



Dust Off Those Clickers

Welcome!

Find a seat and turn on your clicker. Use the arrows and Send to enter your answer to the following:

On a scale of 1 (*extremely dissatisfied*) to 5 (*extremely satisfied*), how do you feel about the current level of student engagement in your classroom/educational setting?



Dust off those clickers...



*...and polish
student performance!*

*Steve Puls, Theresa Bell
and Rachel Porter*

THE CENTERS FOR QUALITY TEACHING AND LEARNING

Helping teachers reach every student, every day.





Goals of the session

- ✓ Learn how clickers can be used to engage every student.
- ✓ Understand the various ways clickers can be used for formative and summative assessment.
- ✓ Discover how to use the real time data collected from the clickers to benefit students & teachers.





How are clickers being used in your classroom?

- A) Review for quizzes/tests
- B) Administering quizzes/tests
- C) Informal assessment during lessons
- D) Surveys, polling and/or voting
- E) They are available, but not used.
- F) They are not available to my students.





Tech Tools for Assessment

Personal Response Systems (aka clickers)





Effective Use of Clickers

- ✓ Student Engagement
- ✓ Assessment
- ✓ Performance Feedback
- ✓ Midcourse Corrections
- ✓ Collecting Data for Differentiation





Student Engagement



Engage with content

- Not necessarily the teacher

Overt responses

- Observable and measurable
- Every student is given a voice

Change of Pace

- Refocusing attention
- 10 and 2 rule





Assessment

- ✓ Formative and summative
- ✓ Formal and informal
- ✓ Skills and interests
- ✓ Variety of formats
 - Multiple Choice
 - True False
 - Matching
 - Short Answer/Fill in the Blank
 - Essay/Product/Performance





21st Century Assessments

21st Century assessments
are focused on both
the **learning process** and
the **assessment outcome.**





Building Thinking Skills

Uses that Promote Lower Order Thinking

- ✓ Quick concept checks (recall)
- ✓ Review games
- ✓ Vocabulary review
- ✓ Timed drills

Uses that Promote Higher Order Thinking

- ✓ Discussion prompts
- ✓ Confidence levels
- ✓ Voting
- ✓ Problem solving
- ✓ Questions without clear right answers
- ✓ Opinions





Seinfeld Teaches History





If only Jerry had been able to use a set of clickers.....

What one word might describe his remodeled lesson ?





Think-Pair-Share

If you were to advise Jerry on remodeling this lesson, how would you suggest he use clickers to get better outcomes?

Write each modification idea on a separate post-it.





Share Your Ideas

- ✓ Combine your ideas on chart paper with those of 2 other groups.
- ✓ Divide your modifications into 2 categories, those that are likely to promote:
 - Lower order thinking
 - Higher order thinking
- ✓ If you have a notable lack of ideas in either category, add some new ones on extra post-its.





Assessment Data



Differentiated Instruction





Using Assessment Data

- ✓ Performance feedback for students
 - During the learning
- ✓ Mid-course corrections for teachers
 - Adjusting pace, emphasis, strategies
- ✓ Planning for Differentiation
 - Grouping, tiered lessons, choices





Performance Feedback

- ✓ **Specific**
- ✓ **Throughout the learning process**
- ✓ **Reinforcing learning and effort**
- ✓ **Abundant**
- ✓ **Addressing misconceptions**
- ✓ **Increasing confidence and motivation**
- ✓ **Throughout the learning process**





