the most discomfort; they are worth regularly acknowledging before using these protocols with educators:

1. In many protocols there are restrictions on when the presenting educator(s) can talk and when the consulting educators can talk; almost everyone feels awkward at first when told they “can’t talk now.”
2. In many protocols there is a segment during which the consulting educators talk among each other, purposely leaving the presenter(s) out of the conversation — in the third person — almost as though they were not present!

Benefits

However, both of these restrictions have benefits, as described below. The bottom line is that using protocols almost always increases learning, even for those who generally don’t like the structure, by:

- giving the consulting educators time to listen carefully to the entire presentation without needing to quickly generate questions or comments;
- giving the presenting educator(s) time to simply listen and write (during feedback time) without needing to think about providing eye contact or immediately responding to consulting educators;
- having time limits that make it less likely that a small number of individuals will dominate the air time; and
- providing guidelines that safeguard the vulnerability of presenters who put some of their weaknesses “on the table”; these guidelines make it safe to ask challenging questions of each other.

Of course, guidelines alone are not enough to safeguard vulnerability. Participants still need to be considerate in how they speak. “Cool” or “hard” feedback may be evaluative in nature, but it can be

heard much better if it's expressed in the form of a question or with some qualification and a measure of humility, e.g. "I wonder if...", rather than "I think you should..." Doing this implicitly acknowledges that the consulting educator doesn't know the context of the situation well enough to tell the presenting educator what they should do. Passionate discussion is wonderful as long as the tone is collegial; self-monitoring of tone of voice and body language is important to maximize learning. We don't want to shut people down when we're trying to support them opening up.

As with all protocols, the facilitator should move the group to the next section of the protocol before the allotted time is up if the group seems ready. In addition, the group can give more time to a section before the protocol begins, and the group may want to give the facilitator some flexibility to add a small amount of time to a section during the protocol.

Remember, the point of a protocol is to have an in-depth, insightful conversation about teaching and learning, not to do a perfect protocol.



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Tea Party A Pre-Reading Text-Based Activity

*Adapted by Debbie Bambino from Kylee Beers pre-reading strategy
<http://www.mcte.org/resources/beers.html>*

This activity can be used with a variety of texts, poems, article or whole books. It works well with large groups.

1. Facilitator writes quotes on index cards prior to session. You may choose one quote per participant, or repeat some quotes.
2. Participants randomly select quotes/cards and spend a few minutes reflecting upon their quote's meaning for them and their work. (3 minutes)
3. Participants mingle and share quotes in pairs. Participants are encouraged to share with three other participants in 5 minute segments. (15 minutes)
4. (Optional) Form triads or quads and share quotes and insights about the text and its implications for our work. (Extension: Speculate on the purpose/origin of the text.) (12-15 minutes)
5. Whole group sharing of ideas and questions raised by the experience. This can be done popcorn style or as a round, but is usually not a conversation. (10-12 minutes)
6. Facilitator shares the source of the quotes, posting the link, distributing the article etc. for future work. (1 minute)
7. Debrief the process (5 minutes)

Note: At the National Facilitator's Meeting in Chicago the following possibilities were shared: 1) Have participants exchange cards/quotes after each round. 2) Use this format to share end of year reflections or start up aspirations. 3) Using quotes from longer pieces can open up the conversation in large, mixed groups where students and family members might have previously been excluded from the discussion of the material.

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1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes the need for transparency and accountability in financial reporting.

2. The second part of the document outlines the various methods and techniques used to collect and analyze data. It includes a detailed description of the sampling process and the statistical tools employed to interpret the results.

3. The third part of the document presents the findings of the study. It provides a clear and concise summary of the key results, highlighting the significant differences and trends observed in the data.

4. The fourth part of the document discusses the implications of the findings and offers practical recommendations for future research and policy-making. It also addresses the limitations of the study and suggests ways to overcome them.

5. The fifth part of the document concludes the study by summarizing the main objectives and the overall contribution of the research. It expresses gratitude to the participants and the funding agencies that supported the work.

6. The sixth part of the document provides a list of references and a glossary of terms used throughout the document. It also includes a table of contents for easy navigation.

7. The seventh part of the document contains the appendices, which include additional data, charts, and supplementary information that support the main findings of the study.

Text Rendering Experience

Developed in the field by educators affiliated with NSRF.

Purpose

To collaboratively construct meaning, clarify, and expand our thinking about a text or document.

Roles

A facilitator to guide the process.

A scribe to track the phrases and words that are shared.

Set Up

Take a few moments to review the document and mark the sentence, the phrase, and the word that you think is particularly important for our work.

Steps

1. First Round: Each person shares a *sentence* from the document that he/she thinks/feels is particularly significant.
2. Second Round: Each person shares a *phrase* that he/she thinks/feels is particularly significant. The scribe records each phrase.
3. Third Round: Each person shares the *word* that he/she thinks/feels is particularly significant. The scribe records each word.
4. The group discusses what they heard and what it says about the document.
5. The group shares the words that emerged and any new insights about the document.
6. The group debriefs the text rendering process.



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Text-Based Seminar

Developed by Gene Thompson-Grove.

Purpose

Enlargement of understanding of a text, not the achievement of some particular understanding.

Ground Rules

1. Listen actively.
2. Build on what others say.
3. Don't step on others' talk. Silences and pauses are OK.
4. Let the conversation flow as much as possible without raising hands or using a speaker's list.
5. Make the assumptions underlying your comments explicit to others.
6. Emphasize clarification, amplification, and implications of ideas.
7. Watch your own air time — both in terms of how often you speak, and in terms of how much you say when you speak.
8. Refer to the text; challenge others to go to the text.

Notes to Facilitators

Text-Based Seminars can be remarkably engaging and productive for both students and adults. A Text-Based Seminar facilitator has two primary tasks: posing the framing question and keeping the group focused without pushing any particular agenda.

Facilitating a seminar is not terribly difficult, but it can be challenging. A few tips might make the job easier:

1. Invest time in creating the framing question. It needs to be substantive, clear, relevant to the participants' experience, and likely to push their thinking in new directions. Above all, constructing a response to the question should require close reading of the text. We recommend that the framing question be genuine for everyone, including the facilitator, so that the entire group is engaged in the inquiry. Framing questions are often based on a quote from the text, which begins to establish a pattern of using the document as a basis for the conversation.
2. In addition to the framing question, create a few follow-up questions that seem to raise the level of participants' thinking. If the groups takes off, you may never use them (or you may create new ones that come from the conversation itself), but it's a good idea to have something in your hip pocket, especially if you aren't very experienced at this kind of facilitation.

3. Unless the entire group does Text-Based Seminars routinely, it is useful to go over the purposes and ground rules before you begin. Because so many conversations (in school and out) are based more on opinion than evidence, and a aim toward winning the argument rather than constructing new knowledge, it is often important to remind the group of the basics: **work from the text** and **strive to enlarge your understanding**.
4. Give the group time (about 15 minutes) to re-read the text with the framing question in mind.
5. The most common facilitation problems in this kind of seminar come from two kinds of participants: the folks who have to win, and those who want to express opinions independent of the text and will use any quote they can find as a springboard. Usually, a reminder of the ground rules will pull them back, although it is sometimes necessary to redirect the conversation if you are dealing with a particularly insistent "winner." With the "winner," asking the group to examine closely the assumptions underneath the arguments or opinions being presented sometimes helps. When someone doesn't stick to the text, it is often helpful to ask the group to look for evidence of the opinion being expressed in the text. What you **don't** want to do is ask these two types of participants a direct question, or ask them to cite the evidence in the text for their opinions (although you might be tempted to do so). The goal is to redirect the conversation away from these folks, not to get them to talk more!
6. It is sometimes useful to keep running notes of the conversation, and to periodically summarize for the group what has been said.
7. It is also sometimes useful (especially if you are nervous) to have a "plant" among the participants — someone who will model ideal participant behavior at an early point in the seminar.
8. As is always the case when facilitating, try to keep the conversation balanced. Don't let one or two people dominate. If there are many quiet people, asking them to speak in pairs for a few minutes on a particular point can sometimes give them an entry into the conversation when you come back to the large group. Sometimes you just have to say, "let's have someone who hasn't said much yet speak," and then use **lots** of wait time, even though it may feel somewhat uncomfortable to do so.



Chalk Talk

Originally developed by Hilton Smith, Foxfire Fund; adapted for the NSRF by Marylyn Wentworth.

Chalk Talk is a silent way to do reflection, generate ideas, check on learning, develop projects or solve problems. It can be used productively with any group—students, faculty, workshop participants, committees. Because it is done completely in silence, it gives groups a change of pace and encourages thoughtful contemplation. It can be an unforgettable experience. Middle Level students absolutely love it—it's the quietest they'll ever be!

Format

Time: Varies according to need; can be from 5 minutes to an hour.

Materials: Chalk board and chalk or paper roll on the wall and markers.

Process

1. The facilitator explains VERY BRIEFLY that chalk talk is a silent activity. No one may talk at all and anyone may add to the chalk talk as they please. You can comment on other people's ideas simply by drawing a connecting line to the comment. It can also be very effective to say nothing at all except to put finger to lips in a gesture of silence and simply begin with #2.
2. The facilitator writes a relevant question in a circle on the board.
Sample questions:
 - What did you learn today?
 - So What? or Now What?
 - What do you think about social responsibility and schooling?
 - How can we involve the community in the school, and the school in community?
 - How can we keep the noise level down in this room?
 - What do you want to tell the scheduling committee?
 - What do you know about Croatia?
 - How are decimals used in the world?
3. The facilitator either hands a piece of chalk to everyone, or places many pieces of chalk at the board and hands several pieces to people at random.
4. People write as they feel moved. There are likely to be long silences—that is natural, so allow plenty of wait time before deciding it is over.
5. How the facilitator chooses to interact with the Chalk Talk influences its outcome. The facilitator can stand back and let it unfold or expand thinking by:
 - circling other interesting ideas, thereby inviting comments to broaden
 - writing questions about a participant comment

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- adding his/her own reflections or ideas
- connecting two interesting ideas/comments together with a line and adding a question mark.

Actively interacting invites participants to do the same kinds of expansions. A Chalk Talk can be an uncomplicated silent reflection or a spirited, but silent, exchange of ideas. It has been known to solve vexing problems, surprise everyone with how much is collectively known about something, get an entire project planned, or give a committee everything it needs to know without any verbal sparring.

6. When it's done, it's done.



The Final Word

Adapted from the original by Jennifer Fischer-Mueller and Gene Thompson-Grove for the NSRF.

Purpose

The purpose of this discussion format is to give each person in the group an opportunity to have their ideas, understandings, and perspective enhanced by hearing from others. With this format, the group can explore an article, clarify their thinking, and have their assumptions and beliefs questioned in order to gain a deeper understanding of the issue.

Roles

Facilitator / timekeeper (who also participates); participants

Facilitation

Have participants identify one "most" significant idea from the text (underlined or highlighted ahead of time), stick to the time limits, avoid dialogue, have equal sized circles so all small groups finish at approximately the same time.

Process

1. Sit in a circle, and identify a facilitator/time-keeper.
2. Each person needs to have one "most" significant idea from the text underlined or highlighted in the article. It is often helpful to identify a "back up" quote as well.
3. The first person begins by reading what "struck him or her the most" from the article. Have this person refer to where the quote is in the text - one thought or quote only. Then, in less than 3 minutes, this person describes why that quote struck him or her. For example, why does s/he agree/disagree with the quote, what questions does s/he have about that quote, what issues does it raise for him or her, what does s/he now wonder about in relation to that quote?
4. Continuing around the circle each person responds to that quote and what the presenter said, briefly, in less than a minute. The purpose of the response is:
 - to expand on the presenter's thinking about the quote and the issues raised for him or her by the quote,
 - to provide a different look at the quote,
 - to clarify the presenter's thinking about the quote, and/or
 - to question the presenter's assumptions about the quote and the issues raised (although at this time there is no response from the presenter).
5. After going around the circle with each person having responded for less than one minute, the person that began has the "final word." In no more than one minute the presenter responds to what has been said. Now what is s/he thinking? What is his or her reaction to what s/he has heard?

6. The next person in the circle then begins by sharing what struck him or her most from the text. Proceed around the circle, responding to this next presenter's quote in the same way as the first presenter's. This process continues until each person has had a round with his or her quote.
7. For each round, allow about 8 minutes (circles of 5 participants: presenter 3 minutes, response 1 minute for 4 people, final word for presenter 1 minute). The role of the facilitator is to keep the process moving, keep it clear and directed to the article, and keep time so everyone gets an opportunity for a round. Total time is about a forty minutes for a group of 5 (32 minutes for a group of 4, 48 minutes for a group of 6). End by debriefing the process in your small group.



Learning From Speakers Protocol

Adapted from The Power of Protocols by Joseph McDonald and Nancy Mohr.

Purpose

The purpose of the protocol is to structure the experience of the invited speaker format, so that learning is maximized for the speaker as well as for the learners. The principles of the protocol are the same as for many others: to keep a focus, to foster listening, and to provide an opportunity to construct knowledge both individually and collectively.

Details

The speaker must understand this new format in advance. The time frame and other details can be negotiated, but it must be clear to the speaker that there is a different format to be followed, one that must be respected.

1. Introduction (5 minutes)

Just as the speaker must know the format and its rules, so must the listeners. In this step, the facilitator spells these out as part of introducing the speaker.

2. Speech (30-50 minutes)

The speaker delivers the speech as audience members jot down questions or thoughts. The speaker may pause on occasion for 30 seconds and invite the audience to jot down some notes or questions. The speaker is given a warning with 5 minutes left by the facilitator, who is sitting nearby.

3. Organizing (5 minutes)

When the speaker has finished, the facilitator invites audience members to take their questions and gather in groups of three to five, based on proximity. The facilitator instructs the groups to examine all of their questions quickly and prioritize them in order to come up with their top two or three. These are burning questions that groups want to make sure the speaker has a chance to consider and answer.

4. Top Questions (5 minutes)

Representatives of each group then call out their top questions, one at a time, or write their top question on an index card and hand it in to the facilitator. All of the questions are either called out or handed in before the speaker deals with any of them.

5. Answering (15-20 minutes)

The speaker answers and/or explores the questions, avoiding repetition and aiming for connections. Questions not dealt with by the speaker should be explored in some other way by the end of the session.

6. Sharing (optional)

If time permits, the audience is then invited to share with the speaker ways in which their thinking has been deepened.

Protocols are most powerful and effective when used within an ongoing professional learning community such as a Critical Friends Group® and facilitated by a skilled coach. To learn more about professional learning communities and seminars for new or experienced coaches, please visit the National School Reform Faculty website at www.nsrharmony.org.

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Ping Pong Protocol A Consultancy for Groups

Developed by the Vermont NSRF Center of Activity.

