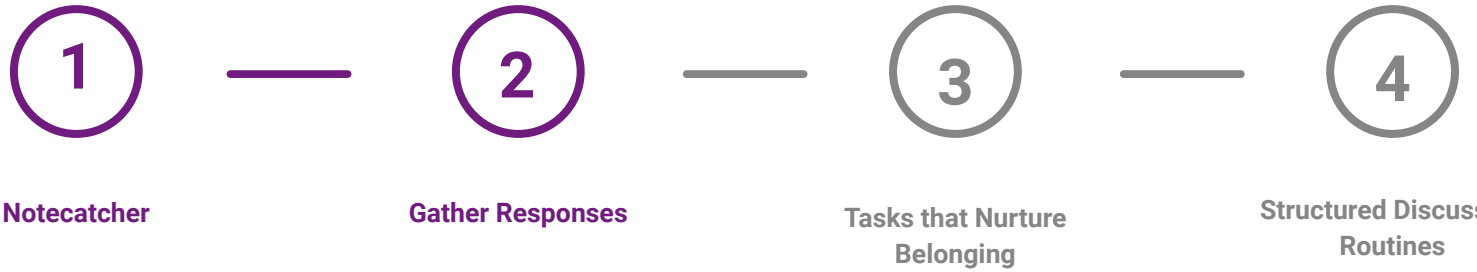
Valuing All Voices: 4 Teaching Tips

Daily teaching practices build belonging



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2 people x 2 minutes x 2 differences

How are these approaches to gathering responses different?

