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Student Engagement

Juanita and Melissa both work as full-time elementary school counselors in the same school district. They collaborated with their counseling coordinator and the other K–6 counselors in the district to create franchised core curriculum lessons to deliver throughout the year (discussed in Chapter 2). This was meant provide a consistent structure for all schools. However, at the end of the first year of implementation, Juanita and Melissa’s results are very different.

Looking at the results of her pre- and post-assessment, Juanita feels frustrated. When she teaches a lesson, she gives it her all! Her lesson content aligns with the pre- and post-assessments and everything else that The Use of Data in School Counseling textbook (Hatch, 2013) told her to do. However, students don’t seem to be engaged in her lessons. She struggles to get students to participate, and many are off task as she is teaching. This lack of learning is reflected in her post-assessment data, and Juanita is very disappointed.

On the other hand, Melissa has great classroom participation and sees large gains on pre- and post-assessment knowledge, with students improving their attitudes, knowledge, and skills. Teachers praise Melissa for the variety of student engagement strategies she uses, which keep students interested in the lesson content. Students are so busy engaging in the material she is teaching that there are few disruptions, even in classes that typically experience behavior challenges.

Juanita wonders, what is Melissa doing to get such positive feedback from teachers and great results from students? Does she have a magic wand?! Why are her students performing so much better? Juanita decides to observe Melissa to see how she is teaching the same content but getting different student outcomes. As Juanita watches, she discovers that she isn’t incorporating active participation strategies within her lessons and realizes the value of student engagement. She talks to Melissa afterward, and they brainstorm ways for Juanita to include a variety of new strategies within her next lesson to improve student learning.

ENGAGING STUDENT LEARNERS

Effectively engaging students throughout the beginning, middle, and end of classroom lessons is essential. Research supports strong connections between high levels of student engagement throughout the teaching and learning process and improved student performance (Action Learning Systems, 2012). By utilizing a variety of student engagement techniques, school counselors assess student learning throughout the lesson, and lesson content becomes more fun.

Within the educational environment, *engagement* is defined as “a student’s persistence at a task and includes cognitive, emotional, and behavioral engagement” (Action Learning Systems, 2012, p. 145). Therefore, school counselors are encouraged to help students think deeply, connect emotionally with the content, and demonstrate engagement through their actions during core curriculum lessons. There are two kinds of engagement within classroom teaching: overt and covert.

COGNITIVE ENGAGEMENT THROUGH OVERT AND COVERT ENGAGEMENT STRATEGIES

To promote cognitive engagement, consider the following ways to incorporate both overt (observable) and covert (not observable) strategies within classroom lessons.

Overt	Covert
Observable	Not observable
Use when observable results are needed	Use when students need processing (thinking) time

Overt strategies are used when observable results are wanted or needed. They include students’ sharing their response to a question with a partner, writing down the answer to a prompt, or reading a passage out loud as a class. School counselors can observe students’ participation in all of these examples, making them overt.

Covert strategies allow students time to mentally process. Examples are asking students to think about their answer, silently remember a past experience, or follow along while the school counselor is reading. In these examples, school counselors cannot see students’ mental processes, but paired with overt strategies, students’ unobservable thinking can be assessed.

For example, after students think about their answer (covert), they can pair with a partner to discuss (overt), and then several students can be called on at random to share their answers with the class (overt again). Think-Pair-Share, as this strategy is called, is a way to hold students accountable to the unobservable covert strategy, because they will have to share their answer with a partner, and also possibly with the class. When students know that they are being held to these standards, they are more likely to be engaged in the topic, rather than thinking about what they are going to eat for lunch. Combining overt and covert strategies together allows for deeper student engagement in the lesson content.

Through utilizing both overt and covert engagement strategies during the beginning, middle, and end of core curriculum classroom lessons, school counselors engage all students throughout their teaching (see Figure 5.12 at the end of the

Activity 5.1

Covert or Overt?

Below are examples of phrases school counselors can say to engage students in the lesson content as they are teaching. Read each one and determine whether it is overt or covert, and why:

Example 1: “Think back in your mind to a time when you were angry.”

- *Covert:* While school counselors hope that students are thinking about a past experience, they cannot observe what each student is actually thinking.

Example 2: “Everybody repeat the problem-solving steps with me.”

- *Overt:* School counselors can both hear and watch the mouths of students as they say a phrase together.

1. “Be prepared to answer the question.”
2. “Write down what you would do in the following scenario.”
3. “Give me a thumbs up if you agree, or a thumbs down if you disagree.”
4. “Remember to follow along in your head as I read.”
5. “I’m going to pull a card with a student’s name on it to answer the next question.”
6. “Think about _____. Give me a thumbs up when you have it.”

