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Promoting Student Voice by Creating Choices

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Promoting Student Voice by Creating Choices

TFSC Wally Cordes Chair Presentation

February 24, 2021

Marcia B. Imbeau, Ph.D.

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Introduction

- What I Teach....
- Influences.....
 - *Two Models*
 - **Differentiated Instruction** – work of Dr. Carol Tomlinson, Professor Emeritus, University of Virginia
 - **Understanding by Design** – work of Dr. Grant Wiggins and Jay McTighe

A stack of colorful books in various colors including red, green, blue, and orange, fanned out on the left side of the slide.

What is

Diff**E**re**N**t**i**at**i**o**N** ?

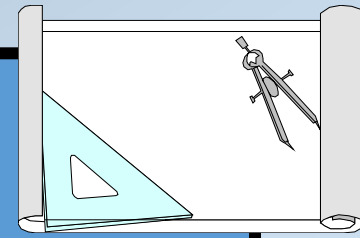
Differentiation is a framework or model designed for any educational context with the intent of supporting teachers in designing classrooms that are responsive to the students in them.

Two Big Ideas of UbD

Teach & Assess for
Understanding

3 stages of
Backward Design

The 3 Stages of ("Backward") Design

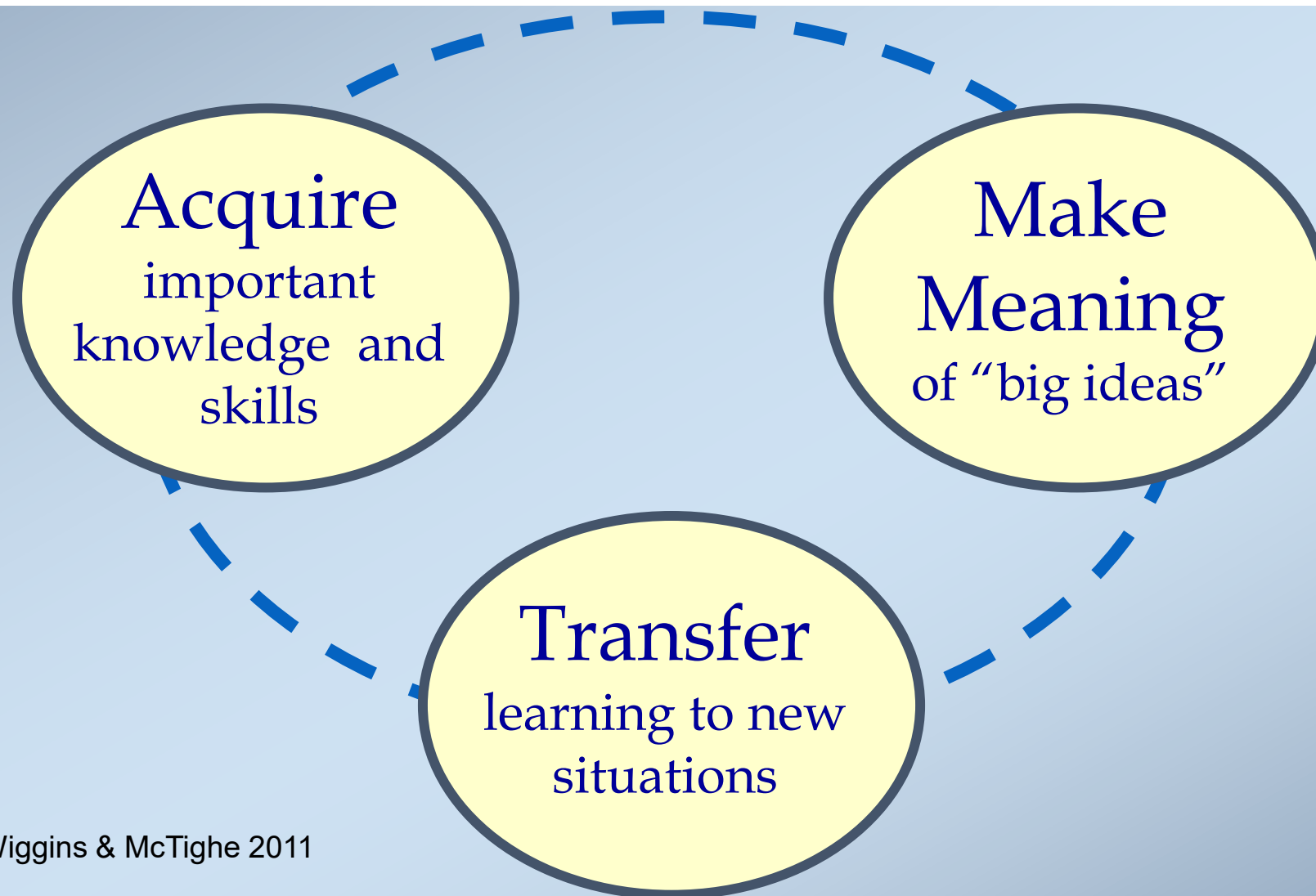


1. Identify desired results

2. Determine acceptable evidence

**3. Plan learning experiences
& instruction**

Teaching and Learning for Understanding

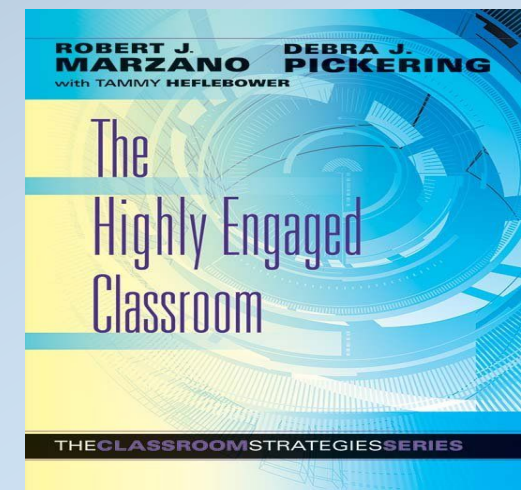


IF YOU HIT THIS SIGN,
YOU WILL HIT THAT BRIDGE



What choice adds...

- According to Marzano & Pickering (2010)