1

2

Tip 1: Note Catcher

Tip 2: Gathering Student Responses

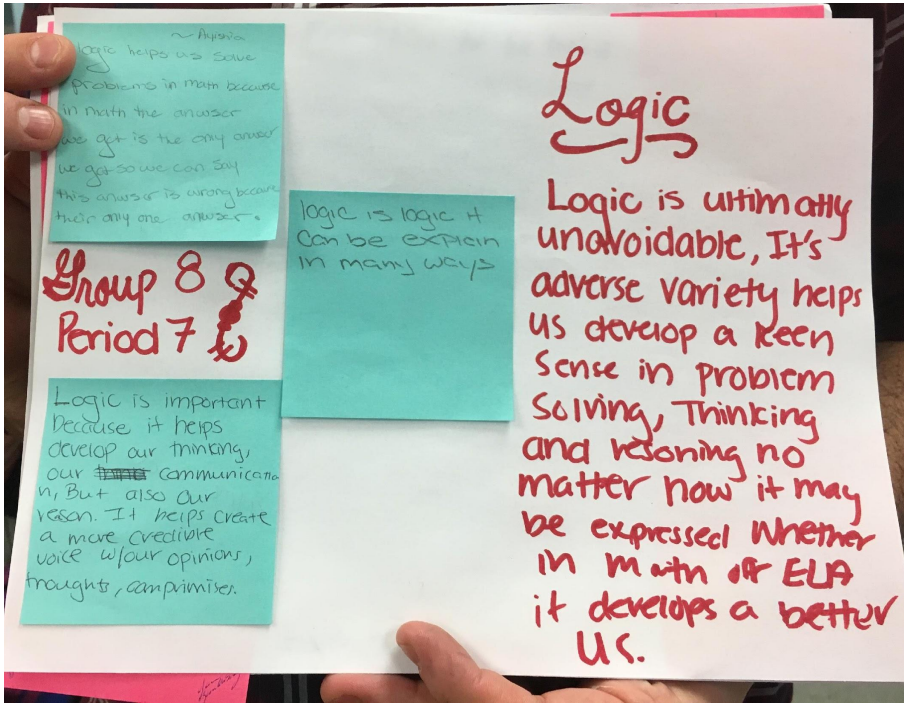
Gather Responses

Show and Share

Group Reporters

Digital Tool - Survey, Jamboard

Chart paper



Show and Share

1.Show and Share Your Response

2. Point to something you have a question about or would like to discuss

3. Ask your friend about their response

TIP 3: Tasks that Nurture Belonging

- ❑ Choice
- ❑ Clear criteria
- ❑ Meaningful

Find a creative way to answer two of the three questions in your sketchbooks

1. Have I ever visited a museum? Which one? Where is it?

2. Can I name 3 artists? 5 artists?
10 artists?

3. My favorite type of art is... because...

MUST HAVE

Use words and drawings

Use more than one material to express your ideas

Use the whole space of the pages

Keep focus during the our Creative Studio

Complete AMAZING

AMAZING

Your answer is special to you and demonstrates your thoughts, feelings and your personal experiences.

Tip 4: Structured Discussion Routines

Routine 2: 2 x 2 x2

_____ Number of People

_____ Amount of Time

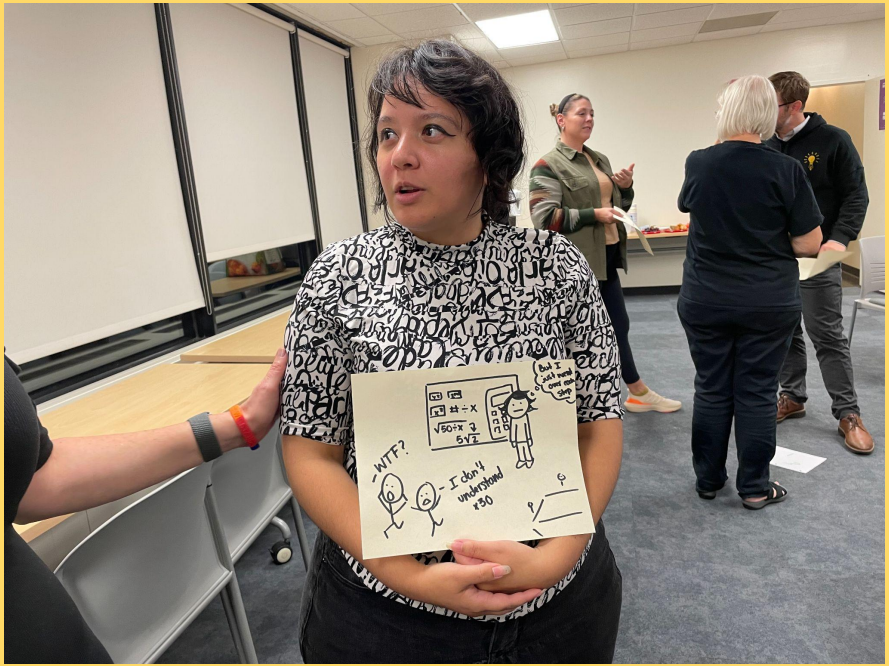
_____ Number of Products

Routine 2: 3 x 1 each x 1

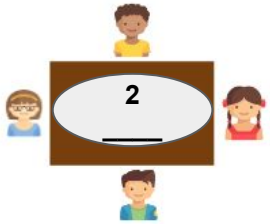
Number of People
3

Amount of Time (7 min total)
1 min each
10 seconds to think in between
3 min open discussion

Number of Products
1 pattern or question



4 x 5 x 2: 4 people, 5 minutes, 2 products(e.g. questions)



Fill in and use with your students

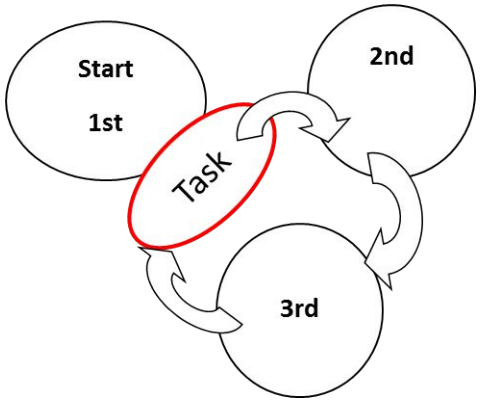
Write Discussion Question Here

Must Haves	Amazing	Help Resource
Your group's reporter should: ❑ Quality 1 ❑ Explain _____	Explain - _____ Use vocabulary	

