

Teacher _____ Date _____

Observer _____ Lesson _____

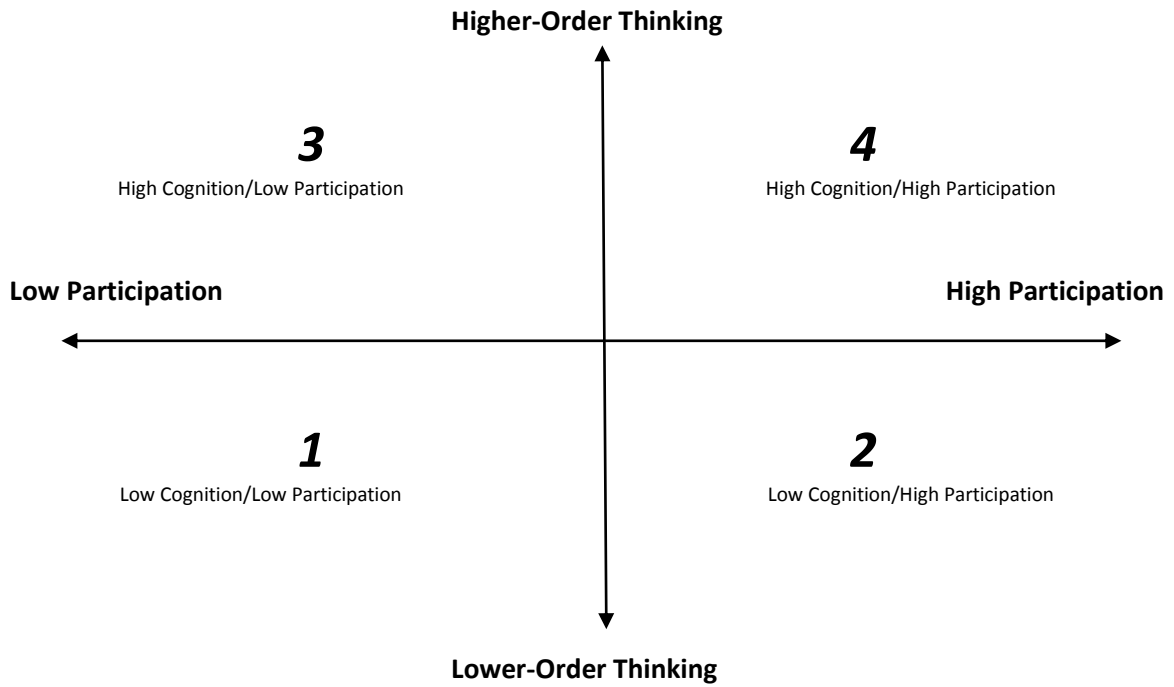


Figure 2.1 Total Participation Techniques-- Cognitive Engagement Quadrants

Quadrant	Time	Description of Activity

For collaborative use as you plan, observe, and debrief peer observations.

Appointments	
Time:	You have an appointment with:
8:00 am	
9:00 am	
10:00 am	
11:00 am	
12:00 pm	
1:00 pm	
2:00 pm	
3:00 pm	
4:00 pm	
5:00 pm	
6:00 pm	
7:00 pm	
8:00 pm	

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Appointment Agenda
 Himmele, P. & Himmele, W. (2011). *Total Participation Techniques: Making Every Student and active learner.*
 Alexandria, VA: ASCD

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Bounce Card

Bounce:

Take what your classmate(s) said and bounce an idea off of it. For example, you can start your sentences with:

- “That reminds me of...”**
- “I agree, because...”**
- “True, another example is when...”**
- “That’s a great point...”**

Sum it up:

Rephrase what was just said in a shorter version. For example, you can start your sentences with:

- “I hear you saying that...”**
- “So, if I understand you correctly...”**
- “I like how you said...”**

Inquire:

Understand what your classmates mean by asking questions. For example, you can start your questions with:

- “Can you tell me more about that?”**
- “I see your point, but what about...?”**
- “Have you thought about...?”**

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TRUE

NOT TRUE

**TRUE WITH
MODIFICATIONS**

**UNABLE TO
DETERMINE**
based on information learned

Three 3's In A Row

Find someone who can explain what's asked for in the box (find one person per box). Ask them to initial your box and tell you the answer. Then you should write the answer in your box. Note: You are the only person who should be writing answers in your boxes.

<p>Can tell what the most useful TPT has been so far, and explain why</p> <p style="text-align: right;">Initials _____</p>	<p>Can talk about the most important concepts (not techniques) presented yesterday.</p> <p style="text-align: right;">Initials _____</p>	<p>Can talk about next steps in terms of supporting teachers in their uses of TPTs.</p> <p style="text-align: right;">Initials _____</p>
<p>Can tell about two things you plan to implement soon, and tell how they will be implemented</p> <p style="text-align: right;">Initials _____</p>	<p>Of all that was discussed today, what one thing has the biggest potential for affecting student learning? Tell Why.</p> <p style="text-align: right;">Initials _____</p>	<p>Can describe two students who would benefit from the use of TPTs, and explain why they would benefit</p> <p style="text-align: right;">Initials _____</p>
<p>Can discuss what one challenge will be regarding the implementation of TPTs</p> <p style="text-align: right;">Initials _____</p>	<p>Can discuss what it will take in taking TPTs schoolwide.</p> <p style="text-align: right;">Initials _____</p>	<p>Can explain why "Ripple Questioning" is helpful for students</p> <p style="text-align: right;">Initials _____</p>

The Debate Team Carousel

<p>1. Give your opinion and explain your <i>rationale</i>. Record your opinion and explain your reason for it.</p>	<p>2. Add a supporting argument. Read your classmate's response. In this box, add another reason that would <u>support</u> your classmate's response.</p>
<p>3. Add an opposing argument. In this box, record a reason that might be used as an <u>opposing</u> argument to what is written in boxes #1 & #2.</p>	<p>4. Add your "two cents." Read what is written in the three boxes. Add <u>your opinion</u> and <u>your reason</u> for it in this box.</p>

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Figure 5.X- The Debate Team Carousel

Please cite when using: Himmele & Himmele, 2011, *Total Participation Techniques*, Alexandria, VA: ASCD.

Name _____

Date _____

Picture Pause #1	Picture Pause #2	Picture Pause #3
Topic:	Topic:	Topic:
The BIG Picture		
Explanation:		