

PD Engagement Cards

Piece O' Pizza

(could be follow up for Jigsaw)

Give each teacher a slice of a circle. Have the teacher or group decorate their slice with information or illustrations from information learned. Then reassemble the "pizza" as groups share their information to get a complete "Piece o' information Pizza".

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Physical Responses (signal)

This can be **thumbs up/down** if you agree or disagree or a variety of physical signals (teachers **spread their arms** to show their opinion, level of agreement, or level of understanding).

e.g., "Spread your arms to show how often you use bell ringers," "Clap to show how often you use checks for understanding throughout a lesson."

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Choral Response

All teachers respond in unison. The presenter needs to have a signal (bell or snap) so teachers know when they are to respond.

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Portable Response Board

After allowing "wait time", teachers use response board to either show their opinion by displaying the colored side to true, false, ye, no, agree, disagree, etc. or write a response on the board and reveal their answer.

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Engagement Techniques for Explicit Teaching (presenting)

I Do, We Do, You Do

or

Model, Practice, Check, Apply

Monitor Group and Individual Responses

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Think, Write, Pair, Share

Teachers think about a topic, write what they know, pair with a partner, and share what they wrote.

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30, 15, 5

Partner A speaks for 30 seconds, partner B speaks for 15 seconds, and Partner A sums it all up in 5 seconds. www.STRIVETLC.com

Find Your Match

Each teacher is given a card with information that matches another teacher's card (i.e., words and definitions, generals, and battles, stories and characters). Teachers find matches by describing, not reading, what is on the card.

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Think, Pair, Share

Teachers are matched with a partner and sit together. Presenter asks a question; teachers are told to **think** and record their ideas. Then, **pair** with their partner to discuss their ideas and record. Finally, **share** their answer(s) with the presenter and others when called on. As teachers are writing, move around the room and record their responses so you can share with the group orally or a place under a document camera. Add value by honoring the teacher(s) you go the ideas from by name.

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Talking Chips

Teachers are in small groups and each teacher is given a certain number of chips. The presenter can ask the questions or questions prepared ahead of time and given to groups. When one response to a question, group places one chip in the center of the table indicating they had a turn. Once a teacher's/groups chips are gone, they need to just listen as others who still have chips share idea. Chips can be made of any type of object-candy, paper squares, etc.

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Back-to-Back, Face-to-Face

Participants find a partner and stand Back-to-Back. The presenter/facilitator poses a question and give the participants time to think of the answer to the question When the presenter/facilitator says, "Face-to-face," the participants turn toward each other and discuss the question. After sufficient time, the participants find a different partner and stand back-to-back, starting the process over.

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Jigsaw

- 1) Have teachers get into base groups of four – six people.
- 2) Divide the text into 4-6 like parts and assign a section of text to each teacher in the base group.
- 3) Each teacher takes notes on important details, key events, big ideas, etc. in their section.
- 4) Teachers meet with their "expert" groups (other teachers assigned the same section of text).
- 5) The "expert" group consolidates the important information.
- 6) Teachers go back to their base groups and share their knowledge with the other teachers in the base group.
- 7) Whole group discussion follows.

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Written Responses

Teachers write answers to a problem or question on paper or a whiteboard and hold it up to reveal their answers.

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