Answers

1. “Be prepared to answer the question.”
 - *Covert:* School counselors cannot observe whether students are preparing to answer the question in their mind, but they hope so!
2. “Write down what you would do in the following scenario.”
 - *Overt:* School counselors can observe students writing, and can later read what they wrote to determine whether students are on track.
3. “Give me a thumbs up if you agree, or a thumbs down if you disagree.”
 - *Overt:* Watching students’ thumbs allows the school counselor to observe participation and assess students’ thoughts about the question. Tip 1: Wait until all thumbs are observed, allowing for processing time and setting the expectation of full class participation. Tip 2: Ask a student with his or her thumb up to explain his or her thought process, and then ask a student with his or her thumb down to do the same. Compare and contrast their answers.
4. “Remember to follow along in your head as I read.”
 - *Covert:* School counselors cannot observe whether students are following along, but the following tips can help: This strategy can become overt if the counselor asks students to follow along with their fingers on the book or paper (so that the counselor can observe their actions), or if the counselor stops periodically and calls on a student at random to pick up reading where the counselor left off.

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5. "I'm going to pull a card with a student's name on it to answer the next question."
 - *Overt and covert:* As the counselor pulls a card, students are (hopefully!) thinking about their response, which is covert. Once the called-upon student answers the question, the strategy becomes overt.
6. "Think about _____. Give me a thumbs up when you have it."
 - *Overt and covert:* School counselors cannot observe what students are thinking, but students are held accountable by showing that they are ready through a thumbs up. Tip: Remember to call on students at random to share their answers, to ensure that they do "have it."

chapter for the "Don't Blow Your Top!" lesson plan with engagement strategies highlighted throughout the entire lesson). As students actively participate, their attention improves, their speed of learning increases, and their retention of the information is stronger (Schunk, 1989). In addition, as students are busily engaged with the lesson content, there is less time for them to be off task or disruptive. Strong instructional practices are some of the best classroom management strategies.

There are a variety of ways to incorporate different overt and covert strategies within classroom lessons. By allowing for more mental engagement through covert strategies, paired with overt teaching practices, school counselors can actively engage students throughout the entire lesson and make learning more fun.

STUDENT ENGAGEMENT STRATEGIES

As school counselors plan their core curriculum class lessons, consideration is given to include different types of strategies, depending on the intended results. Do school counselors want students to (a) think deeply about a concept and share ideas with a partner, (b) learn and apply new information, and/or (c) stay focused on the content being taught? There's a strategy for that! Following are descriptions of the authors' favorite overt (observable) strategies, which may also include covert (unobservable) think time as well. The explanations help school counselors decide which strategy to use, with tips and reminders for effectiveness. As you are reading, first review the figure that demonstrates each strategy, then read the description of how, when, and why to use it, as well as the tips and reminders.

Pull Cards

How and When to Use

Calling on students randomly throughout a class lesson, rather than relying solely on raised hands, sets the expectation that all students will participate in the lesson. Some teachers may have pull cards or sticks with student names for school counselors to borrow, but rather than risk it, counselors can add a quick activity to create pull cards to their lesson. Students are distributed a card when they come into the classroom and are asked to write their name on the card. Additionally, by asking the student to

respond to a question that aligns with the lesson topic, the school counselor can activate prior knowledge (see Chapter 4) or quickly pre-assess the class before teaching content. Once pull cards are created, school counselors collect the cards and call on students to read parts of the lesson or to answer questions after they have discussed their answers with a partner.

Why to Use

The average school counselor to student ratio is 491 students to one counselor (ASCA, n.d.), which can make it difficult for counselors to remember student names. Rather than only calling on known students or saying, "The girl in the green jacket," pull cards allow for counselors to address the whole class. As mentioned previously, using pull cards engages the entire class of students in the lesson, because they don't know who will be chosen, and it sets the expectation that all students will be participating.

Tips and Reminders

Remind students to write legibly and, if there are two students with the same name in the class, ask them to write their last name on the card as well. To save instructional time, the school counselor can ask a student or two to politely help collect the cards as he or she moves on to the next part of the lesson. School counselors can also use apps such as Class Dojo (see Chapter 6) or Stick Pick to create electronic lists of their students. See page 75 in Chapter 4 for an example of a pull card.

Think-Pair-Share


How and When to Use

When posing a question to students, first give them time to *think* to themselves about the answer (several seconds). Then ask them to find a partner to *pair* with and discuss their ideas. Finally, call on partners to *share* their ideas with the class. When using

Figure 5.1 Pull Cards

Pull Cards

1. Give each student a 3 × 5 index card as they come into the classroom and ask them to write their name on the card.
2. You can also ask them to write other information that aligns with the lesson topic (like how often they write in their planner every week before a lesson on organization) or answer questions (such as a pre-test question).
3. Collect cards and use them to randomly choose students to participate during the lesson.