Domino Discover

Gather responses from all members of a class or group to find patterns and surprises among student responses

- Each member takes turns sharing response one at a time
- Students can add or repeat
- Invite reflection to notice patterns/surprises or pose questions
-



PREPARE

Domino Discover

Before getting into discussion groups, ask all students to prepare a response

List, Draw, Write

Name
- What
- Where
- Who
- When
- Why

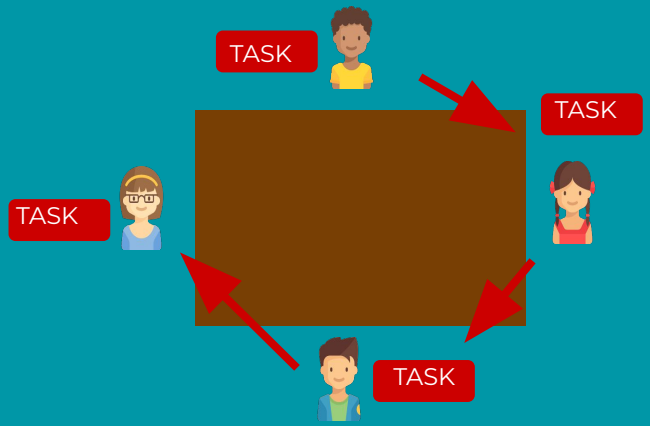
Name (Drawing)

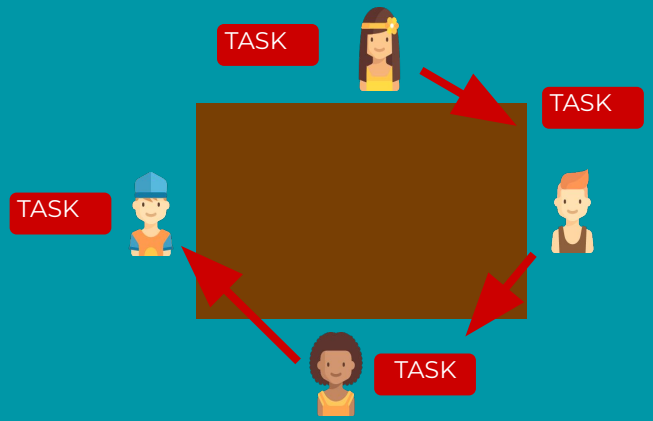
Name (Write)
It happened…..

