The CATALYST Approach™

to

Whole Group Leadership

Beyond The Foundations

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Beyond the Foundations Skills

Management Contexts

In this section we will focus on three skills that fall into the contexts of Engage and Transitions.
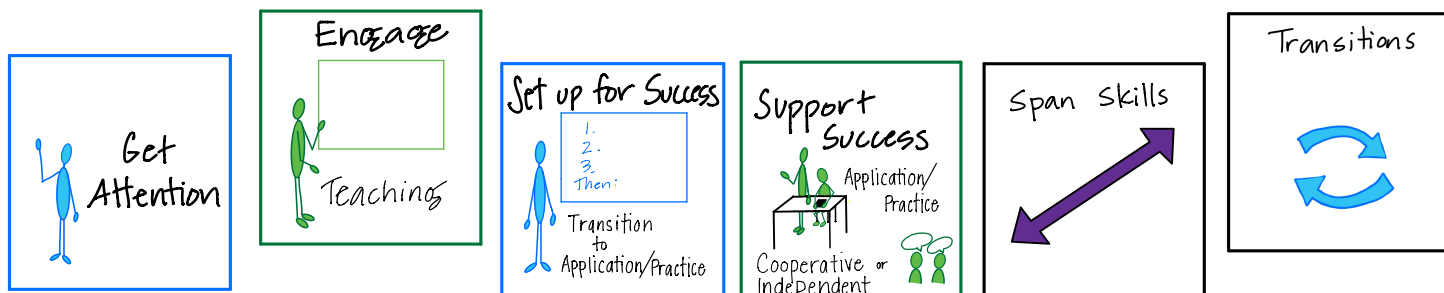
Rationale & Outcomes

Engage: Mix It Up, Indicate the Input, Tiny Task

Keeping students engaged changes how they view school. In this section, adults learn even more strategies to encourage and foster participation, and focused learning.

In this section you will learn to:
- Assess the need to adjust the mode of interaction to maximize participation
- Using brief directions to facilitate group and individual portions of teaching
- Increase predictability for students with cues
- Facilitate efficiency while engaging student by presenting small tasks in a visual way.

Transitions: Silent Select

Transitions are one of the most frustrating elements of the school day because they impact the amount of time spent on meaningful learning activities. By investing in strategies to create more efficient transitions, teachers free up more time for learning and decrease students' anxiety.

In this section You will learn to:

- Efficiently move students from one area or activity to another
- Use specific behaviors to increase the feeling of safety and calm during transitions

_____ Engage: Mix It Up _____

What is it?
Mix It Up is a strategy to keep students interested and engaged during whole group instruction by varying the modes of interaction the teacher uses.

When is it used?
When the teacher is posing questions and/or eliciting responses during the whole group lesson or class discussions.