The purpose of this protocol is to assist a group in having substantive discussion about an issue that all of its members collectively face. There is no presenter in this protocol, and no facilitator is needed if the group takes joint responsibility for following the protocol.

It is important that all members of the group enter into this protocol in the spirit of self-reflection and improvement. Everyone should be prepared to change their practice if the protocol reveals an opportunity for improvement on their part. The next steps determined at the end of the protocol might include actions for all or just some of the members to take, but at the outset everyone should engage in the protocol with a willingness to take personal steps to address the issue at hand.

1. Pose the problem (5 minutes)

Someone in the group states the issue to be addressed. This may be done in the form of a question that the group would like to explore together. Check to see if there is agreement on the issue at hand; re-frame as needed.

2. Writing (10 minutes)

Everyone writes about the problem from their own point of view.

From this point on, if the group is larger than eight, smaller groups can be formed. Create groups that include diverse perspectives on the issue.

3. Share the reflections (15 minutes, depending on the size of the group. If there are multiple groups, add time for highlights from each group to be reported out.)

Each person has the opportunity to explain their own approach to the problem from their writing, and they are written in bullet form on chart paper. After each presentation, clarifying questions are asked of the writer, if necessary.

4. Probing questions (20 minutes, depending on the size of the group)

Each member of the group has an opportunity to ask a probing question of any other group member or members. It is important that each person in the group get the chance to respond to at least one probing question. This can continue until clarity is reached or as long as time allows.

5. Writing to synthesize what we've heard (10 minutes)

This is an opportunity for each group member to make sense of what's been said.

6. Next steps conversation (20 minutes, depending on the size of the group)

Ideas for next steps toward addressing the problem are shared and charted. It is helpful if participants explain how they came to each next step. The group determines what step(s) it will take. If there are multiple groups, combine them for this step.

7. Debrief. (5 minutes)

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Book Discussion Protocol

(Adapted from *Save the Last Word for Me*, National School Reform Faculty)

Purpose:

To clarify big understandings in the Tomlinson book, *The Differentiated Classroom: Responding to the Needs of All Learners*, and to introduce a protocol you may use in your own classroom. You are recording a set of ideas in the chapter, built upon one another, not debating or entering into a dialogue about the merit of any given idea.

Roles:

Timekeeper/facilitator participates and keeps process going

Participants interact in the discussion as readers and responders.

Scribe writes down the big ideas on newsprint and may respond to passages as well.

Time Frame: 40 minutes

The Protocol: First and Last Word

1. You have been placed randomly in a discussion group. Your group number corresponds to the same numbered chapter in the Tomlinson book.
2. You have 10 minutes to review the chapter assigned to you. You should highlight your four or five most important ideas in that chapter. Make a marginal note indicating why each passage is significant to you. If a colleague does not have a book, you may share.
3. After no more than 10 minutes, one member of the group volunteers to begin. S/he reads a passage and says nothing more. Several other members of the group respond to the passage. What does this mean? What questions arise?
4. The original reader shares why s/he chose that passage. S/he tells the scribe what the big idea is and why it is important to him/her.
5. This process continues until everyone has been a reader or responder or both. The timekeeper must keep the participants moving in order to stay within the 40 minute time frame.
6. Each group will record their final big ideas and thoughts on the newsprint and see that it is ready to go up on the wall of the cafeteria.
7. At lunch everyone will have an opportunity to see what each group (nine elementary groups and nine secondary groups) had to say.
8. You will be given dots to use to vote on the most important big ideas.
9. Joyce and David will report out after lunch when we are back in our elementary/secondary groups.

*The Differentiated Classroom:
Responding to the Needs of All Learners*

CHAPTER _____

For recording purposes only.

BIG IDEA

Response

BIG IDEA

Response

BIG IDEA

Response

BIG IDEA

Response

BIG IDEA

Response

FIGURE 2. Paideta Seminar Speaking and Listening Rubric

Skills	Not Yet	Proficient	Advanced
Attention	Does not look at the person speaking. Occasionally turns and talks to person sitting nearby while another person is speaking.	Looks at the person speaking during most of the discussion. Rarely talks while another is speaking.	Looks at the person speaking during the discussion. Does not talk while another is speaking.
Engagement	Does not take notes related to the ideas being discussed.	Occasionally takes notes related to the ideas being discussed. Gives way to another as a way of sharing the talk time.	Consistently takes notes related to the ideas being discussed. Gives way to another as a way of sharing the talk time.
Articulation	Makes barely audible statements.	Makes clear and accurate statements. Generally speaks at appropriate pace and volume. Uses relevant vocabulary and grammar.	Makes clear and accurate statements. Consistently speaks at appropriate pace and volume. Uses relevant vocabulary and grammar.
Explanation (Justification)	Makes simple, somewhat unrelated or repetitive points/statements.	Provides points/statements about the discussion topic, noting details related to sequence, category, purpose, or point of view. Refers to the text or another relevant source.	Provides insight related to fallacies within the text. Tests assumptions and explores inferences. Refers to the text or another relevant source.
Expansion	Draws conclusions based on a single perspective.	Considers another point of view and states personal bias.	Illuminates relevance; notes positive and negative implications. Acknowledges difference in own perspectives—before and now. Adds to previous statement by offering a more global/holistic interpretation.
Connection	Does not ask questions. Does not refer to what else has been said.	Asks authentic questions. Paraphrases what else has been said.	Refers to another facet of an idea or another's comment. Considers multiple points of view while acknowledging personal bias. Asks authentic, thought-provoking, open-ended questions.

Table 1. Summary of the main findings of the study

Area	Findings	Implications	Recommendations
1. General Health and Well-being	Participants reported significantly higher levels of stress and lower levels of life satisfaction compared to the control group.	Stress is a major factor influencing mental health outcomes.	Implement stress management programs for patients.
2. Mental Health Outcomes	There was a significant increase in symptoms of anxiety and depression over the study period.	Early identification and intervention are crucial for mental health.	Provide regular mental health screenings and support.
3. Social Support	Patients with strong social support networks showed better mental health outcomes.	Social support acts as a protective factor against mental health issues.	Encourage and facilitate social support groups.
4. Healthcare Utilization	Patients with mental health conditions used healthcare services more frequently.	Mental health conditions are associated with higher healthcare costs.	Develop integrated care models for physical and mental health.
5. Quality of Life	Overall quality of life was lower for the patient group, particularly in the domain of emotional well-being.	Quality of life is a key indicator of patient health and satisfaction.	Focus on holistic care that addresses emotional and social needs.

Protocols For Culturally Responsive Learning and Increased Student Engagement



Adapted from the work of Amy Coventry at the Center for Culturally Responsive Teaching and Learning

Essential Questions: How often should I use these protocols? What activities or tasks are each of these protocols best suited to? How can I match these protocols to the learning styles and strengths of my students? How do I introduce them to my class?

Incorporating protocols for responding along with cooperative learning structures for discussion helps to make instruction culturally responsive on a daily basis. The protocols are divided into two categories: responding and discussing. Responding protocols are designed for whole group instruction and discussion protocols are designed for small group instruction.

What is the purpose of the protocols?

Responding protocols are used to *explicitly* communicate to students how the facilitator or teacher wants the students to respond or to question as a *whole group*. In other words, the facilitator knows the purpose of the question being asked (checking for understanding, assessing prior knowledge, checking for engagement, volunteering of personal experiences, etc.) and clearly communicates how s/he wants the students to respond to the question. This non-voluntary form of responding also encourages accountability and engagement on the part of the learner, as well as providing more accurate feedback to the teacher about student understanding as a whole group.

Discussing protocols provide structured, engaging, consistently used forums for students to discuss their learning. They can be used to introduce, clarify, support, and reinforce both learning content and process. The consistent use of a select set of discussion protocols establishes an efficient classroom learning community in which ideas and opinions are shared frequently and in an orderly, timely manner. It is suggested that 5-7 of the discussion protocols became a "staple" of the classroom, providing consistency in order to support quick, smooth, and orderly discussions. However, a variety of other discussing protocols can, of course, be utilized when desired.

Why are the protocols culturally responsive to our traditionally underserved learners?

Incorporating non-mainstream Protocols for Responding both validates and builds upon the likely repertoires of practice (**learning styles**) that students bring to school which, when suppressed or discouraged lead to disengagement and classroom management issues.

These underserved youths often have a propensity for interdependent settings in which all members play a valuable part. Therefore, the importance of non-volunteer Responding Protocols cannot be overstated. The use of such Responding Protocols, such as Roll 'Em or Train, communicates to students that their attention and participation during whole group instruction and questioning is not only required for them as learners but that they are all integral members of the classroom community, and everybody's thoughts and ideas are necessary for an effective learning environment. In other words, it establishes a learning environment in which EVERYONE plays a critical role and is validated.

In addition, when teachers use a variety of explicit Responding Protocols, this further enables students to be more aware of the need to codeswitch, or use a variety of communication styles that correlate with the given needs for a particular setting, i.e. to be situationally appropriate. The use of an assortment of Responding Protocols also addresses this group's affinity for spontaneity and variety.

Discussion protocols accentuate the strengths that many underserved students already bring to the classroom, namely a preference for sociocentric, cooperative, high movement (in some cases), variation, accepting, interpersonal, student-centered, and humanistic learning environments. It is more likely that SEL students have a familiarity with the cultural practice to respond immediately and verbally with each other as they make analytical and emotional connections, wonder, postulate, and question things that engage them. The Discussion Protocols supply a variety of engaging formats which can be used with ease and incorporated into nearly every lesson that will enhance, rather than stifle, these inherent learning strengths.

When should the protocols be used?

Protocols should be used throughout the entire day. Think about how many times a day the whole class is engaged with you, or another designated speaker, or responding to your prompts or questions. During all of these times, you already have an expectation of how you want them to participate with you, whether it is simply listening, silently taking an assessment, answering questions one-at-a-time, shouting out an answer, etc. There is never truly a time when students are not participating in the classroom, whether as a whole group (Responding Protocols) or in small groups (Discussion Protocols). Therefore, students should always be aware of the Protocol.

Discussion Protocols should be incorporated regularly and consistently throughout the day to introduce, clarify, support, and review learning. They can be used during engagement/ accessing prior knowledge activities, immediately following direct instruction, during guided instruction, review for assessments or scaffolding, and can often accompany "independent" practice. Essentially, they should be employed before putting "understanding" into "action". Typically, any significant "teacher talk" time should be partnered with at least one Discussion Protocol. In some cases, Discussion Protocols can be used to replace teacher-led review, as well. Discussion Protocols can also be partnered to build a scaffold of increased input before whole group discussions, i.e. Think-Pair-Share about the meaning of an African proverb before sharing during Put Your Two Cents In. Doing T-P-S prior to Put Your Two Cents In allows students who are unsure or hesitant to answer in a slightly larger group the opportunity to hear someone else's thoughts before sharing with the team.

Responding Protocols (Whole Group)

(How should students be participating with the facilitator during a whole group lesson, activity, or discussion?)

Call and Response

CRRE Element(s): Call and response, rhythmic, interpersonal/interdependent preference for learning

Description: Students actively respond in unison to speaker either verbally or with movement (or both) to an either improvised or pre-taught "call".

Purpose: to call students' attention from small group or independent activities to the whole group for either a check for understanding/update with the teacher or a transition to another activity/lesson; also can be used to demonstrate appreciation during a performance or presentation

Examples: Thumbs-up or thumbs-down to express agreement with speaker or understanding of a concept; attention-getting signals ("Boom-shocka-locka.... Boom Boom!"); "You tell it!" or "Go 'head" during a Poetry Slam performance (poetry recitation).

Pick-A-Stick (Non-voluntarism)

CRRE Element(s): variety, opportunity to practice explicit “turn-taking”, interpersonal/interdependent preference for learning

Description: After the facilitator poses a question, students think about the answer silently (students may also put finger to head indicating “thinking”). After sufficient thought time, the facilitator picks from a group of sticks that represent each student. The chosen student answers the question. Stick selection can continue until a sufficient number of answers are heard.

Purpose: random sampling or “group check” to assess prior knowledge or understanding of concept/process; whole group engagement, created by the anticipation of being chosen, in required thinking processes during a directed or guided lesson; to prevent unconscious patterns in the selection of student responses on the part of the teacher that impede the engagement of the whole class

Examples: 1) “Think back to yesterday’s lesson on irregular verbs... Let’s see what we remember... What are irregular verbs?” Facilitator then chooses about three sticks, one stick and one answer at a time to ensure that students continue to anticipate their names being chosen throughout the review, to get a fair idea of what the class remembers from yesterday’s lesson. Chosen students may repeat a previous answer, elaborate, or answer differently. 2) “...So those are the four primary operations in math. Let’s see if you can name them without looking... Everyone think...” Facilitator then chooses sticks until someone can name all four operations as everyone continues thinking.

Roll ‘Em (Non-voluntarism)

CRRE Element(s): variety, opportunity to practice explicit “turn-taking”, interpersonal/interdependent preference for learning

Description: Students need to be seated in groups of 4-6. Students think about a posed question as the teacher rolls two dice. One die represents the table/group number and the other die represents the seat number. The student sitting in the seat represented by the rolled dice answers the question. Rolling of the dice can continue until a sufficient number of answers are heard.

Purpose: random sampling or “group check” to assess prior knowledge or understanding of concept/process; whole group engagement, created by the anticipation of being chosen, in required thinking processes during a directed or guided lesson; to prevent unconscious patterns in the selection of student responses on the part of the teacher that impede the engagement of the whole class

Examples: See “Pick-A-Stick”

My Turn, Your Turn

CRRE Element(s): opportunity to practice explicit “turn-taking”

Description: This turn-taking protocol is utilized in several protocols for participation and discussion. It should be used during times when it is necessary for the group to be silent as one person speaks, with the understanding that they will soon be able to participate and respond more actively with questions and/or comments. This protocol helps students practice turn-taking without jumping in when they feel engaged. They have to continue listening quietly and wait for

"their turns" to speak. Then questions and comments can follow. In elementary classrooms, the facilitator may remind students about the actions of good listeners with the phrase, "Hands free, eyes on me, and voices off."

Purpose: direct instruction (must be limited based on age group); presentations; some performances (if call and response is not appropriate); journal sharing; clarifying with student questions

Examples: Used during Pick-A-Stick, Roll 'Em, Raise a Righteous Hand, Train, Merry-Go-Round, Put Your Two Cents In, Circle the Sage, Give One/Get One, Musical Shares, Three Step Interview, etc.

Give a Shout Out

CRRE Element(s): overlap communication style; verbal preference for learning

Description: Students softly shout out responses at the same time. Teacher can record "shout outs" on the board, if appropriate. Posed questions can require either one correct answer or a variety of short answers.