- When given a choice by teachers, students perceive classroom activities as more important
- Providing academic choices increases student engagement



Product Options



- Students enjoy having a variety of ways that they can show what they know or have learned about a topic which increases the chances for more students to be successful.
- **Caution!!** Make sure that regardless of the option – EVERYONE must provide evidence of meeting the goals of the lesson/unit.

Assignments from a few of my classes

- **COURSE PROJECT**
- In addition to class discussions and assigned readings, each class member will complete a project that will consist of an *original* piece of material that is directly related to this field. (Please, don't dig out or revise an old research paper!) There are several forms that this material may take and a number of examples that others have chosen from past classes will be shared several weeks into the course.
- The only restrictions placed on this project are:
 - That it have an **authentic audience** besides you and me.
 - That it does not consist of a summary or recapitulation of material that is already in print.
 - That it is something you have written, developed, or created and that it did not exist before the start of this course. In other words, I do not want a “show-and-tell” of the things you have already done.

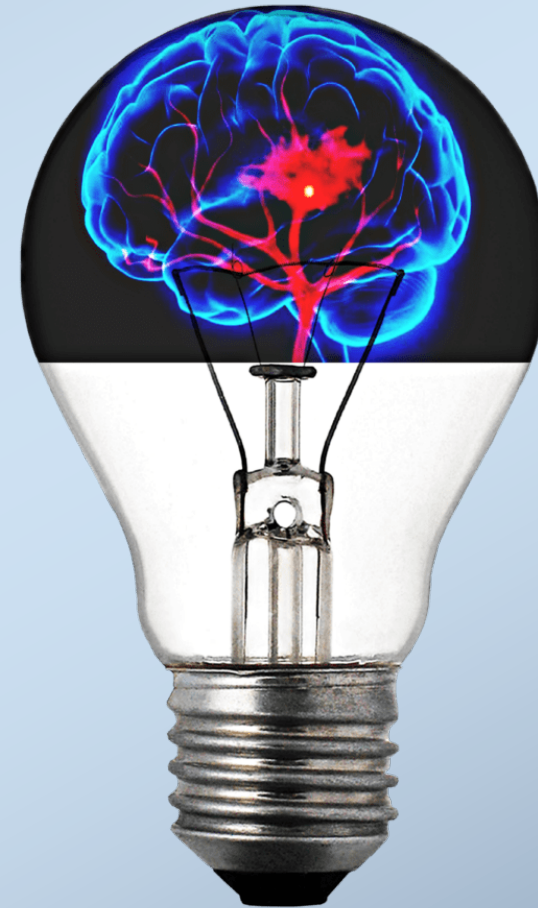


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From a *Seminar in Developing Creativity* Course

Create an Invention!