How to do it:
✦ During whole group instruction the teacher varies the modes of interaction (i.e. One at a Time, Partner Conversation, Choral Response, Internal Processing, Kinesthetic Response), to keep students even more deeply engaged in the content.
✦ The teacher is aware of moving between both Internal Processing (i.e. individual time to write or think) and external formats to allow for quiet reflection as well as the verbal interaction.
✦ By observing how students react when a question is posed, the teacher can select a mode that best fits what most of the group needs. For example, if after asking a question the teacher notices many students look excited to share, a Partner Conversation will provide that opportunity.
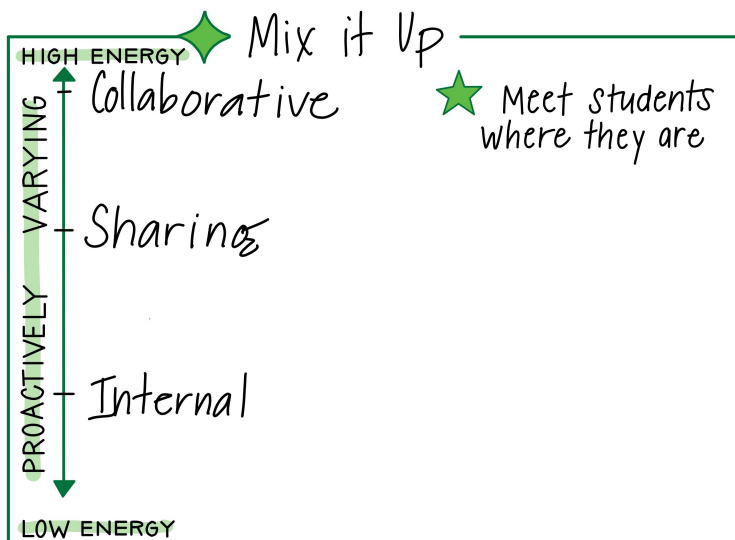
Examples:
✦ The teacher notices the same few students are raising their hands to answer questions, moving to a Partner Conversation may give even more students the confidence to raise their hand after discussing with a peer.
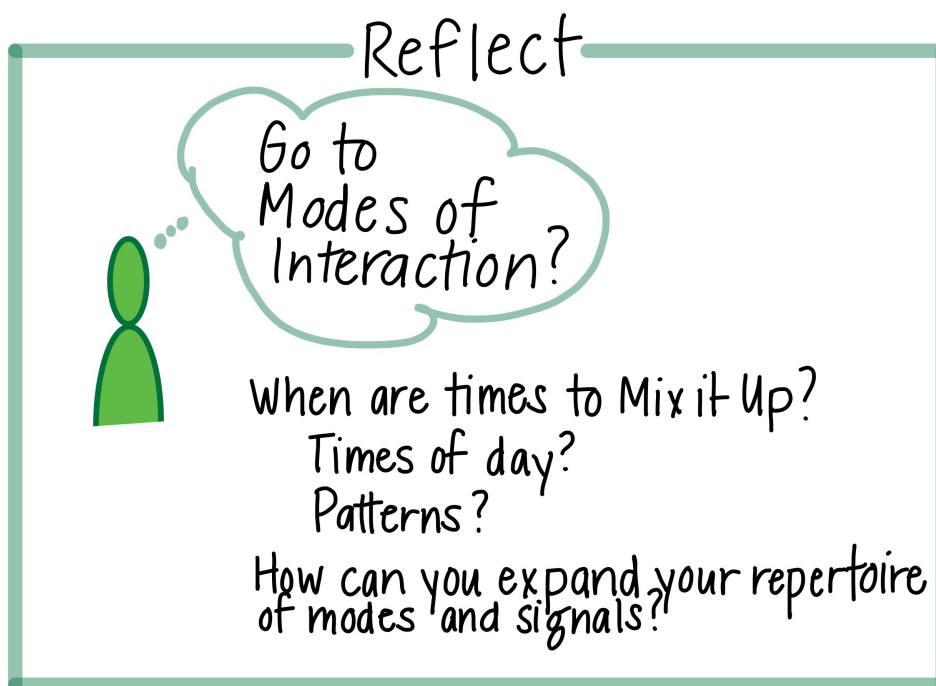
Why do it?
Students will interact and understand the content when they are even more actively engaged in the instructional process.

Refine it:
✦ As the teacher becomes more comfortable with switching between modes, they will also become more aware of choosing a mode that is most beneficial for the whole group's learning. For example, the class is exhibiting very high energy today, the teacher can decide to "go with it" and use many Choral Responses or Kinesthetic Responses to allow for more active participation. Or the teacher may choose to increase the opportunities for Internal Processing or use One at a Time to lower the collective energy of the group.

_____Specialty Skill

Reflect

Go to
Modes of
Interaction?

When are times to Mix it Up?
   Times of day?
   Patterns?
How can you expand your repertoire
of modes and signals?

_____ Engage: Indicate the Input _____

What is it?

Indicate the Input is a skill that visually shows how many students will have the opportunity to share before moving on

When is it used?

While facilitating a discussion and the teacher would like to either limit the number of students who get to share or elicit a certain number of student responses

How to do it:

✦ The teacher announces how many student inputs are going to occur while also indicating the same number visually

✦ Two examples of input indicators are holding up the number on your fingers and putting a certain number of post-it notes up on the whiteboard

✦ As each student shares, the teacher puts down a finger or removes a post-it note to indicate how many inputs remain

✦ The visual representation of how many inputs remain should stay visible the entire time.