Purpose: to keep verbal learners engaged by allowing them to provide SHORT 1-2 word answers aloud; facilitators should use this frequently throughout the day, especially during periods in which engagement is noticeably low

Examples: 1) *"In using the trade-first method in subtraction, in which place value should we start? Give me a shout out."* -*"The Ones!"* -*"Excellent! Okay let's start in the ones then.."* (pointing to problem on board). This can continue throughout the subtraction problem as the facilitator walks students through it, step-by-step. 2) *"Based on the context of this sentence, what are some synonyms for the word 'transitional'?...Give me a shout out as I record your answers on the board. Remember, shout out your answer no more than 3 times or until I've written it on the board. At the end, if I still haven't written your answer, I'll ask you to raise a righteous hand and then you can share it again."* This allows you to discuss inappropriate answers at the end of the shout out when students are more apt to hear the explanation.

Moment of Silence

CRRE Element(s): opportunity to practice explicit *independent* learning or demonstration of knowledge

Description: Students are silent and not communicating at all with one another. The facilitator should explain and review frequently the reasons for the necessity of silence at the times for which Moment of Silence is called. The facilitator can also explain and demonstrate different ways to communicate, i.e. nonverbal, that are also inappropriate at this time and the rationale behind it.

Examples: Independent assessments; journaling or quickwrites; sustained silent reading (SSR); meditation

Train or Pass It On (Non-voluntarism)

CRRE Element(s): improvisation and variety; student-preference; interpersonal/sociocentric/cooperative preference for learning

Description: Students call on each other to answer and/or ask questions. Students should not raise hands to be called on and should be encouraged to call on a variety of people in the classroom. Students can also "pass" on a question they do not want to answer by calling on another student for help. This is called "Pass It On". This can also be done with the use of a small soft object that students can toss to one another in order to "pass it on".

Purposes: to engage students in the process of questioning in which a series of answers or questions is required or at least can be applied; to demonstrate combined classroom knowledge; to provide “aid” to students who are called on through another protocol, i.e. Roll ‘Em, and do not want to share their answers; to keep students engaged while sharing answers to a series of questions

Examples: 1) “Let’s see how many states we can name together. Let’s use the protocol of Train...Maria, you start and I’ll record our answers on the board.” Maria either provides 1 state and calls on another student or says, “pass” and calls on another student. 2) If a student was chosen through Pick-A-Stick to answer a question and she does not feel confident with her answer, the facilitator may say, “Would you like to pass it on?” She then can call on another student to answer the question in her place. This should be monitored to prevent the same students from always “passing it on”. One way to prevent this is to provide multiple opportunities for these students to be successful with questions they can answer by checking privately with them before the lesson and validating their answers consistently. 3)

Raise a Righteous Hand (Volunteering Information ONLY)

CRRE Element(s): Additive teaching of situational appropriateness; opportunity to practice explicit “turn-taking”

Description: Students raise a hand/fist to volunteer information that is specific to their experiences.

Purposes: Hand-raising should only be used in the context of volunteerism, in which only particular students, if any, can offer information based on their experiences or particular knowledge that is not necessarily expected of the group; cannot be interchanged with another protocol due to its need for specific individuals to participate; student questions/comments after My Turn, Your Turn

Examples: “Our next piece of literature takes place in Guadalajara, Mexico. Is there anyone who has ever lived in or travelled to Mexico who can share with us about his or her experiences? Please raise a righteous hand.” If no one raises a hand, the questions can be broadened: “Is there anyone who has seen movie that takes place in Mexico? Read a book?”, etc.

Whip Around

CRRE Element(s): opportunity to practice explicit “turn-taking”; affective (validation of everyone’s answers and providing personal responses)

Description: Each student in the room takes a turn responding to a posed question with QUICK answers. The order should be apparent based on seating in order for the teacher to avoid having to constantly facilitate the direction of the students answering. After several practices, students should mostly be able to self-direct this activity. If students are having difficulty with this, the teacher can ask students to point to the next person in order after they have given their answers in order cue them. This should go very quickly around the room so the question needs to be appropriately precise, as well.

Purpose: to provide an opportunity for every student to contribute a personal response and to be heard and validated; to practice being precise and focused with responses; whole group quick-check

Examples: 1) After reading a piece of literature, the teacher asks students to provide their first response to the book, i.e. favorite character or part, how it made them feel, what it made them think about, etc. It could be anything they want to say about the book but must be shared in under 5 seconds per students. 2) “Which stage of the writing process do you best/least understand?”

Discussion Protocols

(Small Group)

(How should the students be learning WITH EACH OTHER?) Most of the cooperative learning structures described below are taken from publications by Miguel Kagan, Laurie Robertson, and Spencer Kagan, however, there are many more. These cooperative learning structures set the stage not only for interdependent and collaborative learning but are the prerequisites for developing a communal classroom environment-the ultimate achievement environment for SELs.

1- Numbered Heads Together

Students are put in groups of 4-6 and numbered. When asked a question, students work together to find the best answer. When called together again, the teacher rolls a die and asks the students from each group with the number rolled to stand, i.e. "All 3's from each group please stand." Each student then represents the group and reports the group's answer.

Goal: To form a consensus and have everyone be accountable for the information

Uses/activities: Whole group games; review

2- Think-Pair-Share

This involves a three step cooperative structure. During the first step, students think silently about a question posed by the teacher. Individuals then pair up during the second step and exchange thoughts. In the third step, the pairs share their responses with other pairs or the entire group. It is a usually a good idea to have the individuals asked to share whole group to explain what their partner said in order to promote good listening skills

Goal: To quickly clarify or share ideas about a topic/concept; to provide everyone with some talk time when there is a strong desire to share

Uses/activities: Review; summarizing; accessing prior knowledge; clarifying

3- Merry-Go-Round

Each student takes a very quick turn sharing with the team a thought or reaction to something posed by the teacher. Responses should be quick 1-5 word phrases in order to keep it going quickly and keep thoughts concise.

Goal: To share personal responses in short time period without recording on paper

Uses/activities: Responses to books; express strengths and needs with content in order to be able to provide and receive help in a small group

4- Put Your Two Cents In

Each student has two tokens to use as talking pieces. In groups of four, each student takes a turn by putting one token in the center of the table and sharing his/her idea. Once everyone has shared once, each student then puts one more token in at a time and responds to what someone else in the group has shared, i.e. "I agree with ____ because...", or "I don't agree with ____ because...", etc.

Goal: To share, question, and support opinions

Uses/activities: Discuss current events, opinions about characters, proverb/affirmation study, etc.

5- Circle the Sage

First, the teacher polls the class to see which students have a special knowledge to share, i.e. homework, understanding of long division, etc. Then, those students (the sages) stand and spread out in the room. The teacher then has the rest of the classmates go to one of the sages, with no two members of the same team going to the same sage. The sage explains what they know while the classmates listen, ask questions, and take notes. All students then return to their teams. Each, in turn, explains what they learned. Because most have gone to different sages, they compare notes. If there is a disagreement, they stand up as a team. Finally, the disagreements are aired and resolved.

Goal: Utilize the expertise of class members to share/teach others

Uses/activities: Sharing cultural traditions; having students who understood a particular problem explain it to a small group

6- Give One, Get One

After thinking or journaling about a topic, students are asked to get up and find someone across the room with whom to share their thoughts or answers. Students are then receiving an idea in exchange for giving one.

Goal: To have students choose with whom they would like to share; to provide movement

Uses/activities: Review, accessing prior knowledge, summarizing, clarifying, etc.

7- Three Step Interview

Each member of a team chooses another member to be a partner. During the first step, individuals interview their partners by *asking clarifying or interview questions*. During the second step, partners reverse the roles. For the final step, members share their partner's response with the team.

Goal: Asking and answering student-created questions

Uses/activities: An ice breaker for team members to get to know one another; to get to know concepts in depth by assigning roles to students; character interviews

8- Jigsaw

Groups of 4-5 students are established. Each group member is assigned some unique material to learn and then teach to his group members. To help in the learning, students across the class focusing on the same material get together to decide what is important and how to teach it. After practice in these "expert" groups, the original groups reform and students teach each other. Tests or assessments can follow.

Goal: Interdependency and accountability within a small group

Uses/activities: Dividing a large portion of content into smaller more manageable parts, i.e. science chapter or research

9- Team-Pair-Solo

Students do problems first as a team, then with a partner, and finally on their own. It is designed to motivate students to tackle and succeed at problems which are initially beyond their ability. It is based on a simple notion of mediated learning, or scaffolding. Students can do more things with help (mediation) than they can do alone. By allowing them to work on problems they could not do alone, first as a team, and then with a partner, they progress to a point they can do alone that which at first they could do only with help.

Goal: Scaffolding

Uses/activities: Especially useful with computation practice; review

10- Partners

The class is divided into teams of four. Half of each team is given an assignment to master to be able to teach the other half. Partners studying the same material go to one side of the room and consult with one another about the material and how to best teach it to the other half of their team. Teams then go back together with each set of partners teaching the other set. Partners quiz and tutor their teammates. The team reviews how well they learned and taught and how they might improve the process.

Goal: Interdependency and accountability within small groups

Uses/activities: Review; research

11- Corners

Each student moves to a corner of the room representing a teacher-determined alternative or point on a scale. Students discuss their choices in their own corners then listen to and paraphrase or debate ideas and opinions from other corners.

Goal: Develop student choice interest groups; establish and support opinions

Uses/activities: Character they most associate with; hobbies; book preferences; "Take a Stand" issues

12- Send-a-Problem

Each student writes a review problem on a flash card and asks teammates to answer or solve it. Review questions are passed to another group to be answered.

Goal: Ask and answer student-created questions

Uses/activities: Discuss and review material, or potential solutions to problems, related to content information

13- Silent Appointment

After the teacher poses a problem/question to be discussed, the teacher says, "Make your first appointment." Each student "makes an appointment" with another student by making eye contact, nodding and holding up 1 finger to indicate they will be talking with that student first. The teacher then continues this process until students have made the number of appointments desired. When all appointments have been made, the teacher calls, "Go to your first appointment", and students go to the person with whom they made their first appointments and share. The teacher then calls, "Go to your second appointment", and so on. The teacher should then review whole class by asking what students heard shared by others.

Goal: To have students choose with whom they would like to share; to provide movement

Uses/activities: Review, accessing prior knowledge, summarizing, clarifying

14- Musical Shares

This is similar to Give One, Get One. Teacher poses question and turns on music. Students move/dance around the classroom until the music is turned off. Students discuss the question with whomever they are closest to when the music is turned off. Teacher resumes music and the process continues until they have had enough opportunities to share.

Goal: Incorporate music and movement with opportunities to share ideas

Uses/activities: Review, accessing prior knowledge, summarizing, clarifying

15- Roundtable

Each team uses a single sheet of paper and pencil, and, in turn, responds to a question or problem by stating their ideas aloud as they write them on the paper. The paper is then passed around the table until time is called. It is important that the ideas be vocalized for several reasons: (a) silence in a setting like this is boring, rather than golden; (b) other team members need to be reflecting on the proffered thoughts; (c) variety results because teammates learn immediately that someone has come up with an idea they know now not to repeat; and (d) hearing the responses said aloud means that students do not have to waste valuable brainstorming time by reading the previous ideas on the page. Team members are encouraged not to skip turns, but if their thoughts are at a standstill, they are allowed to say "Pass" rather than to turn the brainstorm into a brain drizzle. Thus, there is almost universal participation in Roundtable.

Goal: All students write and contribute to group's ideas

Uses/activities: To brainstorm ideas and to generate a large number of responses to a single question or a group of questions

16- Round Robin Brainstorming

One person in each team is appointed as the recorder. A question is posed with many answers and students are given time to think about answers. After the "think time," members of the team share responses with one another round robin style. The recorder writes down the answers of the group members. The person next to the recorder starts and each person in the group in order gives an answer until time is called. A person may "pass", if needed, and provide input on the next rotation after she has had time to think.

Goal: Allows a proficient writer to do all the writing while others share verbally

Uses/activities: To brainstorm ideas and to generate a large number of responses to a single question or a group of questions

17- Inner Outer Circle

Have students stand in a big circle. Every other person should take one giant step inside the circle and turn around facing those in the outer circle. In other words, there should be two circles with the outer circle people facing inward and the inner circle people facing outward, and everyone should be face-to-face. Students in the outer circle begin by asking the student facing them on the inner circle a question. This question may be prepared by either the students themselves or the teacher. Once the inner circle student has had an opportunity to answer, either the outer or inner circle rotates and the process is repeated until a full rotation is made. Then, the inner circle has the opportunity to ask questions as the outer circle responds, and so forth.

Goal: Allows a variety of questions and interactions in a short time span while including the use of movement

Uses/activities: To review for an assessment, practice questioning and responding (Question-Answer-Relationships or inferential/literal), or check for comprehension of a passage

18- Greet and Respond/Tea Party

Provide each student with a unfinished sentence, question, or prompt to which a response can be made. As you call out or display particular settings/situations, students walk around and use situationally appropriate greetings to greet each other, read their prompts, and respond to each other, in turn.

Goal: Allows a variety of questions and interactions in a short time span while including the use of movement

Uses/activities: To preview literature or other content by accessing or introducing prior knowledge, review, check for comprehension, practice questioning and responding, and practice explicit situational appropriateness

Responding Protocols Quick Check

DIRECTIONS: Using Numbered Heads Together, identify the Responding Protocol(s) that correlates with the questions or activities below. There may be more than one Protocol that would be appropriate for each listed situation. Be prepared to explain your group's rationale, however. Discuss them with your group and come to a consensus about each. You can use the abbreviations below.

P- Pick-A-Stick

RO- Roll 'Em

C- Call and Response

RH- Raise a Righteous Hand

T- Train

MS- Moment of Silence

MT- My Turn, Your Turn

G- Give a Shout Out

W – Whip Around

1. _____ A 3rd grade class is taking an independent assessment.
2. _____ A 7th grade Science teacher is reviewing yesterday's lesson on the periodic table and wants to see what her class remembers: "How do scientists use the periodic table?"
3. _____ A third grade teacher is reviewing the names of the stages of the writing process by accessing students' prior knowledge.
4. _____ "This book takes place in Alabama. Has anyone ever been to Alabama? Does anyone have family in Alabama?"
5. _____ An algebra class is working in pairs to solve binomial equations and the teacher needs their attention to clarify one of the problems with which many of the pairs are having difficulty.
6. _____ A Kindergarten class just finished illustrating their favorite part of a read aloud and the teacher wants a few students to share.
7. _____ A fifth grade teacher wants to check in with her whole class on an at-home science project in which they have to demonstrate all of the stages of the scientific method. "Which stage of the scientific method do you understand the least, or are having the most problems with?"
8. _____ A History teacher is beginning an introductory lecture about the Great Depression and expects his students to take Cornell Notes and ask questions afterwards.
9. _____ A student is performing a poem for the class in which audience engagement is a significant part of the grade.
10. _____ An English class is practicing identifying figurative language, so the teacher is reading examples and wants the class to identify them as she goes.
11. _____ "What character trait would you use to describe the main character after reading chapter 5?"