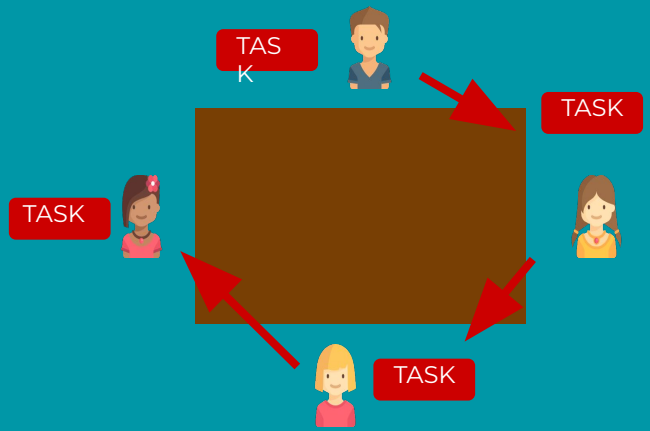
Structured Interaction

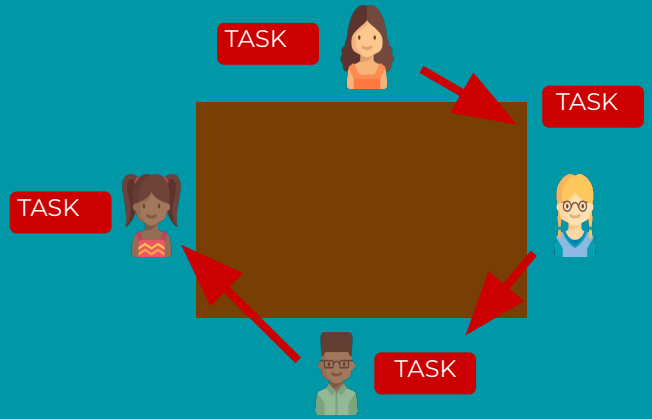
Domino Discover

Show students a visual of how turns will be taken whether in person or online









Turns

Name & Most Important Word

Questions

TASK

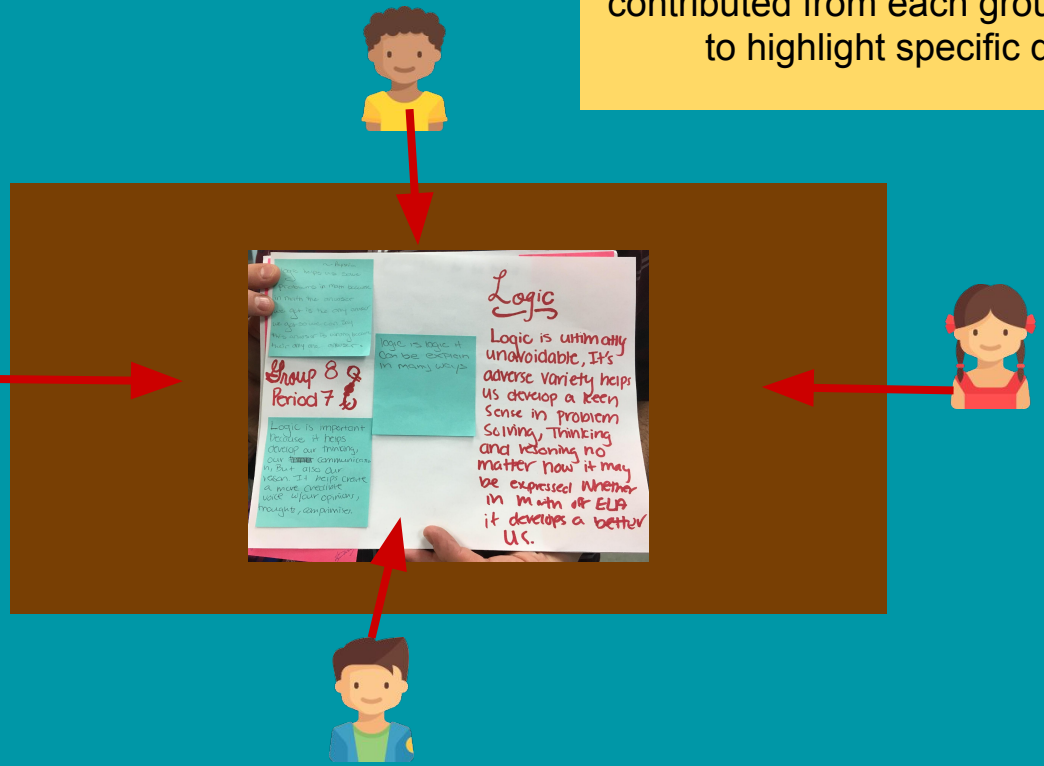
Connections

Perspectives

Unstructured Interaction

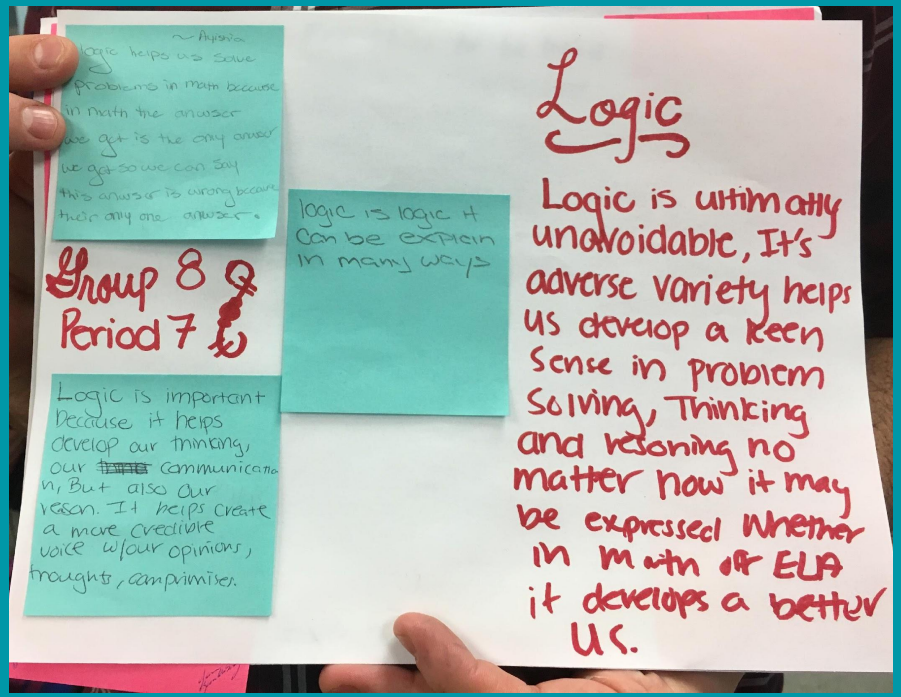
Ask students to discuss their ideas to create a group response.

Invite students to annotate the group response to show the part that was contributed from each group member or to highlight specific qualities



GATHER & EVALUATE

Show and Share



To save time, instead of having a reporter share out from every group.

Ask a representative from each group to bring the written or drawn response to a line standing in the front of the room. On the count of three, the representatives, Show and Share their groups' response (in silence).