Source: Illustration by Gogis Design, <http://www.gogisdesign.com>.

Figure 5.2 Think-Pair-Share

Think-Pair-Share

1. Identify the point of discussion
2. Allow students time to think individually.
3. Have students face a partner to share ideas.
4. Pair/student contributes to whole group.



Source: Illustration by Gogis Design, <http://www.gogisdesign.com>.

Think-Pair-Share, school counselors can also discuss the importance of stopping and thinking prior to answering a question (for example, by allowing the class to think more deeply about their answers and giving time for students who think at different speeds).

Ideas of when to use this strategy include the following:

- At the beginning of the lesson, when asking a question to access prior knowledge.

“What is an example of a problem you had recently?”

- In the middle of lesson, to break up teaching content.

“What are some good ways to calm down before trying to solve a problem?”

- At the end of the lesson, when reviewing the objectives.

“Tell your partner the problem-solving steps we learned today.”

Think-Pair-Share can easily be turned into Think-*Ink*-Pair-Share by asking students to write down their ideas on a paper or card prior to sharing with a partner.

Why to Use

This strategy can and should be built into every school counseling core curriculum classroom lesson. Rather than having full-class discussions with only a few students participating, or calling on students who raise their hand, Think-Pair-Share allows the entire class to engage in the content. By allowing students to consider their own answers first, talk with a partner, and then share and/or listen to answers from the class, Think-Pair-Share provides an opportunity for all students to be engaged.

Tips and Reminders

School counselors may want to pair up students for Think-Pair-Share, for example, by asking rows to face one another and discuss, or by telling students to talk with the student in the desk facing theirs. Directing students on how to find partners decreases confusion and gets them talking without wasting time. When using Think-Pair-Share, remember to call on students randomly to share their answers with the class. By selecting random students to respond, rather than taking volunteers, the school counselor sets the expectation that all students must be prepared to share their answers, which keeps them further engaged during independent think time and their partner discussions. Additionally, while students are talking with their partners, the school counselor can listen to a group and, upon hearing a strong answer, praise the student and tell him or her to be ready to share with the class. This builds confidence and is especially effective with students who may be less sure of their answers or need extra support (such as dual language learners, quiet students, or children with IEPs).

“Sole” Mates

How and When to Use

Another way to pair up students for partner activities is through “Sole” Mates. Ask students a question and give them about 30 to 45 seconds of think time and/or allow

them to write down their answers. Then direct students to stand up and find a partner with similar shoes to the ones they are wearing (their “sole” mate!). They can find shoes that are of similar color or style, or any other way they choose. When they find a partner, students share their answers.

Why to Use

Using an activity like “Sole” Mates to partner students allows them to get up and talk with someone from the other side of the classroom. It also helps them create connections with one another in a unique and creative way.

Tips and Reminders

Prior to releasing students to find a partner, remind the class of behavior expectations, such as walking in the classroom, using indoor voices, and the signal to finish sharing. School counselors may also want to limit the time it takes students to find a partner by giving students a 10- to 15-second countdown to find their “sole” mate. In addition, an effective way to stop the partner share is by using an attention getter, such as “If you hear me, clap once. If you hear me, clap twice.” (Additional attention getters are discussed further in Chapter 6.)

Choral Reading


How and When to Use

The strategy of Choral Reading can be incorporated into classroom lessons when the school counselor wants the entire class to read a phrase or passage together. Prior to use, the school counselor can teach Choral Reading by saying something like, “We are going to read this sentence together like a choir. When a choir sings, do they sing at the same time or at different times?” Hopefully students respond that choirs sing all together. The school counselor can then say, “Yes! Just like a beautiful choir, we are all going to read this sentence together.” The school counselor will want to prompt students to start at the same time, by saying a phrase like “Ready? Go,” or

Figure 5.3 “Sole” Mates

“Sole” Mates

1. Pose a question to students and allow time to think and/or write down their answers.
2. Ask students to get up and find their “sole” mate—someone with similar shoes on—to discuss their answer.




Source: Illustration by Gogis Design, <http://www.gogisdesign.com>.

Figure 5.4 Choral Reading

Choral Reading

1. Have a passage or phrase for all students to read together.
2. Once ready, give a signal for the group to read together chorally.

- Appropriate for school counselors to use in whole group and/or small group.



Source: Illustration by Gogis Design, <http://www.gogisdesign.com>.

"1, 2, 3." The practice of Choral Reading is particularly useful for bringing classroom focus to an important concept, such as the lesson objective.