Learning Profiles of SELs	Strategies
Sociocentric/Interpersonal	Protocols for Discussion, morning song (while they socialize and prepare for the day), non-volunteer Participation Protocols (equity and inclusiveness)
High movement	Give One/ Get One, Tea Party, Silent Appointment, Musical Shares, Inner Outer Circle
Cooperative/Interdependent	Numbered Heads Together, Put Your Two Cents In, Three Step Interview, Jigsaw, Team-Pair-Solo, Partners, Send-a-Problem, Roundtable, Round Robin Brainstorming, Whip Around, Train, Give a Shout Out, Call and Response, non-volunteer Participation Protocols (equity and inclusiveness)
Highlighting/Performance	Corners, Roll 'Em, Train, Pick-a-Stick, Circle the Sage, Numbered Heads Together, Whip Around, role plays, poetry slam, speeches
Choice Activities	Give One/Get One, Silent Appointment, Tea Party, Train, multiple forms of assessment
Musical/Auditory	Call and Response, Musical Shares, Give a Shout Out, chants, rhymes
Overlap	Give a Shout Out, Numbered Heads Together, Corners, Tea Party (some greetings)
Purpose-driven	Participation Protocols, visual organizers depicting unit activities, Thinking Maps, explicit direct instruction, Morning Report/Daily Agenda, real-world connections and applications
Inductive	Visual organizers, Thinking Maps, frontloading
Field dependent	Visual organizers, Thinking Maps, frontloading, accessing prior knowledge, personal connections, culturally and linguistically responsive literature/text/content, Personal Thesaurus, Personal Dictionary, thematic instruction

How can I be more culturally responsive when the content of the lesson is not culturally relevant?

Introducing Responding Protocols into the Classroom

How to Begin

Activities:

- 1) A) As you display common traffic signs, students are told to shout out what they think each one means as you provide affirmative/corrective feedback. Ask the students to think about why society needs these traffic signs and why they are different depending on the situation, i.e. different speed limits, crosswalks, stop signs vs. slowing signs, parking vs. no parking signs, etc. Some responses could be: so people know when it is safe to cross the street or go through an intersection, know to slow down in places where kids might be playing, where it is safe to park, etc. Students then use Merry-Go-Round to share some of their thoughts. Students do a quickwrite about the prompt and share whole group using Train. B) OR for older students...Have students play Traffic Sign Concentration in pairs instead of initially displaying the traffic signs. Then, have them discuss the need for traffic signs using Merry-Go-Round, etc.
- 2) Explain that Participation Protocols are akin to traffic signs because they tell when and how to participate with the class as a whole. Explain that when students shout out answers or have side conversations about the lesson, you recognize their attempt to participate and learn, but that this form of participation cannot be used all the time because, as with traffic signs, there are certain expectations for different situations. Then, in small groups using Roundtable have them list on a transparency some situations/scenarios in the classroom in which different types of participation may be required when working as a whole group. At this time, you could introduce the different Participation Protocols as examples of different ways to participate in the classroom. You may have them use pictures, words, or both to explain their thoughts on the transparency. You can begin with an example of your own, if needed. (We can all shout out the answer to 5x2; it needs to be silent while taking a test; one person has to speak at a time if the answer may be longer than a few words and we can all learn from it, etc.) Afterwards, a member from each group (or the entire small group) can share their group's transparency on the overhead projector with the class. Acknowledge and praise all of the appropriate answers, expanding on them as necessary.
Note: For Kindergarten, you could have them use Merry-Go-Round in small groups to discuss instead of write or draw. Then, you can use Roll 'Em to choose students to answer as you record their ideas on chart paper. Make sure to give teams credit for their answers by writing their team name/number next to their contribution.
- 3) Introduce and practice all of the Participation Protocols using non-threatening and engaging content. It is important at this time to have them practice thinking about the answer to a posed question without raising hands, shouting out, or talking with someone else, etc. Continue to relate what you are doing to

the concept of interdependency in the classroom, of students and teacher alike. In other words, continually remind them that everyone's thoughts and ideas are necessary to the learning environment as all of them have something valuable to contribute. If students are having a difficult time (as many of them might) not raising their hands or making an immediate verbal response, have them put a hand on their head, or develop another nonverbal gesture, to indicate to you that they are participating with the you and the class by thinking about the answer. Sometimes, you may want to wait until most students have an answer before having them share. At these times, you can ask them to give you a thumbs-up, or another non-verbal signal, to indicate they are ready to share. The goal is to have students THINK FIRST and wait until you have designated a Participation Protocol before attempting to answer. You could call out the Participation Protocol either before or after the questions you ask, but you must specify it EVERY TIME. However, do not choose someone to share through non-volunteerism before everyone has had a chance to think about the answer they will provide. This is going to take a lot of practice on your part if you are used to using hand-raising, as many teachers are.

Below are some possible activities and questions you can use to introduce the Participation Protocols with non-threatening but engaging content. Your activities will vary depending on the grade/subject and interests of your class, of course.

- a. **Pick-A-Stick or Roll 'Em** (interchangeable): What is your favorite type of ice cream, and why? Who is your favorite player in the NFL, NBA, etc., and why? What do think the cafeteria should serve at lunch, and why?
- b. **Train:** 1) How many flavors of ice cream can we name? 2) Teacher writes a series of very simple math questions (1 for each student in the class – 20 students, 20 questions) on the board that can be answered without any written computation.
- c. **Moment of Silence:** Sustained Silent Reading; journal entry; a very simple written assessment in which all of the students will be successful
- d. **Raise a Righteous Hand:** Who has ever travelled outside of the United States and would like to tell us about it? Have you ever gotten a really bad haircut..and would like to tell us about it? Who travelled somewhere on a plane over the break, and where did you go?
- e. **Give a Shout Out:** 1) What state do we live in? What month is this? Who has their hair in braids today? 2) Play a very simple version of charades in which either you or the students act out verbs from an observable list and students shout out which verb they think is being performed. It needs to be fairly obvious to promote feelings of success but challenging enough to be fun. 3) Shout out adjectives to describe the principal as you record them on the board.
- f. **My Turn, Your Turn:** Teacher gives a very simple directed lesson on something highly engaging (see "Why Do I Burp" at www.kidshealth.org/kid/talk/yucky/burp.html) while students practice listening (eyes on me, hands free, and voices off) and/or taking notes and waiting in order to ask questions or make comments. To help facilitate this for some students, you can have them write questions they think of as you are talking on post-its in order for them to ask when it's "their turn". This will enable them to continue paying attention to the lesson without having to stay so focused on remembering their own questions. First, make sure to tell them about how long you will be talking in order for them to know what to expect and to keep yourself within the talk-time limits appropriate for your students. You may also want to set a timer to keep yourself on track and accountable. At first, students will want to ask a lot of questions and make a lot of comments about your lesson, which is understandable seeing that they are practicing. Be patient. If this continues, you can always specify the number of questions and/or

- comments you will take beforehand and then collect the post-its on which they have written their questions in order to answer at a later time.
- g. Whip Around:** Explain to the students how Whip Around works and have the class decide the direction of the student responses, preferably in a circular fashion. Explain that you are going to read a book aloud and they are going to respond to the book by stating their favorite part, an adjective or adjective phrase that describes how it made them feel, favorite character, or essentially anything they want to say about it in less than 5 seconds. You can compare their responses to a “sound bite” about a movie, making sure to stress the point that the responses are short and to the point. Read aloud a culturally relevant book, preferably with a theme surrounding social justice, and begin the Whip Around with your own reaction to the book. Then, point to the first student in the “circle” in order to cue them to respond. Students continue pointing, or “sending”, the responses in the direction the class had already decided. If the first few Whip Around sessions take an exceedingly long time, you can time them and have them try to beat their time with each session.
 - h. Call and Response:** Introduce at least two attention-getters with which you are comfortable using. Explain that you will be “calling” for the whole class’ attention using the first part of these phrases in order to explain something or transition to a new activity, and they will be responding with the second half of these phrases (for example, Ago....Away, Eyes on me in....1,2,3, etc.). Practice them a few times while you have their attention, and then assign them a task, so that you can practice them while they are engaged with something else. Remember, the goal is that they will be paying attention to what you need to tell them once you have “called” for their attention, so make sure to reiterate the need for “eyes on me, hands free, and voices off”. Of course, this expression may not be suitable for more mature children, so make sure to just be clear and consistent with them about your expectations. Once they are comfortable with those two attention-getters, ask the class to brainstorm some other call and responses they would like to be used in the classroom, as well. Give them some examples that could include something with the school’s name, the mascot, your classroom number, or a popular song. Decide on at least two more and continue to add them into your repertoire. As the year progresses, you could add as many as you like. The best attention-getters are usually created by the students themselves.
- 4) Have small groups of students create posters for each of the Participation Protocols. Have them use pictures, words, descriptions, etc. as a reminder for how each one works and when it is situationally appropriate. Post them prominently all year as a reference.**

Introducing Discussion Protocols in the Classroom

How to Begin

Activities:

1) Tell the class you are going to do a little experiment with them. Project the overhead of the "library" (see attached) for one minute and tell them to try to remember as many details as they can about it. Then, ask for volunteers to describe cooperative learning. If needed, briefly explain that cooperative learning involves explaining your thoughts and ideas to your peers (which helps you to learn and remember things) and learning from your peers' thought and ideas to better understand something. It could also mean that each person in a small group contributes to an assignment. Then, distribute the "What Do You Remember?" handout – half of the class will get their own and the other half will share amongst a group of four (whoever you handed the paper to will be the "Scribe", or writer). Tell them that half of the class is going to work independently and the other half is going to work cooperatively to answer the questions. After several minutes, stop them and check answers. Ask students to share the benefits of working cooperatively and record them on chart paper for future reference.

2) The following day, return to the idea of teamwork by telling your students that you have given it some thought and, in your experience, it sometimes helps teams be more successful when team members have assigned jobs or responsibilities. You can use the analogy of sports teams to help explain your point (What would happen if there was not a designated quarterback on a football team? What if there was no one assigned to the catcher position on a baseball/softball team? and so on). Once they have had an opportunity to discuss this concept, tell them that everyone is going to work in their teams of four today, but they are going to have to plan with their teammates and assign jobs in order to get their task accomplished. Hand each student the Shapes/Colors handouts and the four correspondingly colored crayons. Explain to them they need to have the whole team's papers colored correctly according to the handout within an allotted time (varies by age group), but they will need to share only those four crayons. Give them 2 minutes or so to plan with their group and tell them to begin. When the time is up, have students share their group's strategies, successes, and difficulties, providing much praise and affirmation for teamwork and the use of "roles" within the group.

3) After choosing the 5-7 "staple" Discussion Protocols you would like to incorporate into your daily activities, introduce 1-2 of them each day with low-content discussion prompts. Be sure to practice each one at least 3 times per day allowing students to become comfortable and confident with their structures and nuances so that they will readily be able to employ them whenever they are called. Continue introducing and practicing them in this manner until it seems students are ready to work with them within the content areas. Then, incorporate them into your daily lessons to enhance student understanding through their areas of strength.

4) Once they have all been introduced, have small groups of students create posters for these 5-7 Discussion Protocols you plan to use regularly throughout the year. Remember, you want the Discussion Protocols you choose to be easy enough for your students to "get" after practicing several times yet challenging enough to be engaging throughout the year. Include a mixture that will allow for a variety of types of activities, including a quick share, listing opportunities, opinions/student choice, movement, etc. Then, post them prominently in the room all year as a form of reference as needed.

Once both you and your students have mastered your designated Discussion Protocols, you can begin adding new ones to your routine to enhance the dynamics of the students' discussion. You may even invent some of your own....and if so, please be sure to share with us! I think I might like to use these Discussion Protocols in my classroom...

Discussion Protocols I plan to use	Rationale/Purpose (movement, consensus building, quick review, engaging and fun, encourages opinions and discussion, etc.)

Stop	Speed Limit 50 miles per hour	No right turn across tracks	Bicycles stay to the left and pedestrians stay to the right	Information Center	Winter Recreation Area
Hill ahead	Trucks allowed	Traffic light	Playground	Dead End	Railroad Crossing
Do not enter	Seatbelts required	Curvy road	No pedestrians	Pedestrians cross only on the signal	Wrong way for bicycles
Taxis in this lane only	Do not pass other cars	Go straight or turn right	Detour to the right	Bicycle parking	No right turn
Work zone	Road work next 5 miles	Pedestrian zone	School bus stop ahead	Speed limit for trucks is 40 miles per hour	Yield to other traffic

Team Coloring

Taken from "Tribes"

Purpose: To provide opportunities for cooperation and collaboration

Activity

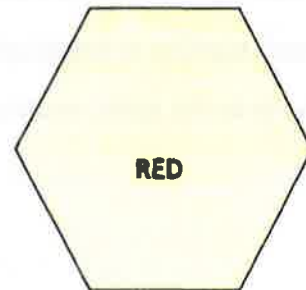
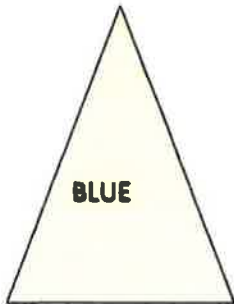
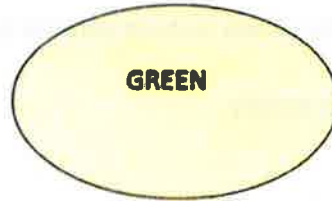
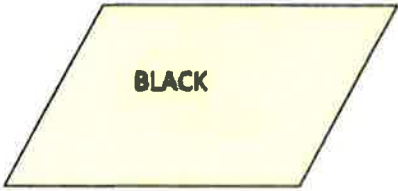
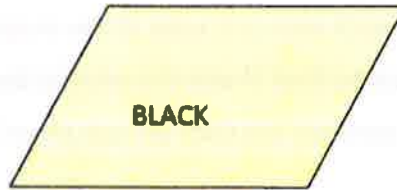
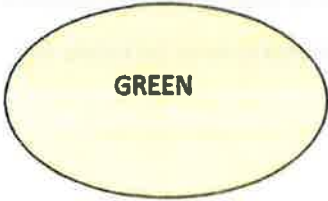
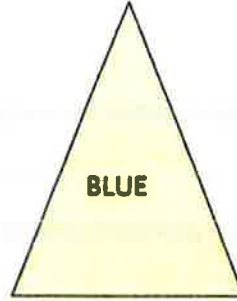
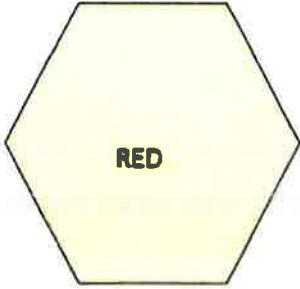
1. Copy sheets with eight geometric shapes on them. Print the names of four different colors on the shapes, one color to two shapes.
2. Divide the group into teams of four.
3. Give each member a sheet of shapes and each team four crayons of the appropriate colors.
4. Explain that each team is to color all the shapes on each team member's sheet by sharing the four crayons. Each shape must be filled in with the color on that shape, and most of the crayon marks must be inside the shapes. Team members can color on each other's sheets if they like.
5. Give the teams a few minutes to discuss what their strategies might be.
6. Give the signal to begin. When a team has finished coloring all the shapes, have the team members raise their hands. Wait until each team is finished.
7. Check over the sheets to make sure the two rules have been followed.
8. Reflect on the activity.