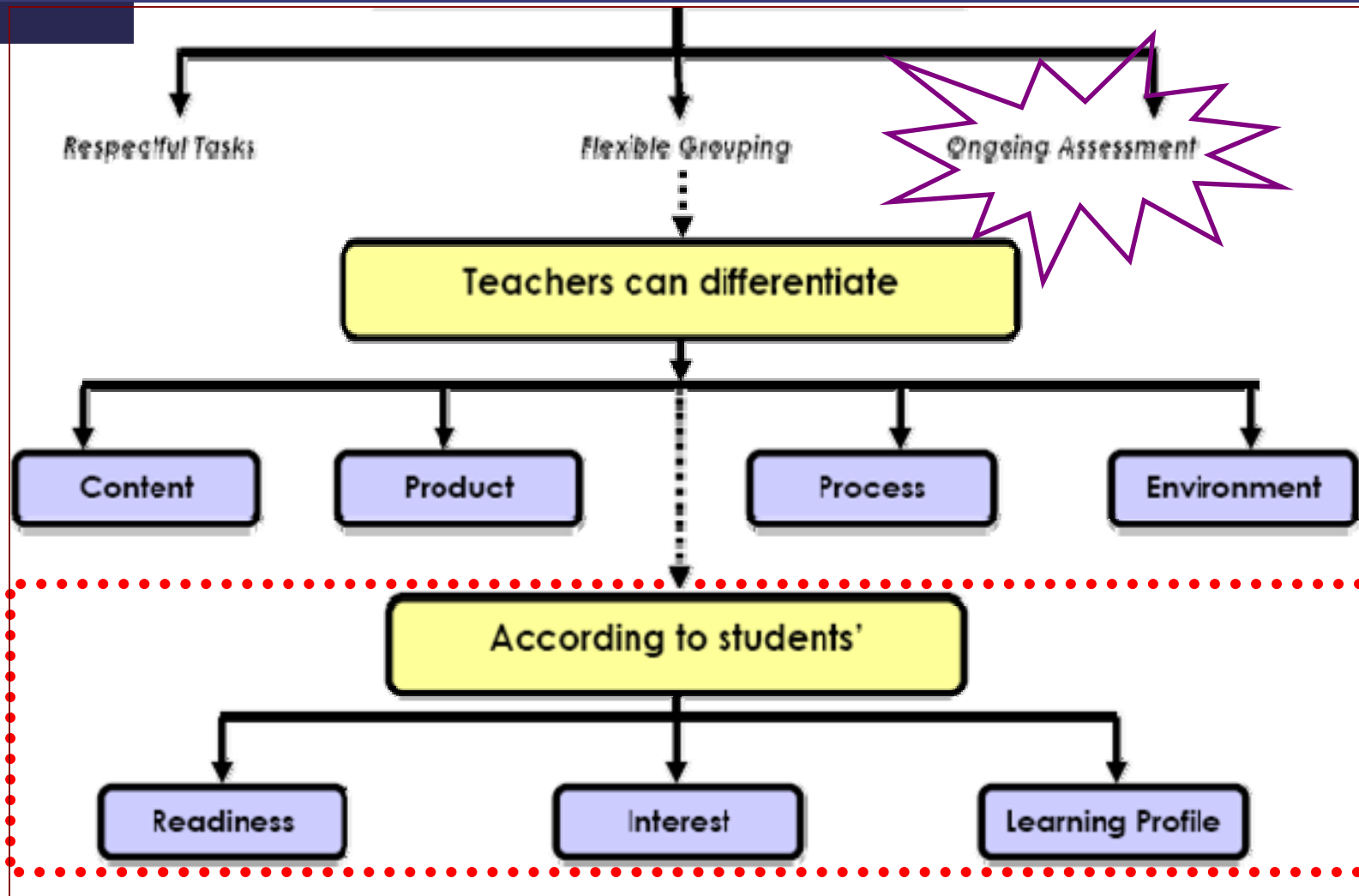
Midcourse Corrections

- ✓ Adjustments during the teaching/learning process
- ✓ Responsiveness to student needs
- ✓ Common midcourse corrections:
 - provide further practice
 - re-teach in a different way
 - extend and deepen the learning



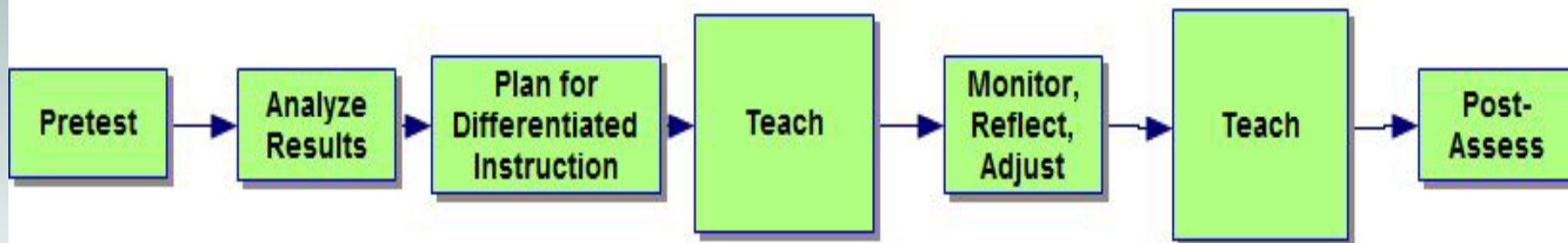
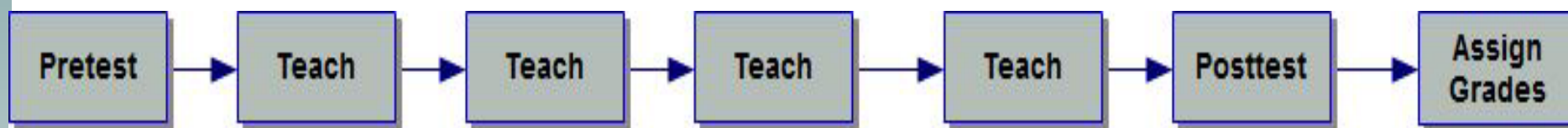