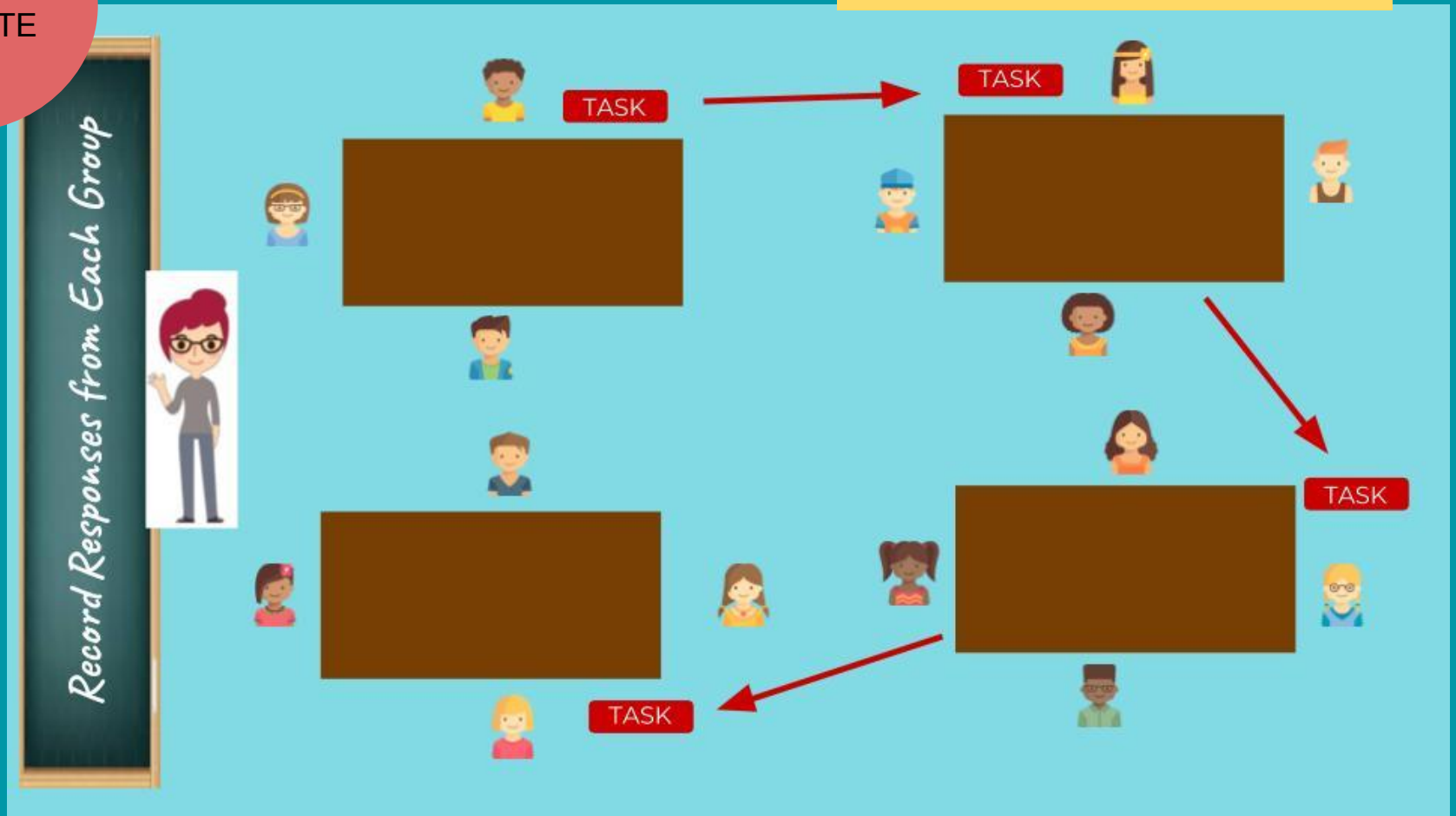
The class looks for patterns across the groups in silence.

Students may return to their small groups to discuss the responses from other groups and/or to revise their response.

This is a quick way to have every group share.