Questions for Reflection:

Was it easy for your team to develop a strategy? Why or why not?

Did your team work together or individually? How did you help each other?

If you were going to do this again, would you do it differently? If so, how?



Our Responding Protocols

"This is how we participate with our Teacher"

Pick-a-Stick

To show what we know, only the student whose stick is picked shares his/her thoughts with the class. All of us are ready to share, and we use turn-taking.

Roll 'Em

To show what we know, only the student who is sitting in the rolled seat and table shares his/her thoughts with the class. All of us are ready to share, and we use turn-taking.

Pass It On

To show what we know, we call on each other. We can also use this when we need help answering. All of us are ready to share and help, and we use turn-taking.

Give a Shout Out

To show what we know, all of us answer aloud. Sometimes we have the same answers, and sometimes our answers are different. We shout out our answers no more than 3 times if our Teacher is writing our answers on the board.

Raise a Righteous Hand

To volunteer for something, we raise our hands silently. Not all of us may be able to volunteer information, so only some of us will raise our hands to share.

Whip Around

To show what we know, we each take a turn sharing our very quick thoughts. All of us are ready and share our ideas aloud, and we use turn-taking.

Moment of Silence

The room is completely silent because we are participating in something by ourselves. We are showing respect to our classmates by providing them with the silence they need to concentrate.

Our Discussion Protocols

Numbered Heads Together



My team discusses a problem together and agrees on an answer through consensus. The student sitting in the rolled numbered seat answers for the group.



Give One, Get One

I use order to walk around the room and find a partner to discuss our learning. When we are finished listening and sharing, we return immediately to our seats and I am ready to share what I heard from my partner.

Silent Appointment



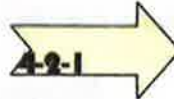
We make an appointment with a partner using only nonverbal communication without talking. Then, we meet with our partner to discuss our learning. When we are finished listening and sharing, we return immediately to our seats and are ready to share what we heard from our partner.



Round Robin Brainstorming

At our table group, we each take turns sharing our thoughts about our learning while the assigned Scribe takes notes about our ideas. When we are finished, we are all ready to share with the class what we discussed.

Team-Pair-Solo



I work with my table TEAM of 4 to solve several problems. Then, I work just with my seat partner as a PAIR to answer several more problems. Finally, I work SOLO to answer several more problems all by myself.



Think-Pair-Share

Graded Harkness Discussion

Because this is a team effort, there will be a team grade. **The whole class will get the same grade.**

This is what you need to do, as a class, to earn an A:

A truly hard-working, analytical discussion in which:

1. **Everyone** has participated in a meaningful and substantive way and, more or less, equally.
2. The pace allows for clarity and thoughtfulness – but not boredom.
3. There is a sense of balance and order; focus is on one speaker at a time and one idea at a time. The discussion is lively without being “hyper” or superficial.
4. The discussion builds. There is an attempt to resolve questions and issues before moving on to new ones.
5. Comments are not lost, the loud or verbose do not dominate, the shy or quiet are encouraged.
6. Students listen carefully and respectfully to one another. There is no talking, daydreaming, rustling papers, making faces, using phones or laptops, etc. when someone else is speaking (this communicates disrespect and undermines the discussion as a whole.) Same goes for sarcastic and glib comments.
7. Everyone is clearly understood. Those who are not heard or understood are urged to repeat.
8. Students take risks and dig for deep meaning, new insights.
9. Students back up what they say with examples, quotations, etc. Students ask others to back up assertions with proof (if possible). **The text is referred to often.**

The class will earn an A by doing all of this at an impressively high level (very rare). The class will earn a B by doing most things on this list (a pretty good discussion). The class will earn a C for doing half or slightly more than half of what’s on this list. The class earns a D by doing less than half of what’s on the list. The class earns an F if the discussion is a real mess or a complete dud and virtually nothing on this list is accomplished or genuinely attempted.

Unprepared or unwilling students will bring the group down as a whole. Please remember this as you read, take notes on, and prepare for class discussion.

Adapted from a document at The Masters School (Dobbs Ferry, NY) by Alexis Wiggins
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Alexis Wiggins
2012 Earcos Conference
"Harkness: The Best Class You Never Taught"
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Using the Harkness method in one elementary classroom:

I used this method as a reading response activity. It took one week to train the students and have a 'trial run' and the next week the students progressed through all the steps on their own (with guidance).

Week 1:

1. I explained to the students that we would be having discussion groups, getting a group grade, being accountable for each other, being responsible for a discussion question, etc.) and why (why is it important to have good teamwork/communication skills?)
2. I introduced the rubric and explained the components.
3. We discussed what good discussion questions were (open-ended, cannot be answered in one word, do not have one obvious answer, cannot be answered yes or no, make people think, could have more than one answer, etc.)
4. I read a story aloud to the class.
5. As a class, we came up with 4 good discussion questions about the shared story. I wrote them on the board and we discussed what made them good questions.
6. I had students each get an individual white board and marker, take them to their desk, and come up with one good discussion question about the book we just read.
7. Students brought their white boards (questions) to the rug. We sat in a circle and each student shared his or her question aloud. We discussed the quality of the question.

8. Students were split into 2 groups of 8. They sat in 2 circles on the floor at opposite ends of the room. My assistant monitored one group while I monitored another.

9. Students had a 8 minutes to do discussion group. They took turns asking the group their discussion questions. The person who asked the question was allowed to choose whom they wanted to respond. Kids raised their hand when they wanted to interject.

10 As students were discussing, the teacher filled out the rubric form. When the discussion was over, we examined the rubric results together and the kids then gave themselves a group grade.






Week 2:

I followed the same procedure, but I did not read a story aloud and we did not come up with discussion questions together. Students buddy-read a story (the entire class read the same story), then proceeded to go to their desks with the white boards and create one discussion question to bring to their group. I divided the students into 2 groups, and they did the rest by themselves while I documented the discussion. We again discussed their performance and also discussed how they had improved since last week.

I was greatly surprised at how well my second grade students performed this task. Using the Harkness method allowed my students to use comprehension, higher level thinking, and excellent communication skills in a fun, community setting. They loved it.

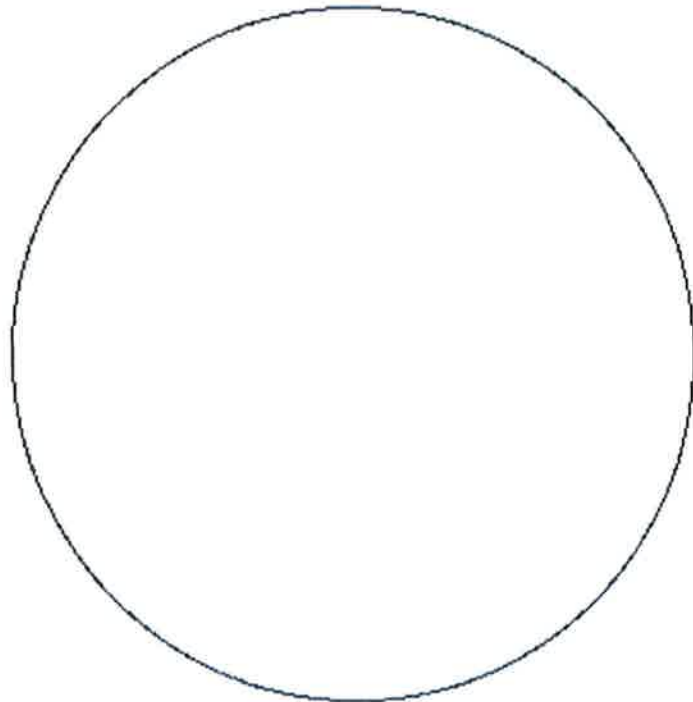
- Janelle Schmidt
Grade 2 Teacher
Mont'Kiara International School

Elementary Harkness Rubric

	Not Yet	Sometimes	Usually	Mostly	Always
Group discussion					
Everyone participated.					
Everyone listened attentively.					
Everyone spoke loudly and clearly.					
Everyone stayed on topic.					

Group members:

- 1.
- 2.
- 3.
- 4.
- 5.



Coding Key:

I= Interruption

D= Distracted, talking, off task

*=Insightful comment

Q= Question

TABLE 1.1

Year	1991	1992	1993	1994	1995
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Fish Bowl/Accountable Talk Protocol

1. Partners meet in their discussion spots and share their TDQ questions with each other and discussion goals. Teacher will hand out evaluations and explain that the students should take notes on the back of the evaluation sheet during the discussion. Students will decide who will go first.
2. Have the students set up in the inner and outer circles and remind them to sit across from their partners to facilitate the evaluation process.
3. Choose a facilitator who will guide the discussion. Remind that student of the responsibilities of being a good facilitator.
4. Remind group of the task you want them to focus on (ex. Referring to the text). Tell them they have 8 minutes and then begin.
5. During discussion, make notes on the conversation. How well does the facilitator perform their tasks? How well are the other students responding to the questions? Make notes of positive and negative highlights.
6. Give the students a 2 minute warning. At the end, remind the evaluators that they should now fill out the evaluation sheet for their partner. Call on 2 students from the outside circle to comment on the discussion. Then give your feedback.
7. Repeat steps 3-7 with the students who were in the outside circle. Remind them not to repeat what has been discussed already and not to choose the same questions unless they have a different opinion that has not been mentioned. Remind the students who are now on the outside to take notes on the discussion.
8. After the second group has gone, the students will return to their discussion spots and debrief.
9. Students are welcome to ask follow-up questions and lead a more natural discussion, if appropriate.

Name of Evaluator: _____

Name of Person Being Evaluated: _____

Fish Bowl Evaluation

The goal my partner has set for himself/herself is: _____

Evaluate your partner on the following topics (1 is poor and 5 is excellent).

Did your partner speak enough? 1 2 3 4 5 Number of times my partner spoke:

Comments:

Did your partner maintain good eye contact and engaged body language?

1 2 3 4 5

Comments:

Did your respond to questions with relevant evidence from the book? 1 2 3 4 5

Comments:

Did your partner acknowledge information expressed by others, and justified their own view in light of evidence presented? 1 2 3 4 5

Comments:

Overall, how did your partner do in today's fish bowl? 1 2 3 4 5

Comments:

Partner Self Evaluation: Please comment on what you did well and where you want to improve for our next discussion.

Figure 6.1 Effective Discussion Self-Assessment Rubric

Name: _____ Date: _____ Discussion Topic: _____

	Not at All	Somewhat	Extensively	Reflection Notes
I took a position, explained it clearly, and used evidence to support my ideas.				
I answered people's questions about my position.				
I respectfully explained or defended my position.				
I asked my classmates to clarify or justify their positions when appropriate.				
I listened actively and respectfully to my classmates' positions.				
I compared and contrasted their ideas with my own.				
I kept an open mind and was willing to modify my own position.				
Throughout the discussion, I summarized in my mind the things that others had said.				
I was actively involved in the conversation.				

Source: Adapted from Silver, H. F., Dewing, R. T., & Perini, M. J. (2012). *The core six essential strategies for achieving excellence with the common core* (p. 43). Alexandria, VA: ASCD.

Appendix 1: Environmental Impact Assessment

Topic	Impact	Significance	Proposed Mitigation Measures	Residual Impact	Residual Significance
Cumulative Impacts	Water Quality	High	Implement strict discharge permits, regular water quality monitoring, and riparian zone revegetation.	Water quality maintained within acceptable limits.	Low
	Fish and Wildlife	Medium-High	Establish and maintain riparian habitat, install fish passage structures, and implement strict harvest regulations.	Habitat quality improved, fish populations stable or increasing.	Low-Medium
	Soil and Sediment	Medium	Implement erosion control measures, install sediment traps, and stabilize exposed banks.	Soil erosion minimized, sediment levels controlled.	Low-Medium
Ecology	Biodiversity	High	Protect sensitive species and habitats, create artificial habitats, and enhance natural areas.	Biodiversity maintained or enhanced.	Low
	Vegetation	Medium	Replant native vegetation, protect remaining native vegetation, and use native plants for revegetation.	Vegetation cover restored, native plants proliferating.	Low
Land Use	Soil Use	Medium	Implement soil conservation practices, avoid soil compaction, and revegetate eroded areas.	Soil health maintained, erosion controlled.	Low-Medium
	Land Use Change	Medium	Limit land use change, protect natural areas, and implement sustainable land use practices.	Natural areas protected, land use sustainable.	Low-Medium
	Water Use	Medium	Implement water conservation measures, use recycled water, and protect water quality.	Water resources protected, water quality maintained.	Low-Medium

The above table provides a summary of the findings of the Environmental Impact Assessment. The proposed mitigation measures are designed to avoid, minimize, and compensate for the impacts of the project. The residual impacts are expected to be low to low-medium, and the residual significance is expected to be low.

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SCRAPI-Q Annotation Strategy By Alexis Wiggins

When I first teach annotation skills and require students to take notes as they read, I often hear them complain: "But I don't know what to write!"

In response to that, I came up with this strategy, which I call "SCRAPI-Q." At the very least, I urge them, they can always accomplish "S" and "R" and work their way up from there. I encourage them to begin by taking at least one note per page read, and to increase it as they get better at annotation.

SCRAPI-Q

Summary – Student summarizes what she's read in a sentence or two

Connection – Student makes a connection to another part in the text, another text, class discussion, an Essential Question, or his own life.

Reaction – Reaction of student to text (honesty welcome – "I hate Holden – all he does is complain" is a valid reaction note for *The Catcher in the Rye*.)

Prediction – Predictions based on context and clues (key to explain that it must be based on something – helps students look for signs by the author, such as foreshadowing. Random guesses about the text are less helpful annotations.)

