



# TOTAL PARTICIPATION TECHNIQUES

**PAMS INSTRUCTIONAL STRATEGY TRAINING  
DECEMBER 2011**

This information and templates will be available on the wikispace:  
<http://pamsinstructionaltraining.wikispaces.com>

**Source for today's information:** Himmele, P. & Himmele, W. *Total participation techniques: Making every student an active learner.* Alexandria, VA: ASCD. 2011.

# GOALS FOR TODAY'S WORKSHOP

**Understand the difference between the purposes of formative and summative assessment.**

**Apply the best practices in classroom assessment to our own professional practices.**

**Analyze and assess “Total Participation Techniques” for application to our own classrooms in order to gain information about our students’ progress toward learning goals.**



# TWO MAIN TYPES OF ASSESSMENT

- **Formative**

- Assessment for learning
- Identifies students' needs and guides instruction
- Is an ongoing process within the classroom
- Provides students with timely feedback
- Student-centered

- **Summative**

- Assessment of learning
- Occurs at the end of a unit or key period of time providing an achievement snapshot
- Teacher-centered



# Comparing Formative and Summative Assessments

<b>Characteristic</b>	<b>Formative</b>	<b>Summative</b>
<b>Purpose</b>	Provide ongoing feedback to improve learning	Document student learning at the end of an instructional segment
<b>When Conducted</b>	During instruction	After instruction
<b>Teacher Role</b>	To provide immediate, specific feedback and instructional correctives	To measure student learning and give grades
<b>Assessment Techniques</b>	Informal	Formal

Adapted from J. McMillan, 2007

# • **Formative Assessment**

All those activities undertaken by teachers and by their students [that] provide information to be used as feedback to modify the teaching and learning activities in which they are engaged.

--Black & Wiliam, 1998



# What are best practices in classroom assessment?



# Best Practices in Classroom Assessment

1. Communicate a clear purpose and learning target
2. Improve questioning techniques
3. Provide regular, specific, and descriptive feedback
4. Select the appropriate assessment format
5. Actively involve students in the assessment process
6. Collect multiple sources of evidence



**YEAH, BUT....**

how do we get information  
from students when they  
don't "do" anything?

**TOTAL PARTICIPATION  
TECHNIQUES!**



# PICTURE NOTES

Picture notes can provide an excellent way for students to stop and process what they have learned. They are meant to accompany written notes, not to completely replace them.

Picture-Pause #1	Picture Pause #2	Picture Pause #3
Topic	Topic	Topic
THE BIG PICTURE		
Explanation:		

# CHALKBOARD SPLASH

“What problem-solving strategies should you use when you get stuck on this math problem?”

“What do you think the main character will do the next time he is faced with a similar problem? Why?”

“How should the diplomat handle the crisis?”

These are all questions you could ask students to consider in a Pair-Share or a Quick-Write, but if you want the entire class to see the collective responses of their peers, then you may want to use a **Chalkboard Splash!**



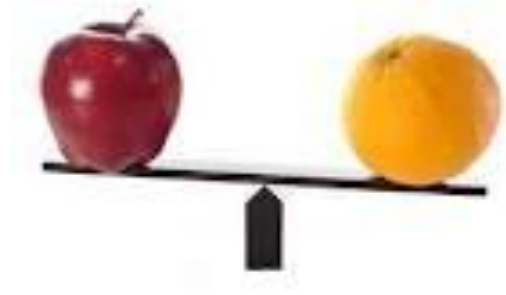
# CHALKBOARD SPLASH!

1. Create a prompt for which you would like all students to see all of their peers' responses.
2. As students generate responses, ask them to copy their responses onto designated places on chalkboard/whiteboards/chart paper.
3. Debrief by asking students to walk around, analyze, and jot down similarities, differences, and surprises, perhaps using a form such as one shown below.
4. Ask students to get into small groups and share what they noticed in terms of similarities, differences, and surprises, before asking volunteers to share.

Similarities	Differences	Surprises

# CONFER, COMPARE, AND CLARIFY

This activity allows students to read each other's notes, make comparisons, and add to their own notes.



**CLARIFY**

# CONFER, COMPARE, AND CLARIFY

1. Ask students to pair up and “Confer, Compare, and Clarify.” **Confer** refers to getting together and sharing a one-sentence summary of what they believe was the most important part of the presentation. **Compare** refers to students actually getting an opportunity to read each others’ notes. They should then compare what they recorded in their notes and what their peers recorded. Let students know that they are encouraged to “borrow” ideas from their peers’ notes and add them to their own. **Clarify** refers to students recording any questions that they have regarding what was presented.
2. Ask pairs to join other pairs, forming groups of four, and share questions (from the *Clarify* piece).
3. Ask students to record the questions that could not be answered in the larger groups of four on the board in a Chalkboard Splash, or they can record these questions on scrap paper or index cards.
4. Address the questions that were recorded before moving on.

# BOUNCE CARDS

How can we get students to learn how to have a conversation?

We teach them.



# BOUNCE CARDS

## BOUNCE:

•Take what your classmates said and bounce an idea off of it. For example, you can start your sentences with—

- “That reminds me of...”
- “I agree because...”
- “True. Another example is when...”

## SUM IT UP:

•Rephrase what was just said in a shorter version. For example, you can start your sentences with—

- “I hear you saying that...”
- “So, if I understand you correctly...”
- “I like your idea about...”

## INQUIRE:

•Understand what your classmates mean by asking them questions. For example, you can start your questions with—

- “Can you tell me more about that?”
- “I’m not sure I understand...”
- “I see your point, but what about...?”
- “Have you thought about...?”



# Picture Pause #2

What is your understanding of providing opportunities for students to actively participate in their own learning?



# **WHY ASSESSMENT *FOR* LEARNING WORKS**

**When students are required to think about their own learning, articulate what they understand, and what they still need to learn, achievement improves.**

--Black and Wiliam, 1998; Sternberg, 1996; Young, 2000



TOTAL PARTICIPATION TECHNIQUES  
Instructional Strategies Training—PAMS  
December 14, 2011  
Name \_\_\_\_\_



©topendsports.com



*Inquire Within*

What ideas are “bouncing” around in your head as a result of today’s training?

Sum it up! What is a main point from this training about formative assessment that you will take away with you?

Inquiring minds want to know!  
Can you tell me more about...?