- Design a model or prototype of an invention that responds to a personal or societal need. Document your invention process in an invention log/notebook and submit this when the invention is due. You must bring your invention to class and be prepared to discuss the development of your creation. You should carefully review the **Invention Rubric** for additional expectations for this project.



Invention Rubric

Inventor _____

Total Points _____/50 points

Adapted from: <http://electroniclearner.wikispaces.com/file/view/Invention+Rubric.pdf>

Criteria for Invention	Expert Inventor (5 pts. for each bullet)	Skillful Inventor (4 pts. for each bullet)	Amateur Inventor (3 pts. for each bullet)	Beginner Inventor (2 pts. for each bullet)	Total Points
<ul style="list-style-type: none"> • Novelty: Does the invention involve a novel idea? • Is the invention a fresh or unexpected idea? 	<ul style="list-style-type: none"> • A significance difference between this invention and previous products. • Unique and exciting product idea along with clever title. 	<ul style="list-style-type: none"> • A substantial difference between this invention and previous products. • Very interesting product idea along with interesting title. 	<ul style="list-style-type: none"> • Some simple differences between this difference and previous products. • Attractive, but predictable, idea along with an interesting title. 	<ul style="list-style-type: none"> • Very similar to prior products • Traditional product idea but has an interesting title. 	<ul style="list-style-type: none"> • Novelty • (____ /10 pts.)
<ul style="list-style-type: none"> • Usefulness: Is the invention workable? • Is the invention appropriate for the stated idea? 	<ul style="list-style-type: none"> • Clear and convincing evidence that the invention will work effectively. • Clear and convincing connection between the problem and the idea. 	<ul style="list-style-type: none"> • Sufficient evidence that the invention will work effectively. • Good evidence of connection between the problem and the idea. 	<ul style="list-style-type: none"> • Minimal evidence that the invention will work correctly. • Minimal evidence of connection between the problem and the idea. 	<ul style="list-style-type: none"> • Little evidence that the invention will work correctly. • Minimal evidence of connection between the problem and the idea. 	<ul style="list-style-type: none"> • Usefulness • (____ /10 pts.)

<ul style="list-style-type: none"> • Appeal: Does the invention have strong interest and appeal to intended audience? • Is the invention well-crafted and complete? 	<ul style="list-style-type: none"> • Professional appearance and well suited to the intended audience. • Clear and convincing evidence that the materials are the best for the invention. 	<ul style="list-style-type: none"> • Attractive and useful to the intended audience. • Sufficient evidence that materials are the best for the invention. 	<ul style="list-style-type: none"> • Useful to some people in the intended audience. • Some evidence that the materials are the best for the invention. 	<ul style="list-style-type: none"> • Idea holds little interest or appeal. • Little evidence that the materials are the best for the invention. 	<ul style="list-style-type: none"> • Appeal • (___ /10 pts.)
<ul style="list-style-type: none"> • Presentation: • Diagram • Model • Inventor's Log • Oral Presentation 	<ul style="list-style-type: none"> • Elaborate and attractive diagram with parts clearly labeled and explained. • Highly detailed model. • Well-developed description of the invention process. • Oral presentation communicates a high level of knowledge of invention process. 	<ul style="list-style-type: none"> • An attractive diagram with parts clearly labeled and explained. • Comprehensive model. • A description containing highlights of the invention process. • Oral presentation communicates much knowledge of invention process. 	<ul style="list-style-type: none"> • Diagram with most parts labeled. • Adequate model. • Partial statement of the invention idea and solution. • Oral presentation communicates some knowledge of invention process. 	<ul style="list-style-type: none"> • A simple drawing of the invention process. • Simplistic model. • A minimal description of the invention. • Oral presentation communicates little or no knowledge of invention process. 	<ul style="list-style-type: none"> • Presentation • (___ /20 pts.)