*Index card - Theme card for each book/novel (see below for more)

**Questions - Questions in growing level of complexity that the student forms while reading (levels 1 – 4 – see below for more detail)

*Index card – keep an index card inside your current book. Put your name and the book title at the top (vertical view). On the left-hand side, write down numbered themes and motifs that you notice as you read, for example "Nature imagery," "Christ symbolism," "Water/cleaning" or "Unreliable narrator." Underline the themes and leave space between them to write down the page numbers where each example appears. The card then becomes an easy, quick reference for quotes or examples with page numbers right there.

**Level questions:

1. **Level 1:** Surface/Plot-based – clear, definitive answer
e.g. *Why aren't Duncan's sons automatically the heirs when he is killed?*
2. **Level 2:** Deeper/analysis of plot and characters – debatable answer
e.g. *Is Lady Macbeth more powerful than her husband?*
3. **Level 3:** "Big"/inspired by text and its themes but do not mention it – debatable and philosophical
e.g. *Can women be powerful without acting like men?*
4. **Level 4:** Author style questions/steps back from text and its themes and focuses on craft of the writer
e.g. *Is Shakespeare too harsh in his portrayal of women in Macbeth? Is it a misogynistic play?*

Faint, illegible text, possibly bleed-through from the reverse side of the page. The text is too light to transcribe accurately.

SPIDER Web Roles

It can be helpful to assign roles to students during SPIDER Web depending on the number of students, dynamic, or goal. Here are some of the roles I have used during class to help give more direction and purpose when needed, or to help quiet "superstars" and encourage shy kids.

1. **Web Grapher:** Graphs the conversation web. Circle the name of the student that starts, then draw a line from the first student who talks to the next. Continues.
2. **3 Question Asker:** Asks three, and only three, questions during the entire discussion, so they must be very thoughtful questions that aim to spark new or better discussion. Cannot speak aside from asking her three questions.
3. **Key Passage Leader:** Identifies the 2 – 4 key parts of the text that need to be discussed and/or analyzed. They may be chosen for their key plot points or their depth/analytical merit. These are the passages that are key to the plot and/or understanding of the text – the big moments and passages. (Can be helpful to assign this role in advance.)
4. **Textual Evidence Leader:** Keeps the discussion firmly rooted in the text. As people discuss, the Textual Evidence Leader tries to find the quote to support the point being discussed, or prompts the speaker to do so. If the class does this well on their own, the TEL may not need to prompt much, but they are there to remind the class of when they need to refer to the text to support their points.
5. **Rubric Leader:** In charge of the rubric and the big picture of what's happening in the discussion. Helps people accomplish their given roles by prompting them if need be, reminding them that they haven't done x, y, or z as a group yet. May only speak once or twice near the middle or end of discussion to get the class focused on the goals.
6. **Host:** Invites students to the discussion who are silent and have not yet participated much or at all. Hosts should aim to be a "good host" and offer less intimidating, easier questions to their "guests," as being put on the spot is stressful. A question like, "What did you think, Jamie?" might seem easy but is often too vague for a shy student to tackle well. Worse, the student may not have been attentive and has been caught out in not knowing what is currently being discussed. So the Host is encouraged to learn to ask questions like, "Do you think he's trustworthy as a character? Why not?" or "Why do you think she lies to her mother?" or "What do you like the most about this book? The least? Why?"

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7. **Vocabulary/Literary Terms Leader:** Charged with having a printout of the current vocabulary and literary terms we're working on as a class and making sure that at least one new one is used each time, either by him or someone else in the class.

8. **Feedback Giver:** The only student who is silent the whole class and is not expected to talk (i.e. cannot talk). The job of this student is to have a copy of the discussion rubric and to take notes throughout the whole discussion on what worked well and what didn't. The feedback giver speaks only when the discussion has ended and the debriefing begins. The Web Grapher shows the graph of the discussion and the Feedback Giver then proceeds to share her observations.

Cooperative Learning Structures

by Barbara J. Millis, Director, Teaching and Learning Center, The University of Texas at San Antonio

A cooperative, group oriented classroom is predicated on an underlying belief in the potential of all students to succeed. It also operates on the assumption that such success is fostered by student-to-student interactions in carefully monitored permanent or semi-permanent student learning teams. Day-to-day classroom functions, however, are carried out or "operationalized" by specific structures. Structures are essentially content-free procedures, such as a brainstorming technique called Roundtable, which can be used in virtually any discipline for a variety of purposes. When content is added to a structure it becomes a specific classroom activity. When a series of activities are linked, they become a lesson or unit plan.

Some of the most commonly used structures in higher education are discussed in this section. These structures need to be carefully planned and executed, but they don't require the presence of permanently formed groups in your class. The activities involve student interactions and active learning, thus promoting deep learning, but they can be organized quickly.

Basic

Three-Step Interview

Roundtable

Structured Problem Solving

Luck of the Draw

Think-Pair-Share

Visible Quiz

Stand Up and Share

Three-Stay One-Stray

Gallery Walk

Advanced

Value Line

Jigsaw

Within-Team Jigsaw

Responsive Written Exchanges

Paired Annotations

Send/Pass a Problem

Dyadic Essay Confrontation (DEC)

Reciprocal Peer Questioning

Basic Cooperative Learning Structures

Three-Step Interview

Common as an ice-breaker or a team-building exercise, this structure, developed by Kagan (1989), also helps students reinforce and internalize important concept-related information based on lectures or textbook

material. Some faculty have used it successfully as a modified role-playing activity, having students interview one another while assuming the roles of historical characters, such as President Harry S. Truman or Major General Laurence S. Kuter. The interview questions, focused on content material and having no right or wrong solutions, are usually posed by the instructor, as in the Think-Pair Share examples. In a Three-Step Interview, one student interviews another within specified time limits (Step one). The two then reverse roles and conduct the interview again (Step two). In a learning team composed of two pairs, the students then share the highlights of the information or insights gleaned from the paired interview (Step three). Each person introduces to the rest of the group the ideas posed by their partner. This structure also results in the formation of new learning quads which may then move on to other team-related activities. An extra question can be added for pairs working more rapidly than others, an "extension" or "sponge" recommended for many cooperative learning activities. This structure reinforces listening and probing skills, helps students process and rehearse information, and results in shared insights. Used at the beginning of a class period, the readings-based questions give students immediate feedback under low-risk conditions on their understanding of the assigned material. As teachers monitor the interviews, they can also determine how well the students have responded to the readings and possibly incorporate some of their ideas in their follow-on lecture/discussion

Roundtable

Roundtable, a cooperative learning structure useful for brainstorming, reviewing, predicting, or practicing a skill, uses a single sheet of paper and pen for each cooperative learning group. Students in the group respond in turn to a question or problem by stating their ideas aloud as they write them on the paper. It is important that the ideas be vocalized for several reasons: (a) silence in a setting like this is boring, rather than golden; (b) other team members need to be reflecting on the proffered thoughts; (c) variety results because teammates learn immediately that someone has come up with an idea they know now not to repeat; and (d) hearing the responses said aloud means that students do not have to waste valuable brainstorming time by reading the previous ideas on the page.

Team members are encouraged not to skip turns, but if their thoughts are at a standstill, they are allowed to say "Pass" rather than to turn the brainstorm into a "brain drizzle." Thus, there is almost universal participation in Roundtable.

Roundtable is most effective when used in a carefully sequenced series of activities. The brainstorming can reinforce ideas from the readings or can be

used to set the stage for upcoming discussions. Students, for example, could identify the characteristics of an effective leader or the attributes of terrorism before these topics are formally introduced. Comparing a student-generated list with those of the "experts," creates interest. Many creative uses can be made of the ideas generated, depending on their nature.

In Roundtable, the multiple answers encourage creativity and deeper thinking. This activity builds positive interdependence among team members because of the shared writing surface, but more importantly, it builds team cohesion and reinforces the power of teamwork because students see in action the value of multiple viewpoints and ideas.

Structured Problem Solving

Members of learning teams, usually composed of four individuals, count off: 1, 2, 3, and 4. The teacher poses a question or problem requiring higher order thinking skills. Students discuss the question or solve the problem, making certain that every group member can summarize the group's discussion or can explain the problem. Sponges or extensions with additional content-related problems or activities are particularly important here for teams working faster than others. The instructor calls a specific number and the designated team members (1, 2, 3, or 4) respond as group spokespersons. To avoid repetition, faculty members will usually ask for responses from only three to six groups. The desired learning will already have occurred.

In this activity, students benefit from the verbalization, from the opportunity to exchange differing perspectives, and from the peer coaching that helps high and low achievers, alike. Less class time is wasted on inappropriate responses, and the principle of simultaneity is operative because at any given time 25% of the students are vocal within their groups. Students become actively involved with the material and, since no one knows which number the teacher will call, each has a vested interest in being able to articulate the appropriate response. Those chosen randomly as spokespersons (often students who do not volunteer during a whole-class discussion) feel far less threatened giving a team, rather than an individual, answer.

Luck of the Draw used with Structured Problem Solving and Classroom Management Tools

Some faculty members prefer the use of playing cards because the teams then have an immediate identity (Aces, Jacks, etc.) and the individual members are numbered/identified by the suit of the cards (hearts, clubs,

diamonds, and spades). Playing cards can be used with team folders, even in very large classrooms. The first fifty-two students could be placed in teams (Aces through Kings) with say, yellow folders. The next fifty-two could have blue team folders, and so on. Thus, each student has an individual identity, allowing the report-out phase of the Structured Problem Solving activity even in classes of two-hundred or more. Called "Luck-of-the-Draw," the teacher can identify the color of the folder and then draw a single card. For example, if the teacher announced she wanted to hear a report from the yellow folders and then drew a Jack of Hearts, then the individual holding that playing card with a yellow folder would respond. This practice builds in individual accountability even in very large classes. Teams can be made accountable by placing any class activity products in the team folder for review (but typically not for grading). For example, if all teams in a class did Roundtables predicting the results of a sudden withdrawal of troops from Afghanistan, then the sheets would go into each team folder.

The use of playing cards and team folders can be considered classroom management tools. They make it easy to assign rotating groups such as the traditional ones of spokesperson or reporter, scribe or recorder, and discussion leader or facilitator.

With folders, a fourth role can be the folder monitor. This individual is responsible for picking up the team folder at the start of class and distributing homework or other materials needed for that class period. The homework can be folded over or even stapled for confidentiality. Instructors can set up their grade books based on the team folders, mark the papers and slip them back into the folders. This practice eliminates the need for alphabetizing homework or worrying about returning it student-by-student. The instructor merely removes the homework from the Yellow Aces' folder, marks the four homework sets, records the grades, and slips everything back into the Yellow Ace folder. The folder monitor is responsible for collecting homework and any activity sheets completed during class time, putting them in the team folder, and returning the folder to the teacher.

Think-Pair-Share

In this activity, developed by Frank Lyman (1981), the instructor poses a question, preferably one demanding analysis, evaluation, or synthesis, and gives students thirty seconds or more to think through an appropriate response (Think). This time can also be spent writing the response. After this "wait time," students then turn to partners and share their responses, thus allowing time for both rehearsal and immediate feedback on their ideas (Pair). During the third and last stage, student responses can be shared within learning teams, with larger groups, or with the entire class during a

follow-up discussion (Share). The caliber of discussion is enhanced by this technique since, too often, the extroverts with the quickest hand reflexes are called on when an instructor poses a question to the entire class. In addition, all students have an opportunity to learn by reflection and by verbalization. Think-Pair-Share, like most other cooperative learning structures, capitalizes on the principle of simultaneity (Kagan, 1992, p. 4:5-7). Many students (50% in Think-Pair-Share) are actively vocalizing ideas at a given moment, whereas in a more traditional classroom, only the lecturer is active or the one student at a time who is responding to his or her questions.

Visible Quiz

Students in groups discuss the appropriate response to quiz questions, ones typically displayed on an overhead projector. The answers can be multiple choice (A, B, C, or D) or True (T) and False (F). Each team has a set of large cards with the four letters and the T and F, with letters in the same colors (All A's would be red, for example, and all T's, yellow). At a given signal, one person from each team displays the team's choice. The instructor can quickly survey the room to determine how well students understood the question. She then gives the correct answer, going into a mini-lecture if a minority of students gave inappropriate responses. She can also call on groups to explain the rationale for their selection, sometimes uncovering genuine misconceptions and sometimes uncovering poorly constructed, ambiguous wording in the questions. This technique gives both students and teachers immediate feedback on learning. Peer coaching also goes on when the teams discuss each question.

Visible Quiz cards are sometimes called the "poor man's clickers" because they function like personal response systems without, however, the histograms and record-keeping. They have the advantage, however, of allowing teachers to identify immediately the groups giving incorrect answers because the data is not delivered in the aggregate. As Lasry (2008) points out, the learning depends on the peer coaching, not the delivery mode.

Bringing Closure: Some Report-out Methods

As indicated earlier, closure is critically important to learning. Students must feel that their discussion and group activities have added to their knowledge, skills, and abilities. Often a summarizing mini-lecture will do the trick, particularly if the teacher weaves into it the comments, products, and ideas generated by the students in their small groups. At other times, however, student report-outs are preferable. It is important to recall, however, that whole-class reports can be both time-sinks and repetitious. They should be

used with care. Often teachers can simply take up materials generated through in-class group activities and either compile a summary for the next class period or comment (very quickly!) on individual or team products.

We have already discussed "luck-of-the-Draw." The three additional report-out methods that follow offer rapid alternatives to the traditional whole-class report approach where a spokesperson from each group summarizes their work. Such traditional reports are always time-consuming, are usually uneven, are often tedious and repetitious, and sometimes provoke intense anxiety for the speakers.

Stand Up and Share

This report-out method should be rapid and energetic. It works best when students have completed an activity, such as Roundtable, that lends itself to single statement summaries. It relies on students having an easily designated identity within each team so that you can call on the "Number Twos" or the "Hearts" to serve as spokespersons. These designated students then rise, prepared to respond on behalf of the group. Each team responds in turn, giving only one response, in rapid round robin fashion. Depending on the number of answers and the number of teams involved, you may want to go through another rotation, calling on another group member to share one group idea (the "Number Fours" or the "Clubs" this time).

All students must attend to the sharing because they may serve as the next spokesperson. No ideas should be repeated. If student spokespersons find that all the topics on the team's list have been covered, they merely sit down and the rotation continues. Besides allowing for rapid exchanges (Sometimes this activity becomes a "Stand Up and Shout"), the value of positive interdependence (team work) is emphasized.

Three-Stay One-Stray

Like "Stand Up and Share," this structure requires the easy identification of a team member who will become the group's spokesperson. It too builds on another structure, such as Structured Problem Solving, but in this case the topics can be far more complex. After the problem solving discussions are complete and all team members indicate that they can give the team's report, the teacher designates the student from each team who will "stray." That is, one student from each group (such as the "Number One" or the "Diamond") leaves it and rotates to an adjoining team to give the report. In large classes it is essential that the order of rotation is clear. Playing cards work particularly well because the "Aces" know to rotate to the "Twos," the "Jacks" to the Queens," and so forth. The teacher can also designate the

rotation of the folders (The yellow Kings' spokesperson rotates the blue Ace team, etc.)

