



Literacy Snapshot Module: Active Student Engagement Facilitator Notes

Preparation

Facilitator
Key

When using the Facilitator's Guide, note
Bold Print indicates actions for the facilitator;
Italic print indicates suggested dialogue for the facilitator;
LSM represents Literacy Snapshot Module(s).

Prior to
Session

Background Knowledge:

Participants need to understand that there is a positive correlation between active student engagement and student achievement.

- **Prepare** and **review** materials listed.
 - ✓ Download and print session handouts 1-2 for participants
 - ✓ Computer, speakers, and internet access
 - ✓ Projector and screen for group presentations
- **Secure** and **set up** space
- **Facilitate initial discussion** including overall guiding questions. For example: *As you consider how to implement active student engagement strategies, think about the following questions as they relate to the students in your classroom.*
 - ✓ "What do we want all students to know and be able to do?"
 - ✓ "How will we know if students are learning?"
 - ✓ "How will we respond when students do not learn?"
 - ✓ "What will we do when students are already proficient?"

<p>Time Frame</p> 	<ul style="list-style-type: none"> ➤ Initial Discussion (2-3 minutes) ➤ Viewing of the Literacy Snapshot (7-10 minutes) ➤ Next Steps/Discussion (10-15 minutes)
<h2 style="background-color: #cccccc; padding: 5px;">Presentation</h2>	
<p>Slide 2</p>	<p><i>Literacy Snapshot Module: Active Student Engagement</i></p>
	<p>Explain:</p> <ul style="list-style-type: none"> ➤ Each LSM provides examples of skills or strategies that follow these guiding questions: <ul style="list-style-type: none"> ✓ What do we want all students to know and be able to do? ✓ How will we know if students are learning? ✓ How will we respond when students do not learn? ✓ What will we do when students are already proficient? (adapted from works by DuFour/Eaker related to Professional Learning Communities) ➤ LSM are designed to be used in a variety of settings (small groups, team meetings, individuals, staff meetings, etc...) ➤ All LSM utilize the explicit instruction model. <ul style="list-style-type: none"> ✓ Content is modeled (I do it...) ✓ Participant practices (We do it...) ✓ Participant implements in classroom (You do it...)
<p>Slide 3</p>	<p><i>Scarborough Rope Model</i></p>
	<p>Review the Scarborough Rope Model and discuss how the skills and strategies fit together to create a proficient reader. The text box (es) highlighted in yellow point(s) out the specific location of the skill addressed in this Literacy Snapshot. (This is a recurring slide in all LSM that explains how intertwined the skills and strategies are in the reading process.)</p>
<p>Slide 4</p>	<p><i>Session Goal</i></p>
	<p>Read session goal</p> <ul style="list-style-type: none"> ➤ The goal of this session is to provide participants with the professional knowledge to implement active student engagement strategies.
<p>Slide 5</p>	<p><i>Session Objectives</i></p>
	<p>Participants read session objectives. At the end of this session, participants are expected to:</p> <ul style="list-style-type: none"> ➤ Demonstrate the skill of incorporating active student engagement strategies;

	<ul style="list-style-type: none"> ➤ Develop next steps for implementation of active student engagement strategies in their daily instruction. <p>Pause and discuss the lesson objectives.</p>
Slide 6	Research
	<p>Review research in the presentation.</p> <p>Additional findings from research:</p> <ul style="list-style-type: none"> ➤ Active engagement creates the brain activity fundamental to the learning process. Robust learning requires a change in the learner. Neurological connections are made and reinforced by what the learner does--what he or she attends to, the activities in which he or she engages. ➤ Active engagement strategies are both observable and measurable by the classroom teacher. This type of active participation can also be used as an informal formative assessment because it immediately provides the teacher with feedback on the students' understanding of a given lesson.
Slide 7-9	Explanation
Handout 1 	<ul style="list-style-type: none"> ➤ Pause and discuss the examples of active student engagement strategies on Handout 1.
Slide 10	"I Do It" – video
Handout 1	<p>View video (pause when necessary)</p> <ul style="list-style-type: none"> ➤ Verify that each participant has Handout 1. ➤ View the video of Anita Archer and discuss how she taught specific active engagement strategies.
Slides 11-12	"We Do It"
Handout 1	<p>Choral Response:</p> <p>Review Handout 1, and assist the teachers in identifying the steps to teach choral response. Require each teacher to practice his/her procedures and then ask a question to which the group responds.</p> <p>Partner Talk:</p> <p>Review Handout 1, and assist the teachers in identifying how they will teach</p>

	the procedures for partner talk. Require each teacher to “buddy up” the members of the group and then give them a prompt for discussion.
Slide 13	Wrap up
	Connections to the research and objective made within the LSM.
Slide 14	“You Do It”
Handout 2	<p>Facilitate discussion of the next steps (record on Handout 2)</p> <ol style="list-style-type: none"> 1. Determine when and how participants will be teaching the active student engagement strategies. (i.e., Literacy Block, Science and Social Studies) Provide support to teachers who need modeling and coaching in the classroom. 2. Discuss possible ways to determine effectiveness of strategies. 3. Determine a date when teachers will share examples of student response to the active student engagement strategies. Provide sufficient time for instruction and practice of the strategies. Consider a date (2-3 weeks in the future).

Follow Up

Student work analysis	<p>Facilitate a discussion regarding active student engagement strategies in the classroom. Reference the overall guiding questions. <i>Considering the content learned at the last session, think about the following questions as they relate to the students in your classroom and the lesson(s) taught.</i></p> <ul style="list-style-type: none"> ➤ <i>“What did you want all students to know and be able to do?”</i> Analyze student response and discuss impact of active student engagement strategies. ➤ <i>“How did you know if students were learning?”</i> Reflect on the students’ ability to respond quickly and correctly to the teachers’ prompts during use of the strategies. ➤ <i>“How did you respond when students did not learn?”</i> Discuss specific students who were unable to respond quickly and correctly to the active engagement strategies. Teachers share how
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support/scaffolding was provided for these students. If needed, **generate** ideas how the strategies could be scaffolded.

- *“What did you do when students were already proficient?”*
Discuss specific students who were able to respond quickly and correctly. Teachers share how enrichment was provided for these students. If needed, **generate** ideas how the lesson could be differentiated.

Resources

Publications

Guillaume, Andrew M., Yopp, Ruth Helen, & Yopp, Hallie Kay. (2007). 50 Strategies for Active Teaching – Upper Saddle River, New Jersey: Pearson Education, Inc.

Kagam, Spencer. (1994). Cooperative Learning. San Clemente, CA.

Rutherford, Paula. (2002) Instruction for All Students. Alexandria, Va. ASK, Inc.

Websites

<http://www.swsd.k12.pa.us/emoryh/Active%20Engagement%20Strategies.htm>

<http://www.schlechtycenter.org/pdfs/theoryofengagement.pdf>

National Education Association [Teaching That Emphasizes Active Student](#)

	Engagement
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