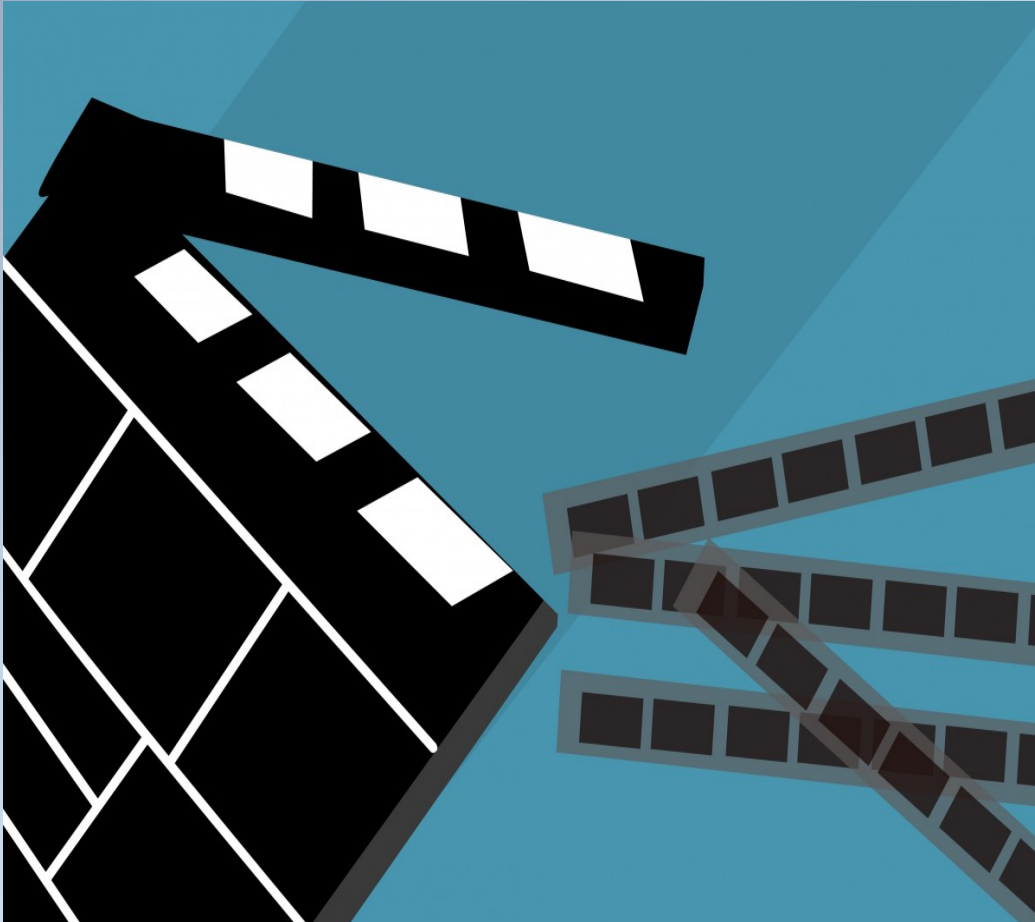
Comments:

From the Social and Emotional Components of Giftedness class

- *Assignment 1: Choice of movie or children's book analysis*

This assignment incorporates two different tasks and emphases. One part is to analyze the social and emotional characteristics and needs of a fictional gifted character. The other is to analyze the portrayal of that character from your perspective as a developing professional.