The designated student, who is welcomed as a visitor, shares with this new team the results of his original group's discussion, giving proposed solutions to problems or summarizing discussions. As a sponge activity, the team can share with the visitor their report. Additional rotations may be desirable if the topic prompted divergent thinking and solutions. Three rotations allow a variety of reports and give the spokespersons practice time.

Three rotations are also helpful for accountability. When the straying visitor returns to the home team, the three team members can one-by-one summarize the reports they heard from the three other teams.

Three-Stay One-Stray offers a low-threat forum where students can exchange ideas and build social skills such as asking probing questions. It also offers students the opportunity to learn by teaching. Placing the report-out responsibility on the students reinforces the valuable concept that knowledge resides within the learning community, not just with the "authority-figure," the instructor. Perhaps its greatest value lies in its efficiency. Instead of, for example, ten sequenced five-minute reports to the entire class (fifty minutes, plus transition time), individual students are simultaneously giving five-minute reports throughout the room.

Gallery Walk

A Gallery Walk requires a report-out that can be visually depicted, preferably on butcher paper or large stick-to-the-wall Post-it Notes. It can be an outline, a concept or mind map, or any other written product. In this case a designated student stays by the desk or table or next to the butcher paper if it is placed on a the wall and serves as the group spokesperson. The other students rotate around the room examining the products of other teams' thinking, asking questions of the designated spokesperson. (The spokesperson role should be rotated so that no one is left without the stimulation of exploring the different student creations.)

This structure is also efficient and engenders a sense of team cohesion as each group displays their unique product. The variety of the end products emphasizes the value of critical/creative thinking.

Teachers can use a variation of "Gallery Walk" with individual or team long-term products. Rather than having time-consuming report-outs, each student circulates to review the work of classmates. Each product, such as a term paper or student portfolio, is assigned to specific area, as in a

conference poster session. Then a class period can be spent with students examining one another's work. To provide an opportunity for feedback, each student leaves a comment sheet next to the product, and browsers write brief responses.

Advanced Cooperative Learning Structures

Value Line

A Value Line ascertains students' opinions in a quick and visual way by asking them to line up according to how strongly they agree or disagree with a statement or proposition. In a philosophy class, for example, instructors may ask students to respond to the following statements:

- The killing of innocents is never justified.
- The United States made the correct decision in dropping the bomb on Nagasaki.
- The United States should not have intervened in Iraq.
- The bombing of Dresden was an act of terrorism.

Clear instructions reinforced by visual aids are particularly important for implementation of a Value Line because many students are unaccustomed to active learning that involves active movement.

To initiate the structure, teachers should show the students a five point Likert scale on an overhead. They then ask students, after a moment of "think time," to choose the number that best describes their position on the issue. To avoid indecisiveness, it is a good idea to have the students jot down their number before the next step. Instructors next ask students who have chosen "one" to stand at a designated point along the wall of the room. The students who have chosen "two" follow them, and so forth until all students are lined up. It is important to stretch the line sufficiently so that students are not bunched together in large clumps. Rather than opinions, faculty members can have students select numbers based on their proficiency or comfort level with given topics such preparing and giving oral presentations.

After the students have formed a continuous line based on their own opinions, instructors must identify the midpoint. The easiest way to do this is to ask students to ignore the original number they selected as the basis for their location in the line and instead to number themselves sequentially in a military count-off. The median, of course, is determined by dividing the last number by two.

The next steps are critically important. The teachers can then form the first group of four students by taking one from each extreme of the line and two from its midpoint. To insure the rapid and accurate identification of these four students, it is helpful to use an overhead transparency allowing the instructor to draw lines through the numbers associated with students who have been assigned to teams. A simple numerical grid works well. In a class of 40, for example, she or he would call the numbers 1, 40, 15, and 14, striking over them on the grid. For the next team, the teacher would call 2, 39, 13, and 16, again striking over the numbers on the grid. If the class is large, instructors can ask a student from the first group formed to record on the whiteboard or a flip chart the four numbers as they are called out for each team. Instructors continue to form teams with this procedure until all students have been assigned to a team and have found their designated seats. Any students left over join a team as a fifth member.

A Value Line lends itself well to paired discussion, also. To form pairs or dyads where students can exchange viewpoints on various topics, teachers have the students line up as before based on their stand on a controversial issue. This time, instead of pulling four students from the ends and midpoints to form a quad, they break the line at the midpoint and literally double it back around so that the two students at each end are paired, and so on (e.g., 1 and 40 pair; 2 and 39 pair; 3 and 38 pair, etc.). Pairing students of opposing viewpoints allows them to stretch their perspectives and to learn to examine at least two sides of an issue.

Jigsaw

Students in many disciplines often confront complex, challenging problems involving multiple pieces of information necessary for a final, overall solution. Such problems are ideally suited for the cooperative learning structure, Jigsaw. In this structure, each member of a team assumes responsibility for a specific part of a problem. They are responsible not just for mastering or knowing their part; but they must also be able to teach the material to their fellow teammates. Thus, working together, the group merges the various portions to solve the "puzzle."

In Jigsaw, students first research their assigned topic, usually one with four distinct parts. Each team has a member working on one piece of the project. The students then temporarily leave their assigned teams to form expert learning teams which may be organized, for example, on the suits of the playing cards. The student holding the heart from each of the groups meets with all the other hearts in the classroom. Those holding spades, diamonds, and clubs form similar expert teams. A class of twenty can be quickly transformed from five structured learning teams into four expert

learning teams with five members, one from each of the original groups. If classes are larger, then students can form two or more expert teams on the same piece of the puzzle. For example, the teacher can post around an auditorium the areas where each expert team will meet: Hearts from Yellow folders Teams 1-6; Hearts from Yellow folders, teams 7-Kings; Hearts from Blue folders Teams 1-6, etc. If the original structured team consists of five members rather than four, then two students pair and work as a unit in their expert team and when they return to their original team.

In expert learning teams, the students master or solve their part of the problem. They also discuss and develop strategies to teach the solution—and the process of deriving it—to the other members of their structured learning teams once they have rejoined them. Students must recognize that for Jigsaw to succeed, no one should leave their expert team without the ability to explain clearly—to teach—the problem solving process and procedures just developed.

Jigsaw takes careful monitoring. Instructors and Teaching Assistants, if involved, will be moving among the various expert teams, monitoring their progress and checking to see that all students are involved. Since these expert teams do not have the defined roles identified in the structured learning teams, students do not function as efficiently in these new, temporary teams. Instructors must ensure that students remain focused on both the learning objectives and on the subsequent teaching task. Clearly, too, they must be certain that students are producing valid responses.

Once satisfied that the students are ready, usually after the prescribed time has elapsed, the students return to their structured learning teams. The instructor urges the team monitor to confirm that each student in the group understands their piece of the puzzle and is prepared to teach their teammates. Then the students, rotating in turn, teach their respective parts of the overall problem solving task. After sufficient time has elapsed, the instructor may conclude the class with a brief summary of both the problem solving concepts and the purpose of Jigsaw itself. Relatively simple jigsaws can be completed within a single class period. More complex ones may extend over weeks with designated time in the expert teams.

Instructors must work hard to structure the team activities, the physical logistics, and the time frame of a Jigsaw. This is not a structure to be attempted by relative newcomers to cooperative learning, particularly if large classes are involved. Students, too, must be coached to understand both the mechanics and the value of Jigsaw. Instructors must guard, for example, against student tendencies to get off task. Instructors must clearly communicate to students that more is at stake than finding "the right

answer." The ability to teach fellow teammates—and hence master and retain important materials and develop analytical skills—lies at the crux of Jigsaw. Students should be encouraged to think creatively about their teaching approach by rehearsing their presentation and by designing visual aids or study sheets. Thus, a properly executed Jigsaw provides benefits that far outweigh its costs in terms of time and effort.

Like most complex structures, Jigsaw reinforces the most basic tenets of cooperative learning. Positive interdependence is fostered by the fact that students must work together and teach one another in order to get the "big picture," all of the information and skills they will need as problem solvers in their discipline. At the same time, individual accountability is reinforced by the fact that students must learn all the information, not just their own portion, because they are tested individually. The fact that students interact within two different groups reinforces the idea of heterogeneity as a way to bring multiple perspectives to a given problem. The positive interactions that result from these brief, but intense encounters in the expert groups help to develop the skills students will need in the "real world." The fact that expert teams have the responsibility of making certain that all members can successfully teach the materials/conclusions also reinforces the important concept of group processing and accountability.

Within-Team Jigsaw

In Within-Team Jigsaw, expert learning teams consist of a pair formed within a quad. If instructors are using playing cards to identify team roles, the suits can be used for pairing, black suits forming one pair and red suits the other. These suit partners function as smaller expert learning teams, similar to their larger counterparts formed in Jigsaw. Any fifth member (sometimes identified with a wild card or joker) joins a pair to form a triad or trio.

As in Jigsaw, the two pairs master their part of the material and plan to teach it to the other pair. At the conclusion of the specified work time, the students regroup in their original teams. There they teach one another their portion of the problem. They can be asked to compare and contrast the results and to discuss their implications.

Within-Team Jigsaw is easier to implement than Jigsaw. Its disadvantage lies in the fact that the "puzzle" can have only two pieces. In Jigsaw the number of pieces is limited only by the imagination of the instructor and the number of students in the class. Within-Team Jigsaw, however, can be a creative, efficient way to ensure content mastery and peer learning. Some faculty members use it to check and review homework problems.

Responsive Written Exchanges

In this activity, advocated by Toby Fulwiler, a Writing across the Curriculum scholar, students reflect in writing on issues identified through sentence stems or prompts. It involves letter exchanges between students.

The teacher prepares an activity sheet with the prompts (sentence stems) for reflection. These can be presented as individual handouts for out-of-class assignments or projected on an overhead for in-class writing. Because these exchanges can be composed fairly rapidly, they are often effective as an active learning/reflective in-class activity lasting about thirty minutes. All assignment sheets begin with a salutation (Dear X) and end with a P. S. "One personal thing about me you may not know is:"

Typical prompts might be: "I think the strongest candidate in the first Presidential debate was . . . because . . ." "His strongest point was . . ."; "The 'Just War' tradition has relevance today because: . . ."

Paired students, working simultaneously in class or outside of class, write a personal letter to their partner based on the sentence stems. They exchange letters, read them, and write a response focused primarily on the issues, but they may also address in their own P. S. a response to the personal comment made by their partner. The partners again exchange letters so that they can read each others' responses (No one likes to write a letter without getting a reply!). The letters can be kept by the students without teacher review, but more often they are taken up, read informally, and returned where they can become part of an on-going class journal.

Paired Annotations

This activity motivates students to read important chapters or articles prior to a class session. Besides this useful "front-loading" of course material, another key objective is to build critical thinking and writing skills by having students contrast and then compare their responses to the same piece of writing.

Teachers identify a pool of articles on a specific topic under consideration or the students themselves can identify key resources. Students, working individually, prepare a reflective commentary on one of the articles or chapters. They do so using a double-column format, where they cite key points excerpted from the original source on the left-hand side and reactions, questions, commentary, and connections with other readings on the right (the columns will not be the same length).

When students come to class, the teacher randomly pairs them with another student who has read and analyzed the same article or chapter. The two partners now read one another's reflective commentaries, comparing both the key points they have identified and their specific responses to them. They discuss their reasons for these choices. Then, working together, they prepare a composite annotation summarizing the article. If time permits, several students can present to the class their joint annotations. This step offers more peer reinforcement and enhances the speaking/presentation skills students will need.

This activity should be repeated several times during the semester, pairing different students. It enables students to reflect on their own thinking skills (metacognition) and to compare their thinking with that of other students. The more paired annotations they complete, the more skilled students become at identifying key points in an article. They are also more likely to remember the material because they had an opportunity not only to give a personal response, but also to discuss their response with another individual.

Although the bulk of the writing is done outside of class, students will need class time to compare and discuss their responses if the activity is to have critical thinking value. The student pairs turn in their double-columned analyses along with their jointly prepared annotation. Teachers need not assign a letter grade to each piece of writing. Assuming that the work is of sufficient quality, students can receive "x" number of points for the analysis and for the paired annotation, points applied toward a criterion-referenced final grade. If students come to class unprepared, they must complete their analysis individually while their classmates work together, and they receive no credit, of course, for a paired annotation. Fortunately, this activity motivates students to arrive prepared if only because of peer pressure. Informal, hand-written comments on the pieces will reinforce student thinking and provide feedback leading to more sophisticated writing in the future. It is useful to share exemplary models with the class as a whole. If time is a problem, then the final step of preparing a joint annotation can be omitted, leaving students time, however, to discuss their reactions, a valuable learning tool. The final presentation step can always be deleted.

Send/Pass a Problem

This structure is particularly effective for problem solving. Its exact source is unknown. The Howard County Maryland Staff Development Center developed a version of it inspired by Kagan's (1989) work. The starting point is a list of problems or issues, which can be generated by students through an activity such as a Roundtable or can be teacher-selected. Each team identifies the particular problem or issue upon which they wish to focus

initially and records their choice on the front of a folder or envelope. Each team selects a different problem. The teams then brainstorm effective solutions for these problems and write them down on a piece of paper. At a predetermined time, the ideas are placed in the folder or envelope and forwarded to another team. The members of the second team, without looking at the ideas already generated, compile their own list. This second set of ideas is forwarded to a third team which now looks at the suggestions provided from the other teams, adds its own, and then decides on the two most effective solutions. Alternatively, the teams can come up with a synthesis of the ideas from all three teams. Besides encouraging collaborative higher order thinking skills, this structure results in student evaluative judgments, the highest cognitive level in Bloom's well-known taxonomy. Reports to the whole group occur as time permits and can take many forms, including written reports when the material is relatively complex. Some faculty members use this structure for examination review sessions by putting typical exam questions in folders for group problem solving.

Dyadic Essay Confrontation (DEC)

Developed by Sherman (1991), this structure enables faculty members to "front-load" learning by making certain that students work independently outside of class to master assigned material. Students then extend and validate their individual study through an in-class writing/thinking cooperative learning exercise.

Students read assigned material, such as a textbook chapter, and prepare an essay question. They come to class with their essay question on one sheet of paper, along with a second sheet of paper, which includes the question and their carefully thought-out response. Randomly-paired students exchange questions, spending about 20 minutes writing an answer, either closed or open book depending on the complexity of the material, to their partner's essay question. The two then read, compare, and discuss the four answers, looking in particular for the differences between the in-depth responses prepared before class and the spontaneously generated in-class responses. This structure promotes critical thinking by requiring students to confront differing ideas, offers writing-to-learn opportunities, and provides solid and immediate feedback to students about their intellectual responses to discipline-specific material.

