

Active Participation Note Catcher

This note catcher is a structured space to capture essential ideas, strategies and reflections for future reference and application.

Introductions and Review

Activity 1.1: Model Lesson

How would it feel to be a student in this classroom? In what ways might this environment support your academic growth?

Active Participation Strategies

Activity 2.1: Activate Prior Knowledge

List as many reasons why it is important to require frequent responses from students.

Benefits of active participation

- Positive learning environment
- Embedded formative assessment
- Promotes learning
- Research Results

Guidelines for Response Rates

- 70% unison responses / 30% individual responses
- Simple response: 3-5 per minute
- More complex responses: At least 1 per minute
- Very complex responses: 1 per 10-30 minutes

Active Participation Essentials

- Request frequent responses from students
- Require overt responses – saying, writing, doing
- Involve all students No opt out
- Structure active participation procedures
- Provide adequate think time/ preparation time

Activity 2.2: Active Participation in Action

As you watch, record: Opportunities to respond – individual/ everyone and note any best practices you observe

Active Participation Response Types

Verbal Response Procedures	Written Response Procedures	Action Response Procedures	Hold Ups	Inclusive Passage Reading	Use of Technology
Choral	Short written responses	Acting out/ simulations	Whiteboards	Whisper reading	Computers
Partners	Whiteboards	Touching/pointing	Hand signals	Choral	Tablets
Teams		Gestures	Response cards	Cloze	Phones
Individual		Facial expressions	Response sheets	Partner	
Discussion				Literacy circles	

Activity 2.5: Feedback Model

As you watch, notice what best practices you observe regarding feedback.

Text Dependent Questions

Creating Better Questions

- Reframe to “why”
- Reframe to use comparison
- Reframe as a statement for agree/disagree/why or why not

Action Plan

Activity 4.1: Action Plan

What are you committing to use from the information learned today?

List 2-3 action items.

References

Archer, A., & Hughes, C. (2011). *Explicit Instruction: Effective and Efficient Teaching*. NY: Guilford Publications.

Fisher, D., & Frey, N. (2012). Text dependent questions: Effective questions about literature and non-fiction texts require students to delve into a text to find answers. *Principal Leadership*, 13(1), 70–74.

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