Why to Use

The strategy of reading out loud helps students form both visual and auditory links in memory pathways. Therefore, asking all students to read an important word or phrase together improves learning. Students who are less confident readers also benefit from practicing within a safe group setting, where their voice will blend in.

Tips and Reminders

Teach or remind students *how* to read together prior to prompting for Choral Reading, to gain desired results. Ensure that the sentence or phrase students are reading is not too long, otherwise students might have trouble reading it together. Additionally, if the majority of students do not read out loud or together, ask the class to try again until the entire class participates appropriately. By maintaining and following through with high expectations, the school counselor both engages students in the lesson and applies strong classroom management techniques.

Echo/Repeat Responses


How and When to Use

Similar to Choral Reading, the Echo/Repeat Responses strategy involves all students saying a word or phrase together. The difference is that the school counselor will say a word or phrase first, and the students will then repeat the word with prompting. For example, a school counselor presenting elementary-level college information may include new vocabulary such as university, degree, and scholarship. The school counselor can say these new words to students, and then ask them to repeat the words as a group.

Figure 5.5 Echo/Repeat Responses

Echo/Repeat Responses

1. Students "echo" the word, phrase, etc. school counselor states.
 - Appropriate for school counselor to use with whole group, and/or with individual students.
 - A useful way of ensuring that students practice the target vocabulary being taught.



Source: Illustration by Gogis Design, <http://www.gogisdesign.com>.

and the students will then repeat the word with prompting. For example, a school counselor presenting elementary-level college information may include new vocabulary such as university, degree, and scholarship. The school counselor can say these new words to students, and then ask them to repeat the words as a group.

Why to Use

The Echo/Repeat Responses technique is best used to emphasize important points within a lesson when the concept or words are new. Rather than having students chorally read a new word, which they may be unable to pronounce, the school counselor models through Echo/Repeat Responses.

Tips and Reminders

As with all whole-class engagement strategies, set and reinforce the expectation that


all students will participate in Echo/Repeat Responses. If the whole class does not echo the words, ask them to try again. Additionally, school counselors can ask the students to repeat words or phrases multiple times in different ways, such as “Turn to your neighbor and say, ‘University,’” “Whisper it,” or “Look at your teacher and tell him the new word we are learning.” As a modification, school counselors can also pause while reading a projected sentence, prompting students to fill in the missing word or phrase. For example, when reading the objective “We will learn ways to *calm down* when we are angry,” the school counselor can pause before the words “calm down,” so that the students can read “calm down” out loud as a class. To help students stay on track, the school counselor should explain this strategy to students and use a different color font and/or underline the word for students to say.

Figure 5.6 Sentence Frames

Sentence Frames

1. Pose a question to students and provide them with a prompt to respond that aligns with the question.
2. Allow time for students to respond.

- The framework allows students time to structure their thoughts.
- It is helpful to reframe the answer with “because” or “when.”
- Example: What makes you angry?
I feel angry when _____.



Source: Illustration by Gogis Design, <http://www.gogisdesign.com>.

Sentence Frames

How and When to Use

Sentences Frames are especially useful at the elementary school level, as they provide language supports to help students speak in complete sentences. School counselors can pose a question to students with an accompanying sentence frame (sentence starter) to help them structure their response.

Example Sentence Frames

- Why are drugs and alcohol dangerous?
 - Drugs and alcohol are dangerous because _____.
- What makes you angry?
 - I feel angry when _____.
- How can you plan to reach your college and career goals?
 - I can start planning to reach my college and career goals by _____.


Why to Use

By prompting students on how to respond, sentence frames scaffold learning for students at different levels. Primary students (grades K–3), dual language learners, and students with disabilities especially benefit from the supportive academic language to help them structure their thoughts into complete sentences.

Figure 5.7 Guided Notes

Guided Notes

1. Create a set of notes with fill-in-the-blank information about the lesson you are teaching (ex: A-G requirements are ____; A growth mindset is ____).
2. Provide the guided notes handout to students to fill in as you are presenting the lesson content and allow time to fill in the blanks.



Source: Illustration by Gogis Design, <http://www.gogisdesign.com>.

notes page for students allows them to organize and save the information they are learning. School counselors can also monitor student engagement by walking around the room while students are filling out their guided notes, and quietly remind students to fill in the blank spaces if they are not paying attention. In addition, guided notes are an introduction to students taking notes on their own, which is an essential academic skill for students to learn.