What is Differentiation?





Traditional Model



Revised Model

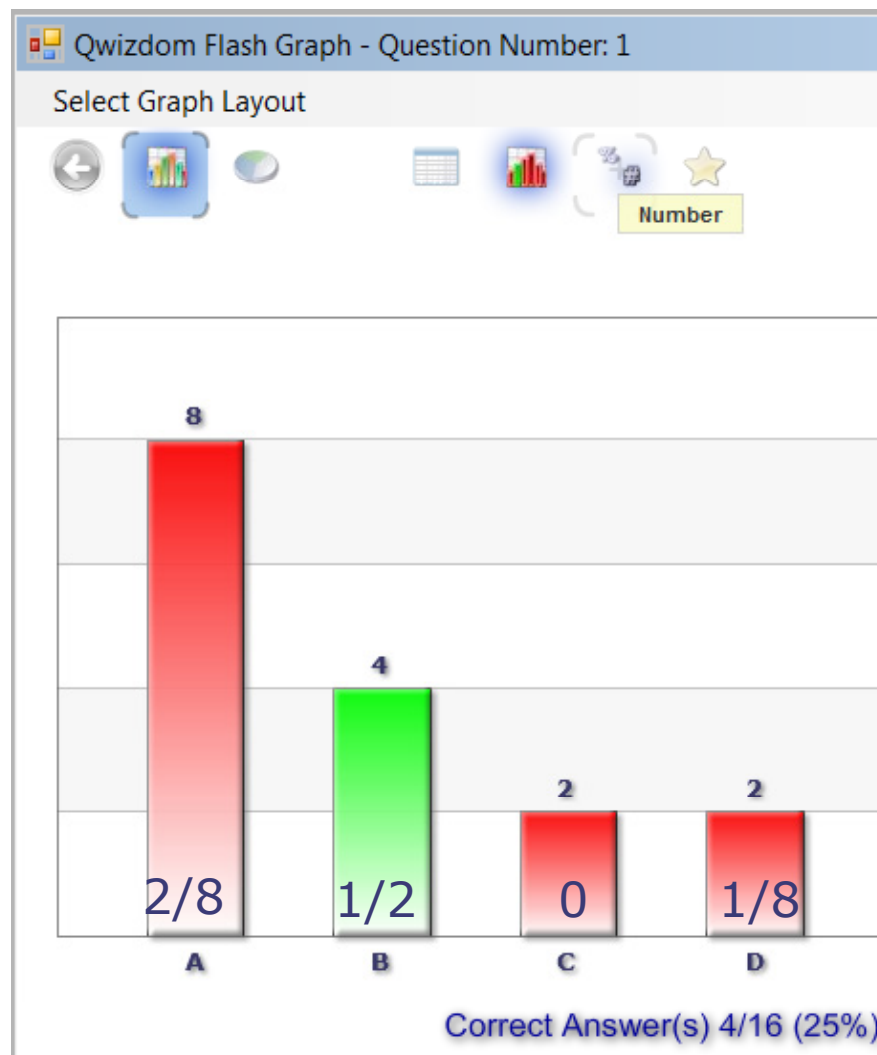
Larry Ainsworth, Donald Viegut,
Common Formative Assessments





How would you differentiate?