Movie Analysis

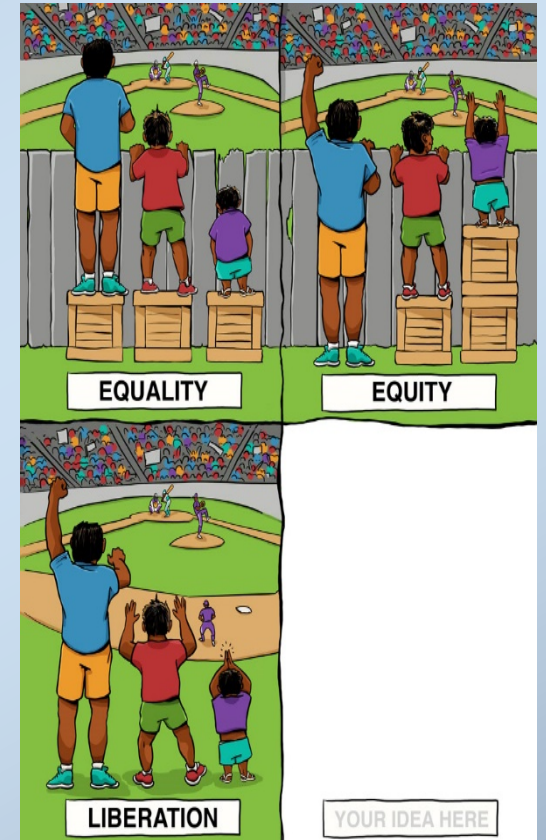


- Watch a movie (NOT a documentary) that portrays a gifted child or young adult as a central character. Write a 3-4 page paper addressing (a) the significant social/emotional characteristics the character displayed, with discussion of how those characteristics affected the child and interacted with his or her cognitive (or other talent domain) characteristics (20%); (b) what special needs the character had, based on his or her affective characteristics (20%); and (c) how significant people in the individual's environment responded to the characteristics, positively or negatively (20%). Then write a brief critique (1-2 pages) of the movie from your perspective as a developing professional in gifted or general education – does the movie help to create stereotypes, dispel them, or both (40%)?

From a G/T Practicum Course

Scenario #2

- You receive a memorandum from your superintendent regarding a letter she received from a local citizens group concerning the underrepresentation of students of color who are identified for and served by the gifted and talented program. Her letter indicates that this group is concerned that current procedures used in the district are not equitable, intentionally excluding some students who would benefit from the gifted programming services. The superintendent would like for you to develop the specific steps that experts in the field of gifted education recommend to districts complete with citations that could be shared in a *brief* publication of *What We Know About Achieving Equity in Gifted Programs*.
- *Note: Copies of your publication will be distributed at a scheduled town hall devoted to this issue where you and three other individuals will serve on a panel to present information and respond to participant questions. She recommends you send her your publication (2-4 pages) along with who you believe would be good panel members to address this important issue and why you think these individuals would be good panelists (include names, credentials, and your rationale for choosing them).*



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Strategies for Designing Choices

A couple of ideas



What's your current understanding of differentiated instruction?

Select one of these prompts to help you formalize your thinking.



SHHHH/SHARE...

1. Pick a column
2. Write or think silently
3. Be ready to share when time is called

<p>Write a definition of differentiation you feel clarifies its key intent, elements, and principles.</p>	<p>Explain to a new teacher what differentiation is in terms of what he/she would be doing in the classroom—and why. The definition should help the new teacher develop an image of differentiation in action.</p>	<p>Develop a metaphor, analogy, or visual symbol that you think represents and clarifies what's important to understand about differentiation.</p>
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Please share your thinking with a fence partner.

Sternberg's Triarchic Theory of Intelligence

Robert J. Sternberg

Professor

Human Development
Cornell University

rjs487@cornell.edu

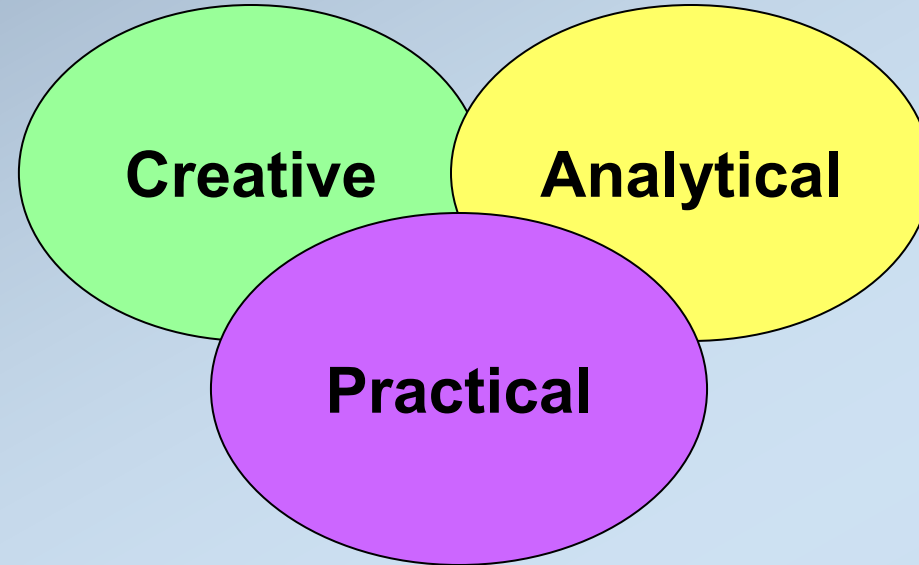
Biography

Robert J. Sternberg is Professor of Human Development in the College of Human Ecology at Cornell University. He was previously President and Professor of Psychology and Education at the University of Wyoming. Before that, he was Provost, Senior Vice President, Regents Professor of Psychology and Education, and George Kaiser Family Foundation Chair of Ethical Leadership at Oklahoma State University. He also is Honorary Professor of Psychology at Heidelberg University.