Tips and Reminders

While carefully crafted guided notes worksheets help students focus on the lesson, creating too many blank spaces can actually take away from students' ability to pay attention, as they'll be searching for words rather than listening. Therefore, be sure to make blank spaces only for the most important content (such as information from your pre- or post-assessments), and also pause as you are speaking to allow time for students to fill in the blanks. Boldface and/or underline the words on the PowerPoint or Google Slides presentation that fit into the blank spaces, and also refer students to their guided notes worksheet in order to help alert them to write down the content. Using Choral Reading or Echo/Repeat Responses (described previously), the class can read or repeat the words that fit into their guided notes. School counselors may also want to title and/or number the sections for students to fill in so that it is easier for them to follow along.

Tips and Reminders

Before sending students off into a discussion, counselors may want to prompt students with the sentence frame by saying it out loud.

Guided Notes

How and When to Use

Guided notes are a helpful addition to classroom lessons that include a lot of knowledge for students to learn. Rather than solely presenting information to students, creating a guided notes sheet for students to fill in while the school counselor speaks helps draw student attention to the most important content. To create a guided notes page, school counselors design a worksheet that aligns with their lesson content, with some words missing that students will fill in (see the example in Figure 5.8).

Why to Use

Guided notes engage students because they are looking for missing information to add to their note sheet provided by the school counselor. Additionally, creating a guided

Figure 5.8 PowerPoint Slides and Guided Notes

The figure displays three PowerPoint slides. The first slide, titled 'What Is Bullying?', defines bullying as a situation where one or more students try to harm another student, and lists 'BULLY BEHAVIOR' as attacking others with words or actions, and notes that the victim often cannot stop it. The second slide, 'Who Participates in Bullying?', lists three participants: the bully, the victim, and the bystander, and includes a cartoon illustration of three students. The third slide, 'Reporting vs. Tattling', distinguishes between tattling (telling on someone to get them in trouble) and reporting (telling on someone because of a danger), accompanied by an illustration of two hands pointing at each other.

Guided Notes Page

What Is Bullying?
 Bullying is a situation where one or more students tries to _____ another student.
 Bully behavior is attacking others with _____ or _____.

There Are 3 Participants in Bullying:
 _____: the person doing something.
 _____: the person who is getting harmed.
 _____: the person(s) watching.

Reporting Versus Tattling:
 _____: is when you tell on someone just to get them in trouble.
 _____: is when you tell on someone because there is a danger.



The pre- post-assessment aligned with this lesson can be found in Chapter 8, and the lesson PowerPoint is available in the online appendix.

Partner Jigsaw

How and When to Use

Partner Jigsaw is a strategy used to break up a large amount of lesson content, while having students investigate and become the experts in different topics, and then sharing with their peers. The school counselor will separate students into groups, and each group will receive a specific topic or a portion of the information. Jigsawing can also be used when students start responding to or acting out different scenarios based on the lesson content. Students form groups and work together based on the school counselor's directions. Examples include the following:

- The school counselor provides situations with different social problems to each group. Students use the problem-solving steps they've learned to identify the problem and create potential solutions.
- The school counselor gives each group pamphlets from different colleges. Teams also receive a handout with information to fill in, such as where the school is located, the cost of tuition, location, and so forth.
- Teams are provided packets of information about the risks of using tobacco, alcohol, and marijuana during a Red Ribbon Week lesson. Groups investigate the facts and write down risks they discover.
- Each group is given a scenario with different situations where bullying/mistreatment has occurred. Using the strategies the school counselor has taught, teams brainstorm what to do and act out the scenario to the class.

While groups are working, the school counselor (and hopefully the teacher) walks around the room to answer questions and monitor group progress. At the end of the given time, the school counselor will ask each group to share their expert knowledge with the entire class. The class can take notes or fill in an additional portion of the handout (if one is provided) while their classmates present. If a role-play or other activity is showcased where students apply the information learned from the lesson, the school counselor can reiterate what was taught after each group shares/presents.

Why to Use

Using Partner Jigsaw is a way to help students learn experientially, and it also breaks up a large amount of content. By working collaboratively, students own their learning and also learn from one another.

Tips and Reminders

School counselors may want to consider different ways to group students prior to beginning the lesson, such as by current table groups or numbering off into random groups. Consider the number of students in the group and how this impacts group dynamics.

Typically, forming groups of three to five students is ideal. If students must move to find their team members, remember to consider ways to reduce transition times, such as all students being in their new groups as the school counselor counts backward from 10 (for more on transitions, see Chapter 6).

Prior to starting group work, school counselors may want to set group protocols, such as one group member is the timer, another is the recorder, a third is the presenter, and so on. Regardless of students' role, remind them that they will all participate in the discussion. Also remind students about using an inside voice during teamwork, so that all groups can hear as they are working. Prior to beginning, tell students how much time they will have to complete the work and consider setting a timer (a timer they can see while they are working is particularly helpful; see Chapter 6, page 114).