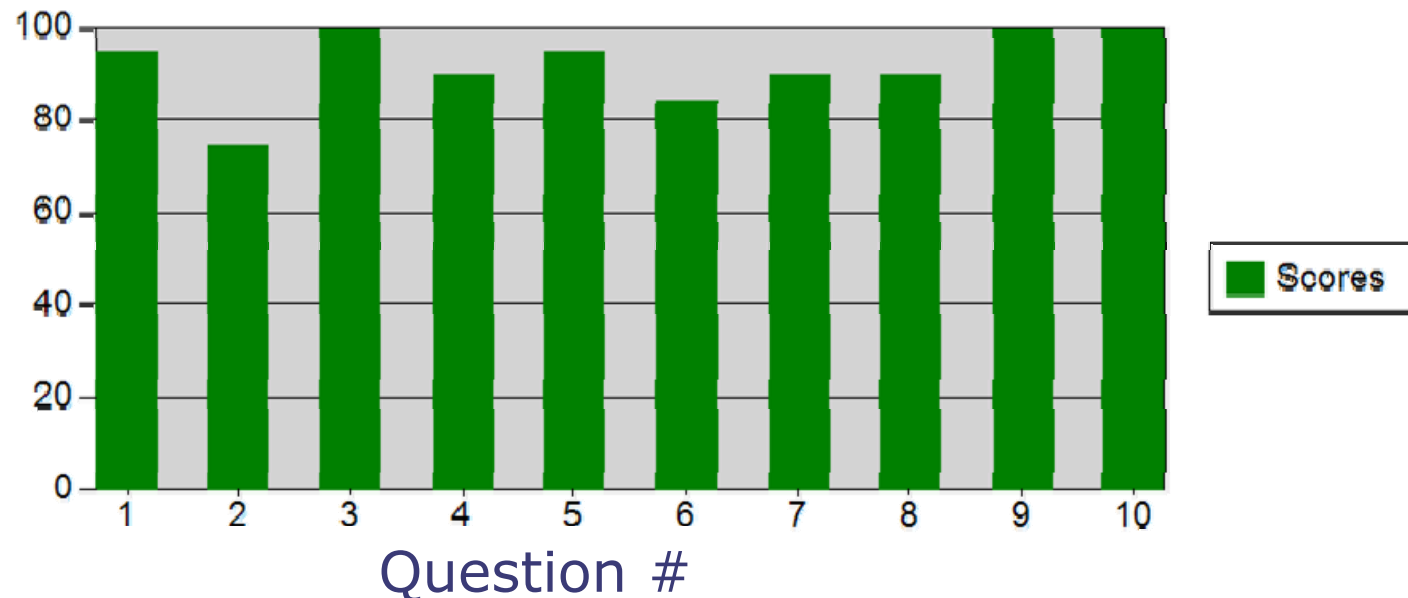
Sally Jones asked students to solve the following problem before they left her class: $\frac{1}{4} + \frac{1}{4} = \underline{\hspace{2cm}}$. Tomorrow, she intends to start a unit on subtracting fractions. What adjustments should she consider?





How would you differentiate?

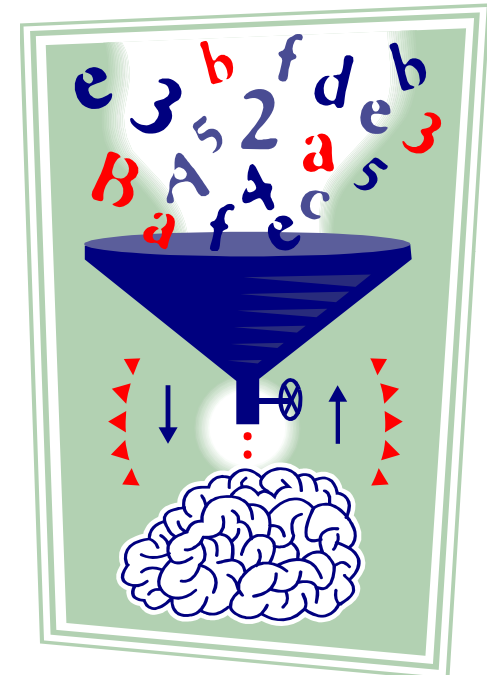
Thomas Teacher is starting a lesson on the solar system with his 6th graders. He gave a 10 item pre-assessment on the names and order of the planets. Based on the data, what should he consider doing?





“Not everything that
can be counted counts,
and not everything
that counts can be
counted.”

- Albert Einstein





However.....

Opportunities to measure student learning and use student data are abundant and often go unrecognized.

So, let's dust off those clickers and get going!





How do you anticipate using clickers in your classroom?

- A) Review for quizzes/tests
- B) Administering quizzes/tests
- C) Informal assessment during lessons
- D) Surveys, polling and/or voting
- E) I do not anticipate using them.





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