Guided Reciprocal Peer Questioning

King (1990; 1991; 1995) developed a series of questions stems based on Bloom's well-known taxonomy.

Questions involving analysis, for example, include What is the nature of ____? Why is ____ happening? What are the implications of ____? How does ____ effect ____? Students read an article, chapter, or literary work and prepare questions based on these stems. To make the questions authentic, they do not have to be able to provide an answer. In groups, students alternate posing their questions with sufficient time allotted for a meaningful discussion of each one. The stems can be used in a variety of ways, such as providing discussion or game questions.

Generic Question Prompts

Explain why _____. (Explain how _____.) Why is _____ important?
What would happen if _____? How are _____ and _____ similar?
What is the nature of _____? How does _____ apply to everyday life?
What are the strengths and weaknesses of _____? What is a counter-argument for _____?
What is the difference between _____ and _____? What is the best _____, and why?
Why is _____ happening? What is the solution to the problem of _____?
What is a new example of _____? Compare _____ and _____ with regard to.
How could _____ be used to _____? What do you think causes _____? Why?
What are the implications of _____? Do you agree or disagree with this statement: _____?
What evidence is there to support your answer?
What is _____ analogous to? What is another way to look at _____?
How does _____ effect _____? What does _____ mean?
How does _____ tie in with what we learned before? Describe _____ in your own words.
Why is _____ important? Summarize _____ in your own words.
How are _____ and _____ similar? Compare _____ and _____ with regard to.
How does _____ apply to everyday life? What do you think causes _____? Why?
What is a counter-argument for _____? Do you agree or disagree with this statement: _____?
What evidence is there to support your answer?
What is the best _____, and why? What is another way to look at _____?
What is the solution to the problem of _____? What does _____ mean?
Summarize _____ in your own words. Describe _____ in your own words.

Kagan, S. (1989).

Kagan, S. (1992)

Lasry, N. (April 2008). Clickers or flashcards: Is there really a difference?
The Physics Teacher, 46, pp. 242-244.

Lyman, F. (1981).

King, (1990).

King, (1991).

King, (1995).

Sherman, L. (1991).

ReQuest Strategy: Reciprocal Questioning
For *A Raisin in the Sun* by Lorraine Hansberry
Random House Edition (New York: 1959)

Purpose

ReQuest helps students learn how to create effective questions. This strategy models the questioning technique and involves the teacher in silent reading of a text and then alternately has students ask answer questions about the reading passage. In addition it helps students develop their own questions about a text, acquire a purpose or learning, develop an inquiring attitude toward reading and develop independent comprehension techniques.

Context

This strategy is great as a during reading strategy for any novel. In *A Raisin in the Sun* to use it with a crucial scene in the play in the second half of the text. ReQuest helps students ask important questions, and ReQuest can then be used in difficult or important parts of a text that students may not understand. It's a great way to really break down a scene and interpret what's happening. The ReQuest strategy can also be used as a way to preview students' beliefs and knowledge about a subject.

Directions

Step One: The only materials needed are the text, and paper and a pencil if students want to write questions down as they think of them. Have students read a pre-determined passage of the text with you. For *A Raisin in the Sun* use the second part of Act II scene iii, around pages 121-130 (see handout attached). If they are poor readers, you may read with them. Students should have read the passages previously. Re-reading the text will help students get past general facts and be able to dig deeper into the issues being raised both in that scene and text as a whole.

Step Two: After reading the passage, the teacher will close the book. The students have the opportunity to ask the teacher as many questioning as they would about the first passage. The object is to "stump" the teacher. Make sure you establish basic rules that the questions must be about the text and should be appropriate to the topic.

Step Three: Now the students must close their books and it is the teacher's turn to ask questions of the students. As students usually may ask only the simplest questions (factual), you need to model other types of questions that require more thought, i.e., text-explicit, text-implicit, and experientially based questions. If your class isn't particularly vocal, have students write down questions in preparation for asking them. Require all students to have at least 3 or 4 questions written down to be turned in at the end of class.

Step Four: When the questions have been asked, the teacher can record how many the class and the teacher answered correctly on the board. The teacher should accept plausible answers. Keep a running tally as you continue through the scene.

Step Five: Now read the next few sentences or paragraphs in the same manner. Steps two and three are repeated here.

Step Six: Once students improve their ability to read and play the game, they can be divided into teams of three or four students and play the game with each other. Making a competition out of this activity can help motivate students into thinking of more difficult questions to ask the teacher. The written questions will help keep students responsible and active.

Step Seven: Over time, student questions will improve as they learn from your example how to “stump” their competitors by asking higher-level questions. This strategy can take as short or long as you want, depending on how many questions students have, if the class is split into groups, or how many passages are read and brought up.

Assessment

The ReQuest strategy is a way for students to learn to independently question texts and each other as they read. Discussion of questions allows students to develop a purpose for reading and help them expand their knowledge of concepts. As a deeper assessment, ask students to come prepared with a list of good questions about the upcoming reading that is due the next class period. As you study the rest of the text, look for good questions and ask students apply what they've learned from the ReQuest strategy.

ReQuest Questions and Break Down of Passages in *A Raisin in the Sun*

Passage 1 (p 121 Beneatha: Mama what are you doing? – p124 Beneatha: That couldn't be the movers...)

- Why does Mama say she's taking the plant to the new house?
- How does it "express" her?
- What does Walter sing?
- Why is he so happy?
- What is the meaning of his song?
- How has the mood and family dynamics changed from earlier in the play?
- Why is Mama so surprised to get a gift?
- Who is Mrs. Miniver? Scarlett O'Hara?
- What gifts does Mama receive?
- How does each person react to the hat Travis picked out? Why do they react that way?
- Why did Hansberry include this scene?
- What is significant about garden tools for Mama?
- How does this relate to the theme of dreams?

Passage 2 (p128 Walter: Willy!...Willy—p130 end of scene)

- Who is Walter talking to at the very beginning of the passage?
- What is he feeling after hearing the news from Bobo?
- What does Walter mean by "THAT MONEY IS MADE OUT OF MY FATHER'S FLESH"?
- Why is that line in all caps?
- How does Mama react?
- What does this say about her character?
- What did the money mean to Mama? To Walter? To Beneatha?
- Why does Mama keep repeating "Strength"?
- What does she mean by that?
- What does this mean for the Younger's future?

Name: _____

ReQuest Questioning *A Raising in the Sun*

Directions: Fill in the missing information about the passage being read, and questions that you could possible ask to check for the teacher's or your partners understanding. Mark a star* by the questions in which no one could answer. Good luck!

Passage 1:

Page numbers: _____

Questions:

1.

2.

3.

Passage 2:

Page numbers: _____

Questions:

1.

2.

3.



Socratic Seminar Score Sheet

Participant/Inner Circle Student Name: _____

Observer/Outer Circle Student Name: _____

Topic of Discussion: _____

Instructions: This sheet will be completed by a peer during the Socratic Seminar discussion. Observers, be sure to listen carefully and keep a close record of your peer's performance. Provide as much detail as possible to ensure an accurate record of the student's participation. Reminder: Do not give credit for simple answers or statements that simply repeat someone else's ideas.

<p style="text-align: center;">Questions Asked</p> <p>Each time the student asks a question, record the question in this box</p>	<p style="text-align: center;">Answers or Elaborations</p> <p>(Each time the student answers a question or adds to something someone else has said, record their response in this box).</p>

At the end of the discussion, Inner circle students should review their score sheet and sign below.

I _____ have reviewed this score sheet and agree that this sheet is an accurate record of my performance. I understand that my grade for this activity will be based upon the information provided on this sheet.

Socratic Seminar Student Expectations

Reminder: Socratic Seminar is a student-led discussion. Students will be evaluated based upon their ability to address the following criteria.

Criteria for exemplary student performance in a Socratic Seminar Discussion:

- Practice effective questioning techniques
 - When you ask a question, be sure to use word choice that your peers can understand.
 - If your question goes unanswered or if you get blank stares from your peers, the question may have been unclear. Reword your inquiry and try again.
 - In the case of complex questions, you may need to provide appropriate context information to help your peers understand exactly what you are talking about. For example, when asking questions about a specific scene of a text or film, be sure to clearly identify the scene to which you are referring.
 - Give your peers time to think. They may not answer right away, especially if it is a complex question. Resist the temptation to answer your own question.
- Actively participate! Don't just sit quietly; get involved.
 - Ask questions, but spend more time discussing. The goal is to have deep conversation, not a rapid fire of questions and simple answers.
 - Elaborate upon something a peer has said. Provide examples that support someone else's analysis or ideas.
 - Provide alternative perspectives. If you see things differently than your peers, speak up.
 - Support your responses. Be prepared to defend your position with evidence and explain why!
 - Avoid simplistic answers. You will not get credit for simple statements. In order to gain credit, you must say something meaningful to help further the discussion.
 - Listen closely to what has been said. Do not simply repeat the same ideas in an effort to just go through the motions. To earn credit, what you say must be authentic, not just a repeat of someone else's idea.
- Practice effective communication
 - Speak clearly and enunciate so that everyone can understand what you have to say
 - Speak loudly enough that all peers can hear you
 - Be respectful of your peers. Do not interrupt someone who is already speaking.
 - Look at your peers when you are speaking. Do not focus your attention on the teacher.
- Create an environment in which all students participate
 - Resist the temptation to dominate the discussion. You don't get extra credit for talking the most.
 - Keep in mind that this is a scored discussion and each round is timed. Everyone must take advantage of the opportunity to talk and get credit before time expires.
 - Draw your peers into the discussion. Direct questions toward a specific person to get them involved.
 - Be respectful of your peers and their views. Do not say things that could be considered offensive or hurtful. Speak in a polite tone and look at your peers when you talk to them.
- Follow the rules
 - Only students on the inner circle are permitted to speak during the designated rounds.
 - When you are on the outer circle, remain quiet and keep an accurate, thorough record of your peer's performance.

Conversational Roundtable

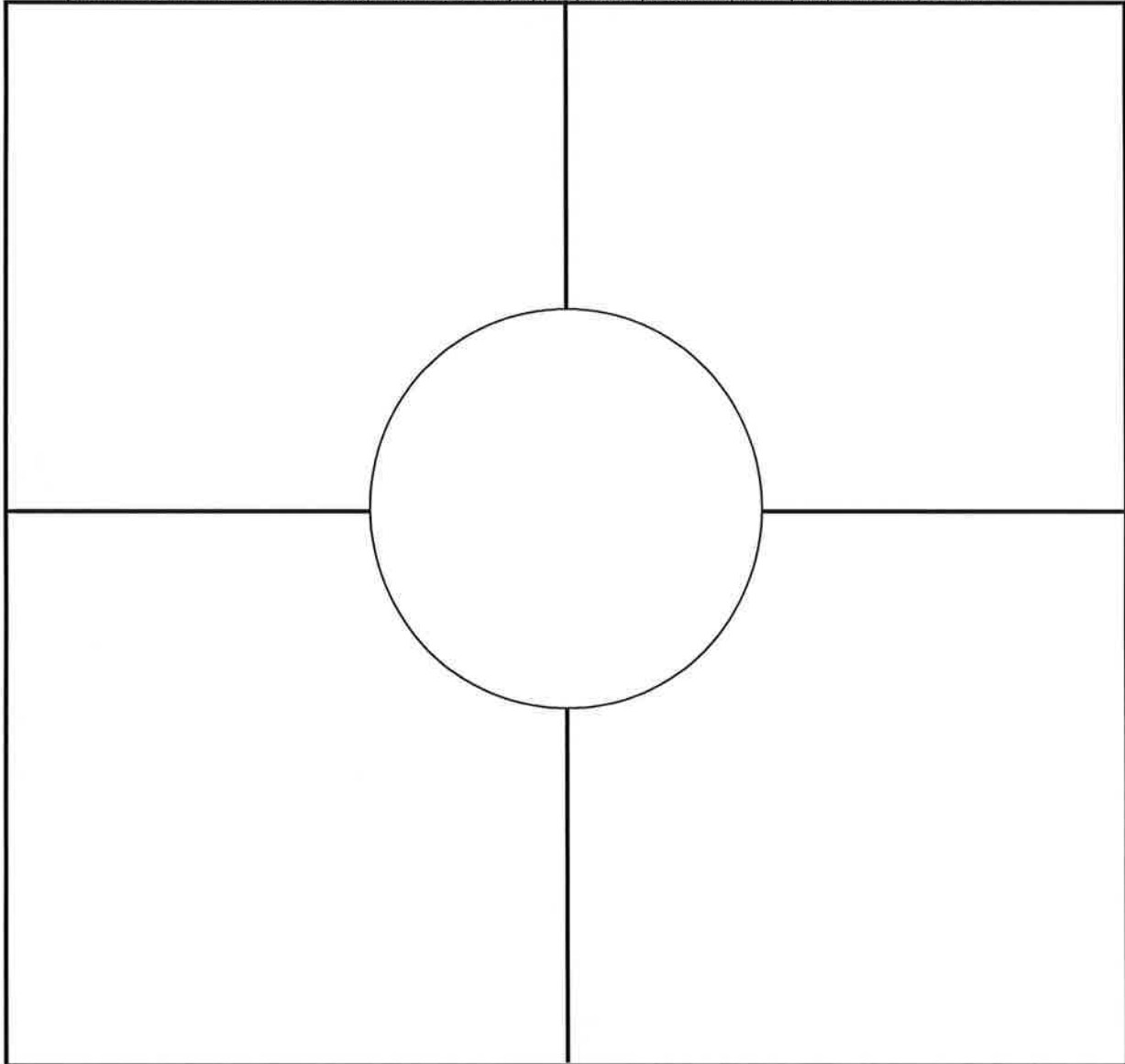
Name

Date

Topic

Period

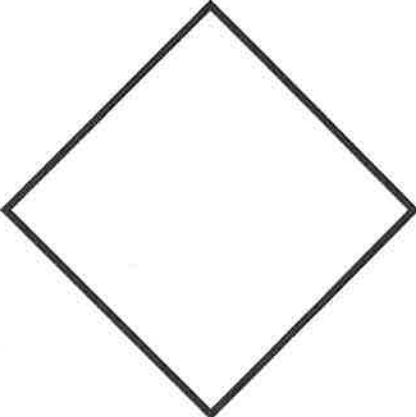
Suggestions for Use: Ask yourself what is the focus of your paper, discussion, inquiry. Is it a character, a theme, an idea, a country, a trend, or a place? Then examine it from four different perspectives, or identify four different aspects of the topic. Once you have identified the four areas, find and list any appropriate quotations, examples, evidence, or details.



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Figure 4.3 Discussion Roundtable

Name:	Name:
Name:	Name:



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