The school counselor is also advised to assess whether groups are on track to finish by walking around, and they may need to adjust the time as necessary. Providing several countdown warnings also helps groups finish up on time. As student "expert" groups are sharing with their peers, remind students of expectations as they are listening and advise presenters to use a loud voice. The school counselor may want to repeat the most important information shared to ensure that all students gain the necessary content.

Fist to Five

How and When to Use


Strategies like Fist to Five or Thumbs Up/Thumbs Down (described on page 77) allow school counselors to quickly assess the entire class for participation and to see how many students are on the right track. Counselors can ask students to rate, on a scale of fist (zero) to five, how much they understand a concept or how much they agree or disagree with a statement.

Fist to Five for Understanding. By scanning the room, a school counselor can instantly observe the number of students who report they understand at a high (four or five) level. If 25% or more students are reporting ones or twos, the school counselor can reteach or ask students who are displaying fours and fives to explain to the group in their own words. If a strong majority of the class report that they understand, the counselor is still advised to ask several students to explain, to deter students from mimicking the answer of their classmates when they really may not know.

Figure 5.9 Partner Jigsaw

Partner Jigsaw

1. Each student receives a portion of the materials to be introduced.
2. Students leave their "home" groups and meet in "expert" groups.
3. Expert groups discuss the material and brainstorm ways in which to present their understandings to the other members of their "home" group.
4. The experts return to their "home" groups to teach their portion of the materials and to learn from other members of their "home" group.
5. Students can use a graphic organizer to write down notes as experts talk.



Source: Illustration by Gogis Design, <http://www.gogisdesign.com>.

Figure 5.10 Fist to Five

Fist to Five

1. Ask students to rate, on a scale of fist to five, with a fist meaning they don't know at all and a five meaning they could teach someone else, the answer to the following question, or whether or not they agree with a statement.
2. Pose the question to the students.
3. Observe the range (or lack of range) within the room and randomly call on students to explain their number.



Source: Illustration by Gogis Design, <http://www.gogisdesign.com>.

Figure 5.11 Ticket Out the Door

Ticket Out the Door

1. At the end of the lesson, give an index card or piece of blank paper to each student.
2. Pose a question or sentence starter that relates to the lesson objective.
3. Have each student write their answer, and as they exit, they are to turn in their index card or slip of paper containing their answer.
4. School counselor can use student responses to gauge student learning (and even as a brief post-assessment).



Source: Illustration by Gogis Design, <http://www.gogisdesign.com>.

Prompting students to display numbered fingers can also be used for classroom responses to a multiple-choice question. The school counselor can post a question related to the lesson topic, asking students to show their answers on their fingers. Again, the counselor is advised to call on students to share their rationale for their answers, to further evaluate students' knowledge.

Fist to Five for Agree/Disagree. When using this strategy to assess students' attitudes, the school counselor can ask students with different levels of agreement to share their opinions. The school counselor can facilitate a discussion with the diverse thoughts and ideas shared.

Why to Use

Fist to Five is a quick way to observe the range (or lack of range) within the class. Following up by calling on students to explain their rationale for their response supports deeper reflection and allows the school counselor to check for understanding.

Tips and Reminder:

Wait until all students have their hands up, allowing for students at all levels to have enough processing time and setting the expectation that everyone in class will participate.

Ticket Out the Door***How and When to Use***

Assessing what students have learned and how they are applying the lesson content may come in the form of a Ticket Out the Door. One way to apply this concept is to ask students a question and/or provide a sentence frame to complete at the end of the lesson, based on the content taught. Students can write their response (preferable), or if time is limited, the counselor can choose one or two students at random to

share their answers out loud. The Ticket Out the Door can also be the completion of an assignment or activity given during the lesson.

Ticket Out the Door examples:

1. Study Strategies and Organization Lesson

Two strategies to help me be successful in school are _____.

2. College Knowledge Lesson

Do you want to go to college? Why or why not?

3. Career Exploration Lesson

What career would you like to further explore?

4. Anti-Bullying and Respect Lesson

A way to show respect to my classmates is _____.

5. Problem-Solving Steps Lesson

Share an example situation of when you can use the problem-solving steps we learned today.

6. Goal-Setting Lesson

My academic goal for fourth grade is _____.

Three actions I can take to achieve my goal are:

1. _____
2. _____
3. _____

Activity 5.2

Consider a recent classroom lesson you presented. What type of Ticket Out the Door can you create to align with your lesson?

Why to Use

A Ticket Out the Door is a means of assessment, helping school counselors understand what students learned from the lesson. While school counselors are advised to more formally assess one or two classroom lessons with pre- and post-tests, a Ticket Out the Door is a less formal way to evaluate the attitudes, knowledge, and/or skills gained from the lesson content. Although the school counselor does not have comparison (pre-test) data, results can still be reported, which is discussed further in Chapter 9.