Sternberg's main research interests are in intelligence, creativity, wisdom, thinking styles, teaching and learning, love, jealousy, envy, and hate. My main research interests are in intelligence, creativity, wisdom, thinking styles, leadership, ethics, love, jealousy, envy, and hate.



Sternberg's Three Intelligences



- We all have some of each of these intelligences, but are usually stronger in one or two areas than in others.
- We should strive to develop as fully each of these intelligences in students...
- ...but also recognize where students' strengths lie and teach through those intelligences as often as possible, particularly when introducing new ideas.

Analytical



- **Bullets**
- **Lists**
- **Steps**
- **Worksheets**
- **Tables**
- **Venn Diagrams**
- **Timelines**
- **Sequential Items**
- **Flow Charts**
- **Compare and Contrast**

- **Find the error**
- **Evaluating**
- **Sorting and Classifying**
- **Appealing to logic**
- **Critique and Criticize**
- **Explaining Difficult Problems to others**
- **Making Inferences and Deriving Conclusions**
- **Puns and Subtleties**

Practical

- Working your way out of a problem
- Notes to Self (what questions to ask myself, how to make sense of for myself)
- Here is a problem, explain what happened
- Analogies
- Draw real world examples
- Advising and convincing others (Advice columns)
- Hands-on Activities
- Taking things apart and fixing them
- Understanding and Respecting others / Friendships / Resolving Conflicts
- Putting things into Practice
- Adapting to New Situations



Creative

- Figure out a way to explain
- Idiot's Guide To... (Book for Dummies)
- How to represent
- Make your own interpretation
- Pictures or news bulletins to describe
- Designing new things
- Alternative solutions and methods
- Thinking in pictures and images
- Noticing things other people tend to ignore
- Suppose something was changed... What would happen if?
- Acting and Role playing
- Inventing



Evaluating An Argument

Readings on Culturally Responsive Teaching

Analytical	Practical	Creative
<p>As a reader who is interested in the topic the author has addressed, evaluate the strengths and weaknesses of their argument by composing an extended online comment that the author and other readers will see. Write in 3rd person, and address whether the key claims are warranted, the reasons valid, the evidence relevant and sufficient, and the use of language effective. Use examples in your post.</p>	<p>You are the editor of the [media outlet/publisher] to which the author has submitted this piece for publication. Decide whether you will accept the piece and what revisions the author needs to make. Write an e-mail response to the author that indicates acceptance or rejection and provides feedback on the arguments strengths and weaknesses in terms of whether the author's key claims are warranted, the evidence relevant and sufficient, and the use of language effective.</p>	<p>Imagine you are a witness to two people on opposite sides of this issue discussing the author's argument. Capture their debate through a dialogue or other means of depiction. Use the voices of the two debatersto address the strengths and weaknesses of the author's key claims. Between the two parties, the discussion should address whether the key claims are warranted, the reasons valid, the evidence relevant and sufficient, and the use of language effective.</p>

Learning Contract----Think Tac Toe Ancient Civilizations – Grade 6

GEOGRAPHY	As an ancient mapmaker, you are commissioned to create a map of your land including all natural landforms, a compass rose and a scale. Also find examples of each landform in a modern civilization.	Imagine that you are an ancient citizen who awakens to discover that all water has evaporated. Explain in detail how this would alter your way of life. Also, do this for the town where you live.	Assume you are persuading others to visit your ancient civilization. Design a descriptive, accurate travel brochure. Include both natural and man-made elements that would attract tourists.
IMPORTANT PEOPLE	You are an ancient scribe. Write and illustrate a thorough description of a famous character from each time period being studied. Profile yourself also.	Assume the identity of a famous person from the given time period. Create a journal entry reflecting the ideas, values, and components of daily life for that person & you.	You are a famous sculptor. Create a 3D representation of a well-known leader, god, goddess, or common citizen. Include a museum exhibit card.
CONTRIBUTIONS	Written language is an essential part of everyday life. Your task is to create an alphabet. Include a translation into modern English, a written description of the language development and a 3D artifact of the new language.	Recreate in 3D form a famous work of architecture from your time period. Compare and contrast this piece to one piece of modern-day architecture. Find one example of this architecture's presence in modern day society.	Find a way to explain and show the importance of music and the arts to your culture. Also show at least 2 examples with roots in our time.