Indicate the Input

focus:
↑ predictability and clarity for students

Indicate the Input

Hands

less disappointment

Why do it?

The goal of using this skill is to increase predictability and security for students.
When many students want to share, it can reduce disappointment when they know how many students will get a chance. When fewer students are wanting to share, it can increase participation by eliciting the number of inputs the teacher wants.

_____Specialty Skill
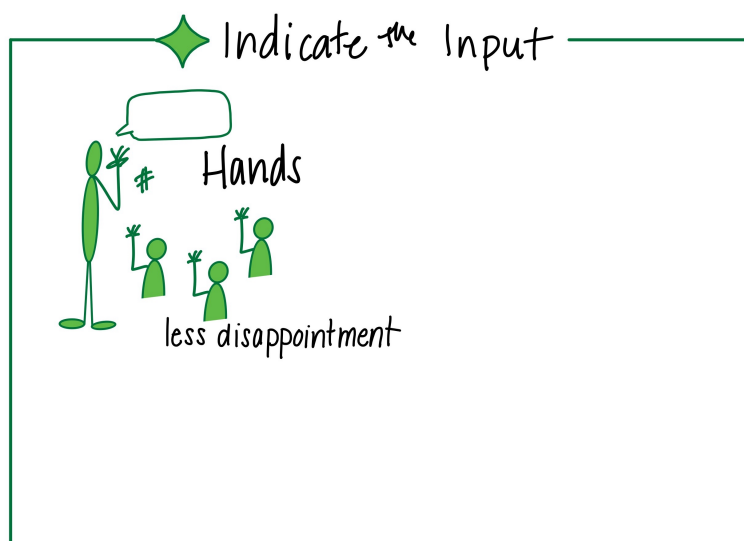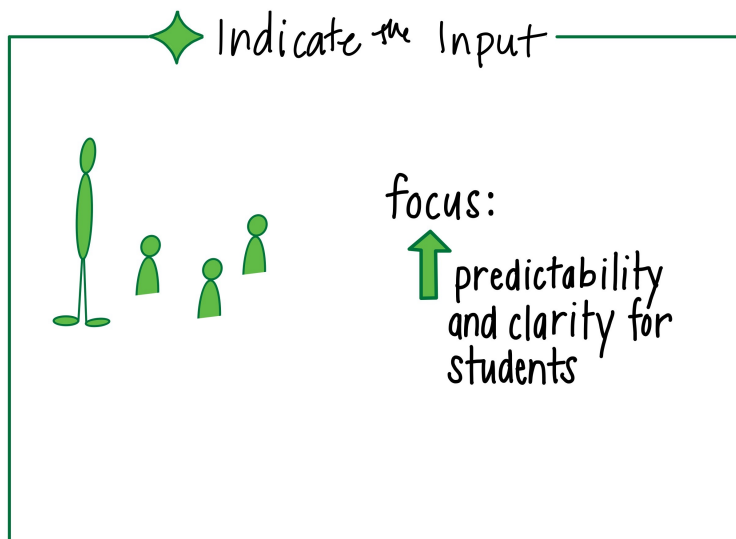
Reflect

Indicate the input

Are these things you already do?

Would your style be to use fingers, post-it notes, marks on the board?

Combination? Something else?

Reflect and record

fun ways?

smile to a face ☺
smile to a head
five fingers
a kite
a flower

What are all the ways?

_____ Engage: Tiny Task _____

What is it?
Tiny Task is a skill used to increase clarity and independence during the Engagement phase.