Tips and Reminders

When writing the Ticket Out the Door question or sentence frame, be specific. Rather than asking students, "What did you learn from the lesson?" ask a detailed question

aligned with the most important concepts. If students are completing an assignment or activity, school counselors can either briefly check for completion (if the students should keep the information) or collect the tickets. Completion of a Ticket Out the Door can also be an incentive to stay on task and work efficiently if the tickets are to be turned in prior to recess, lunch, or end-of-the-day dismissal.

Using Engagement Strategies Within Family Workshops

School counselors can also use a variety of the engagement strategies listed previously when presenting to families; adult learners need engagement, too! Imagine the parents/guardians who have been up since 5:30 a.m. to get ready for work and get their children dressed, fed, and ready for school, and then dropped off their kids, worked all day, and are now at a parent meeting at 6:00 p.m. Those parents/guardians are tired and need an engaging presentation just as much as the students did earlier in the day! Below are some suggestions for ways to incorporate engagement strategies into presentations for families:

- *Think-Pair-Share*: Incorporate reflection questions pertaining to the topic into the presentation and ask parents/guardians to introduce themselves to a neighbor as they pair and exchange ideas, and then share some with the larger group.
- *Thumbs Up/Thumbs Down or Fist to Five*: Both of these strategies are a great way to assess the audience, for example, by asking how much knowledge they have on the topic (from zero to five), or to observe how much participants agree/disagree with statements (using a thumbs up or down or a fist [not at all] to open hand [strongly agree]).
- *Guided Notes*: Topics with a lot of information, such as positive parenting techniques or college readiness, can offer a good opportunity to include Guided Notes. Rather than passing out a handout with all the information in a traditional manner, school counselors can create Guided Notes for participants to fill out while they are listening, to keep parents/guardians engaged as they fill in the information.
- *"Sole" Mates*: Incorporating "Sole" Mates into the family workshop provides participants with a chance to stand up and meet someone new as they share their thoughts.
- *Partner Jigsaw*: Depending on the topic, school counselors may want to include a Partner Jigsaw, for example, by having parents/guardians split into groups to discuss different topics or respond to various scenarios. This strategy is especially impactful for multisession family workshops, as participants can dive deeper into workshop content and connect with one another.
- *Ticket Out the Door*: Asking parents/guardians to respond to a question as they leave is a great way for them to reflect on the topic they learned and for the school counselor to see what parts of the family workshop were most impactful and/or what questions still remain.

Incorporating a variety of classroom engagement strategies throughout the beginning, middle, and end of core curriculum classroom lessons involves students in the learning, which becomes interactive and fun. School counselors can include different strategies in their lessons, trying out a variety of techniques to see which work best for various situations. Through using these techniques, school counselors engage all students in the lesson, deepening their learning to create a greater impact on their attitude, knowledge, skills, and future behaviors.

Figure 5.12 Lesson Plan: Don't Blow Your Top! (With Engagement Strategies Highlighted)

6. Procedure:

Slide 1: Welcome students to the class and share the lesson title ("Don't Blow Your Top!").

Slide 2: Ask all students to read the school's behavior expectations out loud together (be ready; be respectful; be responsible). Ask students to silently think what the school counselor will see and what he or she will hear when students are following these expectations in the class. After allowing 10 to 15 seconds of think time, ask students to pair with a neighbor and tell the partner what they thought about. After 2 to 3 minutes of discussion, call on students who are demonstrating the expectations to share, and also praise the students specifically for their on-task behavior (raising their hand, looking at the speaker, etc.).

Slide 3: Remind students about the members of the school counseling department, including their counselor and any other counseling staff. Tell students that the counselor's job is to help students have fun at school by teaching them lessons about feelings (like they are doing today), planning events, talking to them if they have a problem, and helping everyone at school feel safe and happy.

Slide 4: Explain the objectives for the presentation and why they are important. Have one student read the first objective and another student read the second, or ask the whole class to read each objective collectively. Explain that this is what the students will be learning today.

Objectives:

- We can explain what it means to feel angry and how anger affects our bodies.
- We can identify at least two ways to calm down when we are angry.
- We can write a letter to our family applying the information we learned about anger.

Tell the students that the objectives are aligned to the school counseling standards at the bottom of the slide.