Science Agenda on Chemical Problems in the Environment

IMPERATIVES (You must do these...)

1) Select a chemical problem in the environment and Define and describe the difficulties it presents
Be sure to discuss why, where, and to whom/what

Your choices are:

Global Warming/Greenhouse Effect

Ozone Depletion

Acid Rain

Air Pollution

Water Pollution (including thermal pollution and land/ground pollution)

2) Complete a map showing where the problem exists, what/who is affected by it, and the degree of impact

3) Develop a talking paper that describes present and future solutions, as well as your recommendations.



NEGOTIABLES (You must do at least one of these...)

- 1) Determine the approximate costs of the problem of one badly affected region and develop a graphic that shows total costs and what makes the costs (for example: Health costs, clean-up costs, lost revenues from land, etc.)
- 2) Develop a timeline of the evolution of the problem over the last 100 years, including significant dates, and factors that contributed to the change. Take the timeline into the future based on your current understanding of trends associated with the problem.

•OPTIONS (You may do one or more of these...)

- 1) Create a Gary Larson-type cartoon or an editorial cartoon that makes a commentary on the problem.
- 2) Prepare a fictionalized account, but based on scientific fact, of a person who lives in a badly affected area. Your goal is to put a human face on the problem.
- 3) Develop a 60-second public service announcement (taped) to raise audience awareness of the problem and introduce positive actions citizens might take to improve the prognosis for the future.



RAFT



RAFT is an acronym that stands for

Role of the writer. What is the writer's role: reporter, observer, eyewitness?

Audience. Who will be reading this writing: the teacher, other students, a parent, people in the community, an editor?

Format. What is the best way to present this writing/idea: in a letter, an article, a report, a poem?

Topic. Who or what is the subject of this writing/issue/idea: a famous mathematician, a prehistoric cave dweller, a reaction to a specific event?

Forces



Developed by Bryon Adams, 6th grade teacher, City View Community School, Minneapolis, MN

Role	Audience	Format	Topic
Bungee Cord	Person in line at a fair or amusement park	Storyboard, comic strip, or diagram with captions	How I give people a jump that never seems to end.
Sixth grader	Second grader	Science newsletter	Let me introduce you to forces all around you.
Teenager	Parents and Teachers	Journal entry	If you understood force, you'd understand my life.
Athlete	Spectators of Fans	Interview with a TV sportscaster	You may not know it, but sports are all about force.
Shoe Company	Consumer or Customer	Ad or commercial	Extreme Forces: The Magic in your sport shoes.



Final Project Options

Role	Audience	Format	Topic
You, Classroom Teacher	Parents of your students	A parent brochure and back to school letter.	How differentiation works in the classroom.
You	Potential Employer	Portfolio	Demonstration of your expertise in differentiating in the classroom.
You	New Teachers	PowerPoint Presentation with notes.	What is differentiation?
You	Small group of grade level teachers	Article	A digest of the theory and research that supports or questions) differentiation.
You, a writer	Beginning Teachers	A beginner's guide to differentiation	What is differentiation?
A production company	Teachers	Professional Development video	The key principles of a differentiated classroom
Local Consultant Company	First Year Teachers	Display to be a part of the <i>Back to School</i> District Meeting	What differentiation is and how it can help you?
You, a children's book author and illustrator	Students in a differentiated classroom.	Children's book	What is a differentiated classroom?

So, what are choices your students have in your classes?



Questions or
Concerns?



Inspired teachers are passionate about their work. They are firmly convinced that they are responsible for student learning and they consistently bend their efforts toward doing a better job every day.

C.F. Steele (2009). *The inspired teacher*. Alexandria, VA: ASCD in Hattie (2012), p. 31.





THANK YOU

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