When is it used?
This skill is used when the teacher would like students to do a quick task during the Engagement phase (as opposed to a fully independent task)
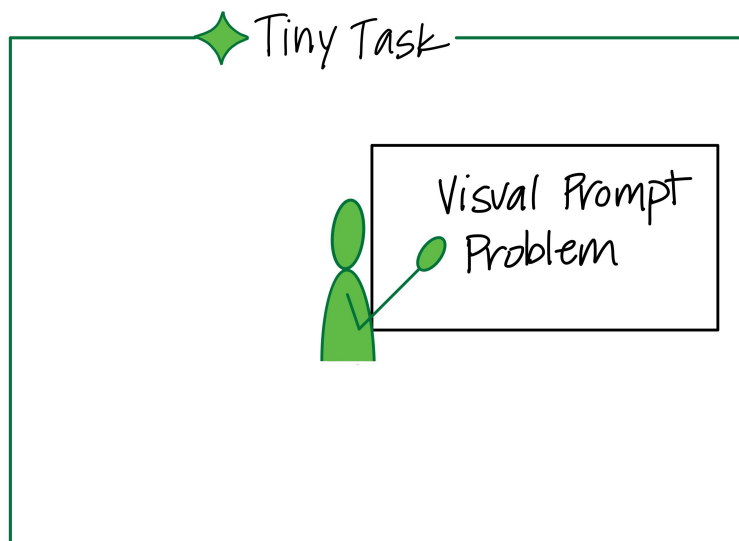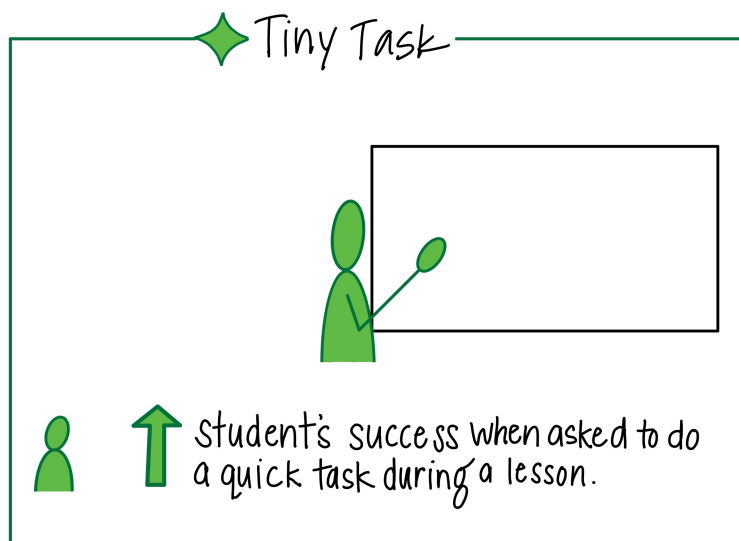
How to do it:
- ✦ The teacher goes visual with how to do a quick task
- ✦ The visual should include any steps or key information

Why do it?
By going visual with a quick task, students will be able to refer back to the key information, making the task clear and allowing students to be more independent in completing the task. When the teacher goes visual with the task, the student is free to focus on the curriculum and repeating/reminding is eliminated.

Refine it:
- ✦ If the task might be slightly longer, the teacher could choose to add (visually) a task for early finishers such as socialize, think about, or an extension activity.
- ✦ If the task is a quick task, the teacher could choose to add directions on how the student should signal that they are finished with the task (pencil down, thumbs up, and look up)

Tiny Task

Student's success when asked to do a quick task during a lesson.

Tiny Task

Visual Prompt Problem

_____Specialty Skill

Reflect

record

Possible Tiny Task directions?

What adjustments might you make to your teaching space?

_____ Transitions: Silent Select _____

What is it?
Silent Select is a skill where students are dismissed to transition from one place to another by using a visual signal.

When is it used?
Silent Select happens when transitioning students from teaching into independent work, including those that might require students to move from one location to another (i.e. lining up to leave the classroom).

How to do it:
✦ Dismiss students visually without any verbal directions.

Examples:
✦ The teacher hands a paper to each student as their clue to move to independent work
✦ The teacher points to signs that correspond to group names or colors
✦ The teacher holds up a certain number of fingers to indicate which group number may go next
✦ The teacher uses a signal to release individual students (open palm with eye contact, nod, wink)

Why do it?
When the teacher dismisses students visually, it maintains productivity for the students who get started working first because they do not have to ignore the teacher's voice as the rest of the students are selected. The students who are still waiting to be dismissed must maintain their attention on the teacher to see when it is their turn to be dismissed.