Slide 5: Ask the students to think quietly about things that have made them feel angry. While they are thinking, ask two students to pass out a 3 × 5 card to each student. Tell the students they are going to write their name on the card and two to three things that make them feel angry. Explain the example on the PowerPoint (make sure to model what you'd like students to write on the card by updating the slide with your own name and developmentally appropriate examples of what makes you feel angry). Walk around and observe while students are writing, noticing any specific students you'd like to call on to share and any you'd want to avoid. After several minutes, regroup the class and ask for three to four students to share what makes them feel angry. After each student shares, ask the class to raise their hand if what the student said makes them angry, too. Ask one or two students to quietly and quickly collect all the cards and bring them up to you in the front as you proceed with the next slide.

Slide 6: The school counselor may want to have different students read each bullet point, calling on the first student and asking the next student to "popcorn" to a new student. Expand on the bullet points, explaining that feeling angry is normal, just as in the examples shared with the class. Explain that anger is a normal emotion that everyone feels. However, if we overreact when we are upset by saying or doing things we don't mean, that is when we can get ourselves into trouble.

Slide 7: Explain the different feelings that students may have to alert them when they are feeling angry. An arrow accompanied by different body signs will appear on the screen with each click (sweaty hands and body, tight muscles or clenched fists, heart racing, etc.). The school counselor may want to briefly act out some of descriptions, such as clenching his or her own fists and then asking students to clench theirs. Explain that different people feel differently when they are angry, and it is important to understand how your body feels because it's like a warning sign to remind you to calm down. If there is time, school counselors can ask students to share what happens to their body when they are angry with a partner.

Choral Reading

Think-Pair-Share

Choral Reading

Think-Ink-Pair-Share

Creating Pull Cards

Similar to Thumbs Up/Down

Popcorn Reading

Think-Pair-Share

(Continued)

Figure 5.12 (Continued)

Slide 8: Tell students that when we get angry, we feel it in our bodies, and if we don't calm down, we can stay upset. Take out the balloon and explain that it is like our body. Read one of the examples of being upset from the card (without reading the student's name), then puff into the balloon. Continue to do this until the balloon gets very large. Ask the students what will happen if you keep blowing. (Answer: The balloon will pop!) Explain that, yes, when we don't calm down, we can end up saying or doing something we don't mean.

Slide 9: Randomly call on student names from the cards to read: (1) "Stop and think," (2) "Ask yourself, *How does my body feel?*" (3) "Try to calm down by . . ." and then each of the calm-down strategies. At each one, stop and practice.

- **Taking slow, deep breaths:** Demonstrate how to breathe in and out deeply, without gasping or puffing loudly. Practice with the class three times.
- **Thinking calming thoughts:** Explain that thinking about a peaceful place or something that helps them feel happy can take their mind off what is making them upset. Give some examples (like being at the beach or laying on the couch). Ask students to close their eyes and picture a peaceful place.
- **Counting backward slowly:** Ask students which is more calming—counting quickly or slowly—and then ask why. Students will likely respond that counting slowly helps them relax; if not, help guide them to the answer, and then practice as a class.
- **Talking to yourself positively:** Explain that sometimes when we get upset, the words in our head sound like this: "I'm so mad!"; "I can't believe he did that to me!"; or "She's so mean!" However, if we let those words go on and on in our head, we will get more angry instead of less. Instead, we can think things like, "I'm mad, but I'm going to calm down"; "I'm just going to ignore him"; and "I will get through this." Saying positive, calming words will help us feel less upset so that we don't say or do something that we don't mean.

Slide 10: Discuss the other "anger busters" listed on the slide, and talk about when students can or can't use different ways to calm down. For instance, when they are in class, they can't listen to music, but that is a strategy they can use at home. Ask students to list other ideas they have that help them calm down.

Slide 11: Explain that students are going to write a letter to their family explaining what they have learned. While reading each question, pause for the class to fill in the underlined word (i.e., Counselor: "What did you . . ." [pause]; Students: "learn"?). As you are describing your example, ask two students to quietly pass out lined paper. If possible, turn on classical or other calm music while students are writing. Walk around the class to answer questions and support students as they are writing. If some students are finishing earlier than others, ask them to add other calm-down ideas to their letter and/or pass out Plickers for post-assessment.

Slide 12: As students are finishing up, remind them that it is OK to feel angry and to practice different calm-down strategies until they find their favorites. Also ask students to read the letter with their family, and ask them to have an adult sign to show that he or she read the letter. When students bring back the signed letter, they will get a surprise from the school counselor (such as a pencil, five extra minutes of recess, or their name entered in a raffle), or this can be part of their homework as coordinated with their teacher.

Slide 13: Finally, review the objectives with the students and call on students randomly using the cards to fill in the sentence frames ("Anger is _____," "Anger can affect our bodies by _____," etc.).

Pull Cards

Practice Activity

Practice Activity

Ticket Out theDoor

Echo/Repeat Response

Pull Cards