GATHER & EVALUATE

Always gather a response from each discussion group



REVISE & ADJUST

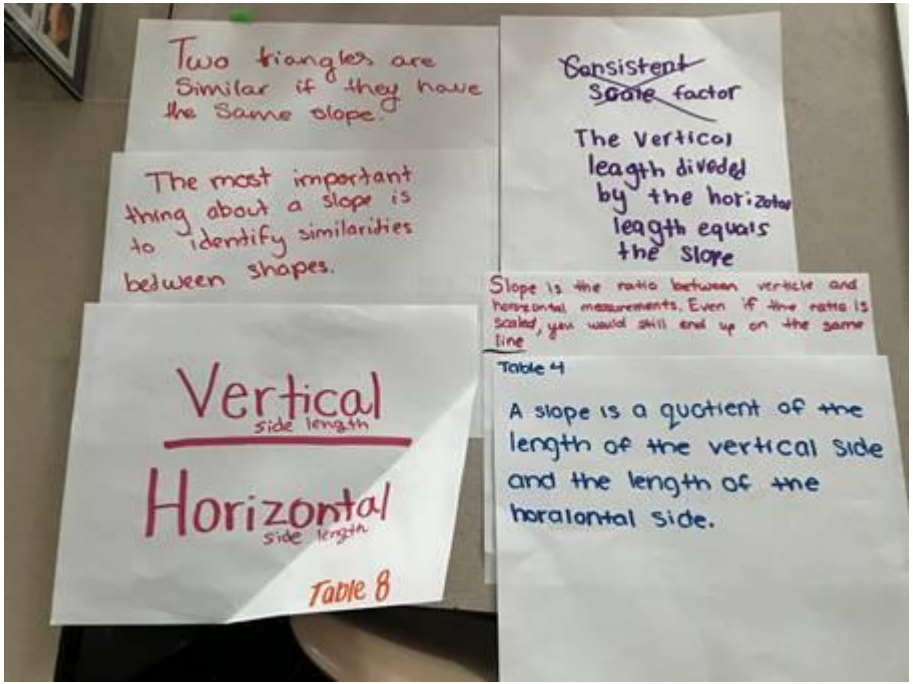
Domino Discover

Ask students to revise their initial response
Teachers use response to plan adjustments to teaching

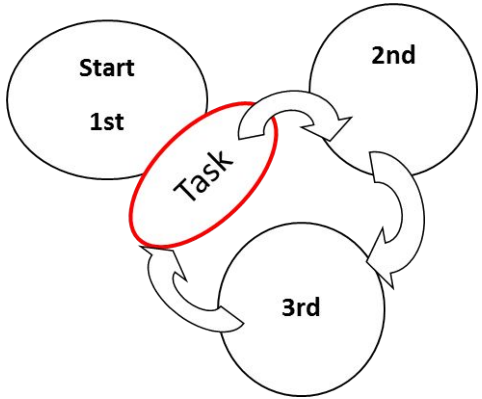
Students	Teacher
Return to initial ideas to revise thinking. List, Draw, Write Name • What • Where • Who • When • Why Name (Drawing) Name (Write) It happened…..	Use student responses to shape the next part of instruction. ❑ Group students by similar or complementary next steps ❑ Clarify misconceptions ❑ Provide instruction based on learning needs ❑ Use responses to monitor new learning

Action Pattern	
1. Prepare Total Choice	They had multiple questions that they could pick from to start writing (what is slope, what's a slope triangle, how do you find slope, why are slope triangles similar triangles).
2. Discuss 1. Domino – 2. Free Discussion	Then they shared in a round Domino, then they had to come up with the most important idea about what slope means.
3. Gather & Evaluate	Nobody was talking about steepness, very few people were talking about lines. I never would have understood that they were missing this key idea had I just called on four kids to define slope and carry on.
4. Return to Reflect Adjust or Shape Instruction	

The white paper is because students learned about slope on a day when I was absent, and I really had no idea what they understood.



Domino Discover: Hear Every Student's Voice



Prepare	Discuss with Specific Directions	Gather & Evaluate	Return to Reflect Adjust Next Instruction

4 Tips for Valuing All Voices

1

Notecatcher

Google Doc or Paper

2

Gather Responses

Show & Share

3

Tasks that Nurture Belonging

Choice
Clear Criteria
Meaningful

4

Structured Discussion Routines

2 x 2 x 2

Domino

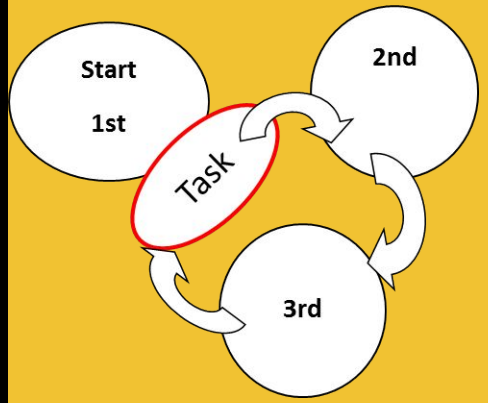
Additional Resources

ASCDEXPRESS | IDEAS FROM THE FIELD

Dos and Don'ts for Good Discussions

April 23, 2020 | Volume **15** | Issue **16**

Practical Tips for Teaching Online Small-Group Discussions

Direction Correction: Getting the Discussions You Want

Watch Rhonda
Explain Domino Discover