Eliciting and Interpreting Individual Students' Thinking

What is it?

Teachers pose questions or tasks that provoke or allow students to share their thinking about specific academic content in order to evaluate student understanding, guide instructional decisions, and elicit ideas that will benefit other students. To do this effectively, a teacher draws out a student's thinking through carefully chosen questions and tasks, and considers and checks alternative interpretations of the student's ideas and methods. (teachingworks.org)

What about for struggling students or students with disabilities?

CEC HLP #18. Use strategies to promote active student engagement. Teachers use a variety of instructional strategies that result in active student response. Active student engagement is critical to academic success. Teachers must initially build positive student–teacher relationships to foster engagement and motivate reluctant learners. They promote engagement by connecting learning to students' lives (e. g., knowing students' academic and cultural backgrounds) and using a variety of teacher-led (e.g., choral responding and response cards), peer-assisted (e.g., cooperative learning and peer tutoring), student-regulated (e.g., self-management), and technology-supported strategies shown empirically to increase student engagement. They monitor student engagement and provide positive and constructive feedback to sustain performance.

Evidence

Appleton, J. J., Christenson, S. L., & Furlong, M. J. (2008). Student engagement with school: Critical conceptual and methodological issues of the construct. *Psychology in the Schools. 45*(5), 369–386. doi:10.1002/pits.20303

Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning.* New York, NY: Routledge/Taylor & Francis Group.

Klem, A. M., & Connell, J. P. (2009). Relationships matter: Linking teacher support to student engagement and achievement. *Journal of School Health, 74*(7)*,* 262– 273. doi:10.1111/j.1746-1561.2004.tb08283

Marzano, R., & Pickering, D. (2011). *The highly engaged classroom.* Bloomington, IN: Marzano Research Laboratory.

McDonald, M., Kazemi, E., & Kavanagh, S. S. (2013). Core practices and pedagogies of teacher education: A call for a common language and collective activity. *Journal of Teacher Education, 64*(5), 378–386.

Ritchhart, R., Church, M., & Morrison, K. (2011). *Making thinking visible—Chapters 1 & 2*. San Francisco, CA: Jossey-Bass.

Resources for Preparing Preservice and Inservice Educators

- Teaching Works Video/Page: https://library.teachingworks.org/curriculum-resources/teaching-practices/eliciting-and-interpreting/

- CEC HLPs: www.highleveragepractices.org

- Supporting Practices: Using Effective Methods to Elicit Frequent Responses (Explicit Instruction Course Module 6): https://intensiveintervention.org/explicit-instruction-frequent-responses

- HLP #18: Use Strategies to Promote Active Student Engagement Video: https://highleveragepractices.org/701-2-5/