Silent Select

Silent Select — See it / Touch it

TRANSITION

_____Specialty Skill
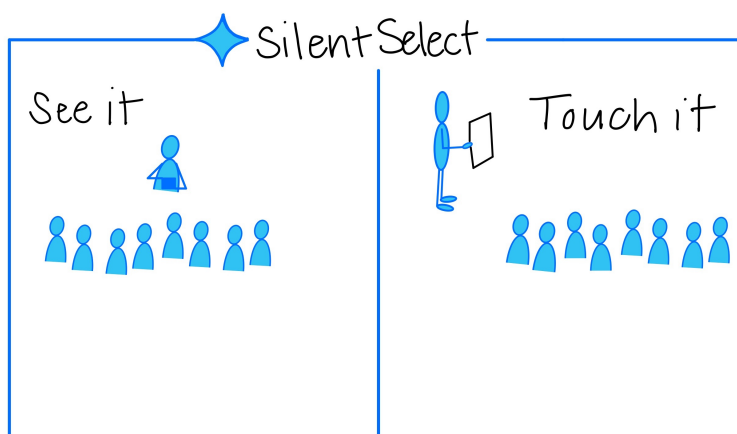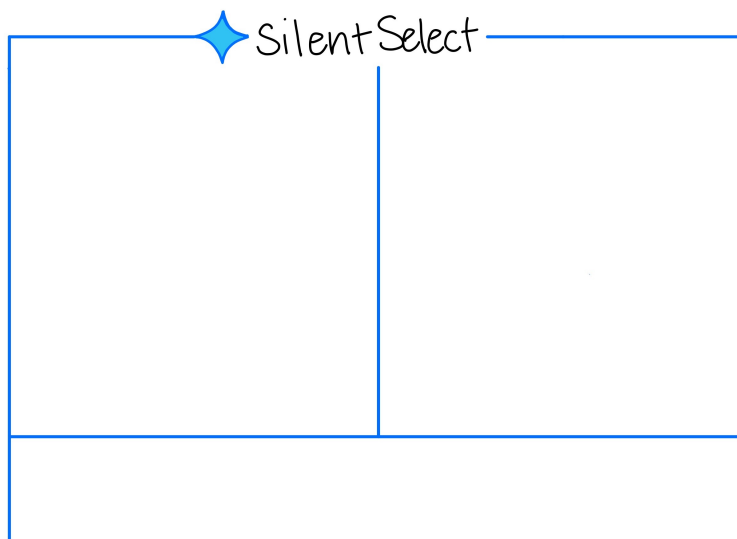
_____ Transitions: Silent Select _____

Refine it:

✦ Depending on how much the teacher wants to stagger the energy in the room, the number of students dismissed at one time can be adjusted. To stagger it the most, select one student at a time. On easier days, the whole class could be directed to move at the same time. Selecting a small group at a time is right in the middle of the continuum.

✦ The teacher may also want to be selective about which student is dismissed first or early in the process. Students who need more time to build stamina may be selected first, while those that engage quickly can be dismissed last.

Reflect

Silent Select

and record

Save voice dismiss students with a visual cue.

Do you already use colors, table names or have name sticks?

Can you think of a clever calm way to indicate who should leave?

Reflect

TRANSITIONS

one at a time ——— cueing small groups in waves ——— signal to move altogether

When are the times...

and record

_____ Wrap Up: Beyond the Gems _____

In this course, you have learned the ten of the thirty plus additional skills found in Whole Group Classroom Leadership: Beyond the Foundations. These skills will be added to your toolbox of options that will support you in achieving a classroom environment that provides emotional and physical safety for students so that they can engage in rigorous instruction, social activities, and more.

Take some time to make review each skill by writing a once sentence reminder of the skill. Next set a specific to each skill to increase the likelihood of full implementation.

Skill	One Sentence Reminder	Goal
Regulate Yourself		
Adjust the Volume		
Slow it Down		
Survey the Land		
Curriculum Flip		
Ride the Wave		
Mix It Up		
Indicate the Input		
Tiny Task		
Silent Select		